

## AMENDMENT REQUEST FOR GRADE CONFIGURATION CHANGE

### Utah State Board of Education Mountainville Academy: Revision 1

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

1. Charter School Mountainville Academy
2. Street Address 195 S. Main Street Phone 801-756-9805
3. City Alpine County UTAH
4. This is a school located in an area:      ( ) Rural      X) Urban
5. Chief School Officer Emma Bullock Phone 801-756-9805
6. The Charter school is located in which school district? Alpine
7. List or attach all duly elected, current board directors of the school:  

<u>Jennifer Moulder (Chair)</u>	<u>Jack Garzella (Vice Chair)</u>	<u>Volkmar Nitz (Treasurer)</u>
<u>Mac Sims</u>	<u>Thomas Whitchurch (Secretary)</u>	
<u>Linda Seeley</u>	<u>Della Don Janjua</u>	

8. Briefly describe your requested amendment to charter. Attach all requested information concerning your configuration changes found in attachments A or B:

**Mountainville Academy is requesting a change to its charter to allow the addition of a 9<sup>th</sup> grade. The request is to allow the school to enroll seventy-five 9<sup>th</sup> grade students and amend the charter from a total of 675 students to 750 students. We would like this to start with the 2011-2012 school year.**

9. a) Summary description of charter school:

Mountainville Academy is a K-8 academically challenging charter school that concentrates on fluency and proficiency in Language Arts and Mathematics. In a general sense, the school follows a classical approach and utilizes proven curriculum programs, including the Core Knowledge Sequence, Saxon Math and Direct Instruction method. The academic program is balanced and enhanced by positive character development, foreign language, fine arts, and a special focus on history and appreciation of heritage.

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- b) How many students will the charter school serve and what grades?

Mountainville Academy CURRENTLY is chartered to serve 675 students in grades K-8. **This request is to amend our charter to extend our grades to include the 9<sup>th</sup> grade and add seventy-five 9<sup>th</sup> grade students for a total of 750 students.** This extension will allow the school to align with the local school district configuration.

c) The charter school's current grade configuration is:

The school's current grade configuration is targeted at three classes of 25 students per grade for Kindergarten through 8<sup>th</sup> grade. The elementary grades are defined as grades K-5, and the middle school is defined as grades 6-8.

d) Does the charter school's grade configuration align with the local school district configuration?

Currently, it does not align with the local school district due to Mountainville's lack of a 9<sup>th</sup> grade. The current local school district configuration serves grades K-6 and 7-9 in the elementary grades and junior high, respectively. If Mountainville adds the 9<sup>th</sup> grade we will align. The current misalignment causes our middle school grades, specifically the 7<sup>th</sup> and 8<sup>th</sup> grades, to struggle with enrollment goals.

e) Percentage of minority students at charter school:

**There are 10% minority students at Mountainville Academy,** with 65 minorities and total of 652 students. We have shown the full breakdown in the below enrollment breakdown report.

**UTAH STATE OFFICE OF EDUCATION**  
**SCHOOL ENROLLMENT WITH HANDICAP BREAKDOWN**  
 100 - Mountainville Academy (Trk)  
**STUDENTS ENROLLED AS OF 10/28/2009**

	American Indian Alaskan Native		Hispanic		Asian		Pacific Islander		Not of Hispanic Origin				Total		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Black		White		Boys	Girls	
									Boys	Girls	Boys	Girls			
KINDERGARTEN					2	3			2	1	35	37	39	41	80
1st Grade			1	1			1			1	34	42	36	44	80
2nd Grade			2	2	2	3		1	2		46	36	52	42	94
3rd Grade	1			1	2	1	1		1	1	30	42	35	45	80
4th Grade			5	1	1				1		33	36	40	37	77
5th Grade			1	2		4			1	1	49	42	51	49	100
6th Grade		1	1	2	1	2					29	36	31	41	72
7th Grade	1		1		1	1		1			15	11	18	13	31
8th Grade			1	2				1			16	16	17	19	36
SUBTOTAL	2	1	12	11	9	14	2	3	7	4	287	298	319	331	650
Self-Contained											2		2		2
TOTAL ALL STUDENTS	2	1	12	11	9	14	2	3	7	4	289	298	321	331	652

f) Percentage of special education students at charter school:

**We have approximately 10% special education students.** The specific numbers as of October 2009 are 65 special education students out of a total of about 652 students.

g) Additional information:

### **G1) Facilities Changes**

We plan to add eight (8) classrooms to our existing school and make some other changes to accommodate the additional requirements of a 9<sup>th</sup> grade. There will be three additional teachers to support the 9<sup>th</sup> grade. The eight new classrooms are not all dedicated solely to the 9<sup>th</sup> grade, but a total of eight does align to our total school needs. The total square footage of added space is about 12,325 based on current estimates. Changing rooms for gym class as well as other changes such as adding additional lockers and some science room modifications would also be done in this process.

