

Utah Mountain School Exhibit “A”

No portions of Exhibit “A” may be changed unless amended pursuant to Charter Agreement Section 5.3

1. Name: The name of the Charter School shall be Utah Mountain School.
2. Applicant: A Charter Agreement is granted to Utah Mountain School, which applied on November 9, 2018.
3. Location: The charter school shall be established in Ogden, Utah, located within the Ogden City School District which is material to its authorization.
4. Mission statement: The Charter School mission statement, as set forth in the application is: “Utah Mountain School is committed to building academic and lifelong success by fostering community, creativity, and curiosity through outdoor exploration, movement, and hands-on learning for all students.”

Utah Mountain School was approved with priority consideration under U.C.A. §53G-5-301: “a charter school whose mission is to enhance learning opportunities for students at risk of academic failure.” Utah Mountain School’s key purpose is to be a Comprehensive Dropout Intervention and Prevention Program.

5. Purpose(s) of the charter school: The Charter School purposes consistent with U.C.A. §53G-5-104 include:
 - a. Continue to improve student learning: PACE report card data shows that student learning outcomes among low socioeconomic-status (SES) students are not improving. Because the Utah Charter Board’s mission extends to all students, we feel that it is imperative that a drastically different model of student education is introduced to students at risk for dropping out of school.
 - b. Encourage the use of different and innovative teaching methods: studies have shown that movement and hands-on engagement are critical to closing the SES achievement gap. Around the world, the outdoor classroom is being used to boost student engagement, combat student stress, and to improve student learning outcomes in general. The time has come for this innovative approach to be offered here in Utah.
 - c. Create new professional opportunities for educators: Because an outdoor-oriented classroom serving low SES students is a relatively new idea in the United States, every educator and staff member working at UMS will be considered a collaborator. We will have open lines of communication between all stakeholders and will value all ideas. Every instructor will be provided prep time and collaboration blocks with their peers. This will allow for quick resolutions to small problems in curriculum and culture before they become systemic in the school.
 - d. Increase choices of learning opportunities for students: UMS seeks to work with Community Stakeholders to identify those students for whom the traditional model is not working and refer them to UMS.
 - e. Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of

innovative measurement tools: Utah Mountain School is seeking to introduce a new model of public school in the Ogden area for students who have not felt successful in the traditional model. The unique combination of outdoor classrooms, acute aerobic exercise breaks, cultural competency, and project-driven assessment serves to not only teach but also measure learning outcomes in a unique style that involves all stakeholders.

- a. Provide opportunities for greater parental involvement in management decisions at the school level: UMS will cultivate opportunities for parental and community involvement through the extensive use of project-based learning. Outdoor learning projects will encourage volunteerism in the form of helping to teach students career-based skills.
6. Key elements of the charter school: The key elements of the Charter School, as set forth in the application, are programs and processes that make this school unique. They will be included in the State Charter School Board annual review as assurances and included in the School Accountability Framework Comprehensive reviews.

Utah Mountain School:

- a. Uses research-based principles to inform and develop an outdoor curriculum that combats the socio-economic achievement gap in schools and prevents student drop-out
- b. Focuses on project-based outdoor education with acute aerobic exercise
 - i. Cross-curricular project-based instructional curriculum is aligned to the Utah Core Standards
 - ii. Conducts class largely in outdoor settings, with the facility functioning mainly as a “Base Campus” and project-based learning space.
 - iii. Integrates aerobic exercise breaks into the daily routine
- c. Integrates elective classes into the core curriculum courses
- d. Promotes frequent opportunities for reflection to allow students to connect the curriculum to their lives and the multi-cultural community of which they are a part.
 - i. Builds personal choice, goal setting/monitoring, and self-evaluation into every module.
 - ii. Students start and end the day in Advisory for “Focus” & “Reflection” (see CA pg. 5-6)
- e. Requires “Capstone Projects” (see CA pg. 6-7)
- f. Offers “Intensives” – multi-day experiential learning opportunities
- g. Maintains a large enough student population to offer all programmatic elements listed in the approved charter application.
- h. Does not offer distance or online education, as it is defined by the Utah State Board of Education.

7. Opening School Year: 2020-2021

8. Student Population: The grade levels served, and the maximum authorized enrollment is:

- a. Grades Served: 7th up to grade 9
- b. Maximum Authorized Enrollment: 450
 - i. SY21: 400
 - ii. SY22: 450

9. Enrollment preferences permitted by board policy and UCA §53G-6-502:

- a. a child or grandchild of an individual who has actively participated in the development of the charter school;
- b. a child or grandchild of a member of the charter school governing board;
- c. a sibling of an individual who was previously or is presently enrolled in the charter school;
- d. a child of an employee of the charter school.
- e. Enrollment lottery process will be weighted to give a slightly better chance to educationally disadvantaged students including:
 - i. Low-income students;
 - ii. English language learners;
 - iii. Migrant students;
 - iv. Neglected or delinquent students;
 - v. Homeless students.

10. Structure of governing board:

- a. Number of board members: 5 – 9
- b. Appointment of board members: Elected by current board members
- c. Board members' terms of office: 4 years, X terms
- d. Meetings: Regularly, no less than 6 times per year

11. Administrative rules waived: None.

12. Additional school specific standards used to assess School Achievement in the Charter School Accountability Framework:

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific: Student Attendance	Percentage of students attending daily	≥85%	≥80%	≤79%	≤60%

Mission Specific: Stakeholder attitudes toward school	Percentage of students satisfied with school based on quarterly student satisfaction surveys		$\geq 80\%$	$\geq 75\%$	$\leq 65\%$	$\leq 50\%$
Relative Academic Performance	Percentage of students demonstrating a full year of academic growth as measured by the NWEA MAP assessment or another similar exam (such as Utah's end of course exams)	SY21-SY23	$\geq 40\%$	$\geq 30\%$	$\leq 29\%$	$\leq 10\%$
		SY24-SY27	$\geq 50\%$	$\geq 40\%$	$\leq 39\%$	$\leq 20\%$
		SY28-ongoing	$\geq 60\%$	$\geq 50\%$	$\leq 49\%$	$\leq 30\%$
Student Academic Gain	Percentage of 8 th graders reading at grade level at year end as measured by SRI	SY21-SY23	$\geq 50\%$	$\geq 40\%$	$\leq 39\%$	$\leq 20\%$
		SY24-SY27	$\geq 60\%$	$\geq 50\%$	$\leq 49\%$	$\leq 30\%$
		SY28-ongoing	$\geq 70\%$	$\geq 60\%$	$\leq 59\%$	$\leq 40\%$

13. State Accountability: Designated as an alternative school for state accountability purposes. As required by statute and implemented by the Utah State Board of Education by rule or Federal plan.

14. Student Engagement, Financial, and Governance Measures: Defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Accountability Framework (subject to update and revision).