### **G2) Budget Impacts**

The budget impacts of these additional facilities are built into the projected FY12 Draft 9<sup>th</sup> grade budget which is attached to this form.

A structured donation program is being started at the school. We expect that many one-time startup expenses (e.g. science equipment, additional computers, etc.) will be covered by incoming donations making our operational budget even better than what is projected.

10. What makes this configuration change needed?

Without adding a 9<sup>th</sup> grade, we will continue to struggle with enrollment and with becoming a high-performing school according to our mission and vision. Many parents and students do not want to change schools for just the 9<sup>th</sup> grade. This has created a problem in retaining middle school students from our elementary school.

Currently, it does not align with the local school district due to Mountainville's lack of a 9<sup>th</sup> grade. The current local school district configuration serves grades K-6 and 7-9 in the elementary grades and junior high, respectively. If Mountainville adds the 9<sup>th</sup> grade we will align. The current misalignment causes our middle school grades, specifically the 7<sup>th</sup> and 8<sup>th</sup> grades, to struggle with enrollment goals.

11. Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?

Yes. Mountainville Academy utilizes the curriculum guide "The Core Knowledge Sequence". The sequence has been aligned with the Utah State Core Curriculum, and will continue to undergo evaluation to ensure alignment with any changes to the Utah State Core.

12. How will the school address the needs of students with disabilities who will need Special Education services?

Currently we are using ability grouping to create the least restrictive environment possible. This minimizes the need for remediation and specifically addresses the needs of slower learners as well as more gifted learners. We are also very committed to those children with more specific needs and their unique abilities are being addressed and encouraged. In accordance with these ideals, we provide certified special education teachers and paraprofessionals. Any additional services that we are unable to provide in house are privately contracted to assure that needs are met. We also provide seminars and training to

ensure that all teachers are aware of and understand the needs and requirements of special education students. We periodically have informational and instructional lectures for parents, and students if appropriate, to encourage suitable ways to embrace the needs of the student and encourage growth and excellence.

13. Provide a copy of current school year budget and projected budget with amendments.

Please see the proposed budget below. Minor amendments will occur based on actual enrollment numbers and other emergent financial information.

Account ID	Account Description	Account Type	FY10
01.310	Student Fees	Income	8,000.00
01.500	Income- Interest Income	Income	10,000.00
01.700	Student Activities	Income	10,000.00
01.700a	FSO Revenue	Income	30,000.00
01.920	Income- Corporate Donation	Income	5,000.00
01.920a	Income- Cash Donation	Income	5,000.00
03.010	Income-K-12 WPU	Income	1,535,918.00
03.020	Income--Professional Staff	Income	53,756.00
03.105	Income--Special Ed Add-on	Income	195,009.00
03.110	Income--SpEd Self Contained EXT YR PRGM- SEVERLY DISABLED	Income	11,444.00
03.120		Income	2,534.00
03.155	Income -Career and Tech Add on	Income	0.00
03.211	Income--Accelerated Learning	Income	2,164.00
03.213	Income -Accelerated Lea Concur	Income	0.00
03.215	Income--At-Risk Student Progra	Income	4,013.00
03.218	Income - At Risk Homeless & Mi	Income	0.00
03.230	Income--Class Size Reduction	Income	152,755.00
03.255	Income--Quality Teaching Block	Income	0.00
03.260	Income--Local Discretionary BI	Income	0.00
03.270	Income--Interventions for Stud	Income	11,988.00
03.405	Income--Soc Security & Retirem	Income	308,139.00
03.468	Income -School Nurses	Income	22,694.00
03.520	Income--LAND Trust	Income	21,000.00
03.719	Income--Charter Local Replacem	Income	963,225.00
03.772	CTE Safe & Drug Free	Income	4,389.00
03.800a	Income--U-PASS	Income	1,759.00
03.805	Reading Achievement Program	Income	26,296.00
03.810	Income--Library Books and Supp	Income	592.00
03.842	Income--Charter Admin Costs 1	Income	67,500.00
03.868	Income--Teachers Mat. & Supp.	Income	18,958.00
03.876	Income--Educator Salary Adjust	Income	186,923.00
03.877	Income- One-Time signing bonus	Income	0.00
03.890	Other State Income	Income	0.00
04.500a	Federal Tech Literacy Challeng	Income	0.00
04.522	Federal PL 99-457 84-173	Income	0.00
04.524	Income- Federal IDEA	Income	119,626.00
04.625	Federal Implementation Grant	Income	0.00
04.625a	Federal Facilities Grant	Income	13,500.00
04.661	INCOME -MSP Stabilization Fund	Income	0.00
04.664	INCOME- ARRA IDEA CAPACITY	Income	0.00

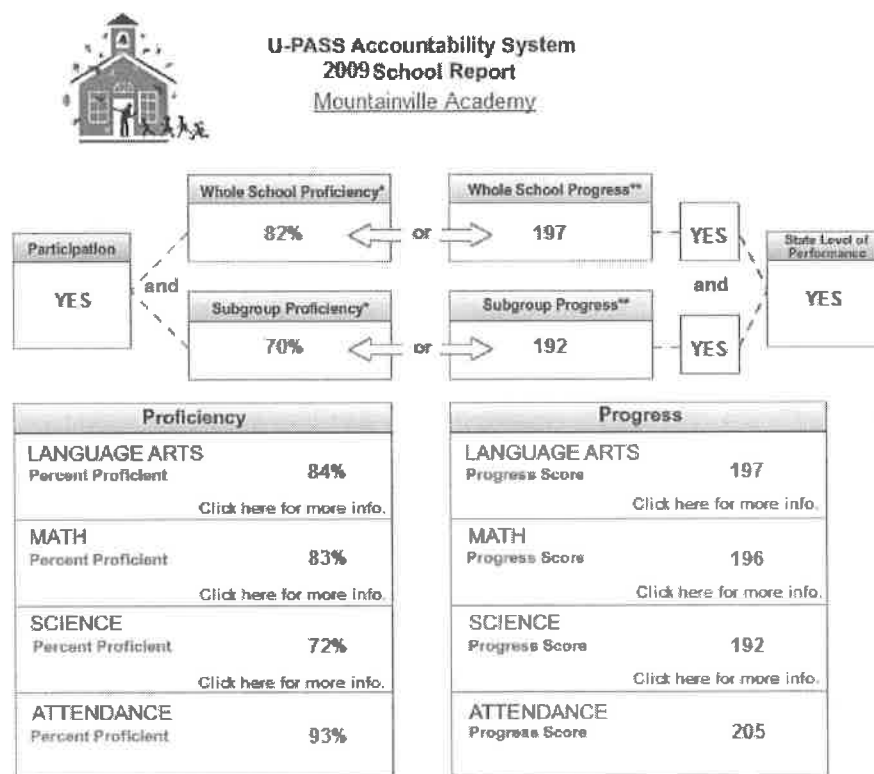
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04.664a	INCOME- ARRA PRESCHOOL IDEA	Income	0.00
04.664b	INCOME-ARRA TITLE I GRANTS	Income	0.00
04.801	Title I	Income	6,132.00
04.801a	Federal Title 1	Income	0.00
04.860	Fed Improving Teacher Qual	Income	7,719.00
04.890	Other Federal income	Income	0.00
04.890a	Federal Drug Free	Income	0.00
100.27	Wages--Transportation	Expenses	5,000.00
115.20	Merit Pay- Admin Expense	Expenses	0.00
115.23	Wages- School Directors	Expenses	70,000.00
121.24	Wages- School Administrators	Expenses	100,000.00
131.10	Wages- Teachers CACTUS	Expenses	1,010,000.00
131a.10	Wages- Special Education	Expenses	80,000.00
131b.10	Merit Pay- Teacher Expense	Expenses	0.00
132.10	Wages- Substitute Teacher	Expenses	0.00
145.22	Wages Library	Expenses	34,744.00
150.21	Wages--School Nurse	Expenses	0.00
152.24	Wages- Secretarial & Clerical	Expenses	43,776.00
160.21	Wages--Student Services	Expenses	44,768.00
161.10	Wages- Teachers Aides	Expenses	150,000.00
161a.10	Wages- Special Education Aides	Expenses	0.00
161b.10	Merit Pay- Aides	Expenses	0.00
182.26	Wages- Custodial & Maint.	Expenses	59,885.16
220.00	Social Security Tax (FICA)	Expenses	122,056.00
230.00	Retirement & Mgt. Expense	Expenses	41,250.00
240.00	Employee Benefits Expense	Expenses	378,000.00
270.00	Worker's Compensation Insuranc	Expenses	7,000.00
280.00	Unemployment Insurance	Expenses	31,909.00
300.10	Outside Serv-SpEd	Expenses	35,000.00
300.20	Outside Services- Prof. & Tech	Expenses	5,000.00
301.10	Substitute--Outside Serv	Expenses	15,308.00
310.23	Business Services	Expenses	84,000.00
330.20	Prof. Dev.- Other	Expenses	1,000.00
330.22	Prof. Dev.- Instruction	Expenses	27,500.00
340.23	Bank Fees	Expenses	2,000.00
341.23	Accountant Services	Expenses	10,000.00
342.23	Legal Services	Expenses	2,000.00
400.26	Lease-Equipment Rental	Expenses	2,000.00
400.45	Building Improvements	Expenses	2,000.00
400a.26	Security Expense	Expenses	2,000.00
412.26	Garbage Expense	Expenses	3,600.00
430.26	Property Repairs & Maint.	Expenses	0.00
433.26	Property Services Contracted	Expenses	10,000.00
441.26	Lease- Rent Expense	Expenses	999,375.00
45.710	Land and Improvements	Expenses	0.00
45.720	Buildings	Expenses	0.00
500.23	HR--Payroll Processing	Expenses	4,800.00
500.27	Student Transportation Expense	Expenses	5,000.00
500a.23	Copier Maintenance Expense	Expenses	10,000.00
500a.27	Student Activities	Expenses	0.00
521.26	Insurance Expense	Expenses	16,000.00
530.26	Equipment Repairs	Expenses	1,000.00
531.23	Telephone- Voice	Expenses	4,800.00

532.23	Postage & Mailing Expense	Expenses	2,700.00
533.23	Telephone- Data & Technology	Expenses	3,960.00
540.22	HR-Recruitment	Expenses	500.00
540.23	Advertising & Promotions	Expenses	2,000.00
580.00	Travel & Lodging Expense	Expenses	2,000.00
581.00	Mileage Reimbursement	Expenses	2,000.00
600.20	Supplies- Administration	Expenses	10,000.00
600.24	Supplies-Medical/First Aid	Expenses	1,000.00
610.00	Supplies- Copier & Printer	Expenses	11,200.00
610.10	Supplies- Classroom	Expenses	8,000.00
610.23	Supplies-Board Expenses	Expenses	500.00
610.26	Supplies- Custodial	Expenses	15,000.00
610b.10	Supplies--Teacher Class Funds	Expenses	8,700.00
610c.10	Supplies-Special Education	Expenses	2,000.00
620.26	Utilities Expense	Expenses	54,100.00
641.10	Curriculum & Materials	Expenses	60,000.00
641a.10	Curr- Special Ed	Expenses	5,000.00
644.22	Library Books & Supplies	Expenses	3,000.00
680.26	Custodial Equipment	Expenses	3,000.00
700.00	Supplies- Computer & Software	Expenses	30,000.00
700.45	Land and Buildings	Expenses	0.00
700a.00	Operational Equipment Expense	Expenses	15,000.00
700b.00	Furniture Expense	Expenses	0.00
730.26	Property- Equipment Expense	Expenses	0.00
800.00	Other Expense	Expenses	2,000.00
800.21	Student Motivation Expense	Expenses	2,000.00
800.22	Employee Motivation Expense	Expenses	5,000.00
800.23	Interest Expense	Expenses	0.00
800a.22	Meals Professional Dev	Expenses	1,000.00
800a.23	License & Tax Expense	Expenses	100.00
800b.23	Sales Tax Paid and Refunded	Expenses	0.00
800c.23	Meals Other	Expenses	500.00
810.23	Dues & Subscriptions	Expenses	4,500.00
850.26	Lease- Triple Net Expense	Expenses	48,000.00
890.24	FSO Expense	Expenses	20,000.00
899.00	Suspended Expenses	Expenses	0.00
<b>Revenue</b>			<b>3,806,033.00</b>
<b>- Expenses</b>			<b>-</b>
			<b>3,743,531.16</b>
<b>Net Income</b>			<b>62,501.84</b>

14. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?

Lincoln Fillmore and his company, Charter Solutions, are responsible for our day to day financial accounting. We also have an independent audit done yearly. Lincoln's credentials can be reviewed in Attachment C.

15. Provide a copy of most recent UPASS state academic information. You may attach additional academic information if desired.



In order to achieve the State Level of Performance a school must have 95% participation, and either proficiency or progress in the Whole School and the Subgroup.

\*Overall proficiency:

Acceptable range is 80 % and higher.

\*\* Overall Progress:

Acceptable range is 190 and higher.

Participation:

Acceptable range is 95% and higher.

[Click here for additional school information](#)

Individual Subgroups	Proficiency	Progress
African American	n<10	n<10
American Indian	n<10	n<10
Asian	yes	yes
Caucasian	yes	yes
Hispanic	yes	yes
Pacific Islander	n<10	n<10
Economically Disadvantaged	yes	yes
Limited English Proficient	n<10	n<10
Students With Disabilities	no	yes

16. Provide the name and title of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

The forms have been delivered via email and mailed to the following personal.

Alpine School District  
575 North 100 East  
American Fork, Utah 84003

Vernon Henshaw (Superintendent)  
[vhenshaw@alpine.k12.ut.us](mailto:vhenshaw@alpine.k12.ut.us)

Debbie Taylor (President)  
[dtaylor@alpine.k12.ut.us](mailto:dtaylor@alpine.k12.ut.us)

Marlies Burns  
Utah State Office of Education  
P O Box 144200  
Salt Lake City, Utah  
84114-4200

  
\_\_\_\_\_  
Charter School Board Representative Signature

12/17/09  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Charter School Principal/Director

12/17/09  
\_\_\_\_\_  
Date

For Questions Please Contact:

Jack Garzella  
Emma Bullock

Vice Chair  
School Director

801-520-6921 [jgarzella@gmail.com](mailto:jgarzella@gmail.com)  
801-756-9805 [ebullock@mountainvilleacademy.org](mailto:ebullock@mountainvilleacademy.org)



## ATTACHMENT A

### Needed information for grade configuration changes (adding elementary grades K – 8)

1. Describe your curricular plan for each core curriculum content area defined below as applicable to your school (elementary requirements can be found in R277-700-4; middle school requirements can be found in R277-700-5):

#### Grades K-2

- Reading/Language Arts
- Mathematics
- Integrated Curriculum

#### Grades 3-6

- Reading/Language Arts
- Mathematics
- Science
- Social Studies
- Arts (Visual Arts, Music, Dance, Theater)
- Health Education
- Physical Education
- Educational Technology
- Library Media

#### Grades 7-8

General Core (10.5 units of credit)

- Language Arts (2.0 units)
- Mathematics (2.0 units)
- Science (1.5 units)
- Social Studies (1.5 units)
- The Arts (1.0 units)
  - Visual Arts;
  - Music;
  - Dance;
  - Theater
- Physical Educ. (1.0 units)
- Health Educ. (0.5 units)
- Applied Technology Education Technology, Life, and Careers (1.0 units)
- Educational Technology (credit optional)
- Library Media (integrated into subject areas)

NOTE: Students in grades 7-8 shall earn a minimum of 12 units of credit. Local boards may require additional units of credit

2. ELEMENTARY SCHOOL MODEL: Submit a master schedule, including teacher ID, daily course schedule, preparation periods, student count per teacher, lunch periods, recess times, etc. indicative of your school schedule for all years incurring change. For example, if you plan to begin your program with K-3, add 4<sup>th</sup> grade the following year, 5<sup>th</sup> grade the year after that, and 6<sup>th</sup> grade as the final addition, you must submit a master schedule for the four (4) years of changes.
3. SECONDARY SCHOOL MODEL: Submit a master schedule, including teacher ID, course name, bell schedule, class periods, passing periods, preparation periods, student count per class, lunch periods, etc. indicative of your school schedule all years incurring change. For example, if you plan to begin your program with K-8, add 9<sup>th</sup> grade the following year, 10<sup>th</sup> grade the year after that, 11<sup>th</sup> grade the subsequent year, and 12<sup>th</sup> grade as the final addition, you must submit a master schedule for the five (5) years of changes.

## ATTACHMENT B

### Needed information for grade configuration changes (adding secondary grades 9 – 12)

1. Identify each specific course you will offer by name, classification (required or elective), credit value, and grade(s) served for each curriculum area defined below as applicable to your school (high school requirements can be found in R277-700-6):

- Language Arts
- Mathematics
- Science
- Social Studies
- Arts
- Physical and Health Education
- Career Technology Education
- Educational Technology
- Financial Literacy

Please see below a draft of the proposed 9<sup>th</sup> grade course curriculum offerings. Course offerings may be expanded or modified based on the needs of our students or changes in state educational requirements.

### **Mountainville Academy**

#### Proposed 9th Grade Classes

Required Classes	Course ID	Required	Credits	# Periods Offered
Algebra I	A1	Y (A1-4, or G1-2)	1	Multiple
Algebra II	A2	Y (A1-4, or G1-2)	1	Multiple
Algebra II Honors	A3	Y (A1-4, or G1-2)	1	Multiple
Geometry	G1	Y (A1-4, or G1-2)	1	Multiple
Geometry Honors	G2	Y (A1-4, or G1-2)	1	Multiple
English 9 <sup>th</sup>	E1	Y (E1 or E2)	1	Multiple
English 9th Honors	E2	Y (E1 or E2)	1	Multiple
Biology	BIO1	Y (BIO1 or BIO2)	1	Multiple
Biology Honors	BIO2	Y (BIO1 or BIO2)	1	1+ (Demand)
World Studies/Geography	WS1	Yes	1	Multiple
Physical Education (PE)	PE1	Yes	0.5	Multiple

<b>Elective Classes</b>	<b>Course ID</b>	<b>Required</b>	<b>Credits</b>	<b># Periods Offered</b>
Band	B1	N	1	1+ (Demand)
Orchestra	O1	N	1	1+ (Demand)
Spanish 1	S1	N	1	Multiple
Spanish 2	S2	N	1	1+ (Demand)
Computer Technical/Lab	CT1	N	0.5	1+ (Demand)
Creative Writing	CR1	N	1	1 or 2 (TBD)
Dance 1	D1	N	0.5	1 or 2 (TBD)
Seminary (Release Time)	SEM1	N	1	1 or 2 (TBD)

<b>Elective Classes (Audition Required)</b>	<b>Course ID</b>	<b>Required</b>	<b>Credits</b>	<b># Periods Offered</b>
Art Foundations	AF1	N	0.5	1+ (Demand)
Chorus	C1	N	1	1+ (Demand)
Music Theatre	MT1	N	0.5	1+ (Demand)

2. Provide a course description for each course identified above containing mastery criteria for the courses and stressing mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

### Algebra I

- Analyze rational and irrational numbers on a number line
- Apply the Pythagorean Theorem
- Identify the slope of a line when given different points of information and as a rate of change in real-life situations Determine the effects of changes in slope or y-intercept when using slope intercept form
- Rewrite linear equations in slope-intercept and standard form
- Create the equation of a line when given the graph of a line -Identify the x-and y-intercepts from an equation or a graph
- Model linear relations and inequalities by graphing -Compute solutions to problems
- Solve linear equations, inequalities/ proportions and rearrange expressions in simplified form and solve quadratic equations
- Write quadratic equations when given the solution -Solve systems of two linear equations
- Compile, Record and Organize and Display a set of data
- Graph a system of linear inequalities and identify the solution
- Demonstrate mastery of a performing operations of polynomials
- Determine whether the relationship between two variables is linear or nonlinear
- Categorize the relationship between two linear variables, as having positive, negative; or no correlation

### Algebra II

- Solve and graph absolute value equations and inequalities
- Analyze and graph linear functions
- Analyze, solve, and graph systems of equations and inequalities in two and three variables
- Analyze, graph, and solve quadratic functions and quadratic inequalities
- Add, subtract, multiply, divide, and solve equations involving complex (imaginary) numbers
- Add, subtract, multiply, and divide (factor) polynomials
- Simplify rational expressions -Analyze, simplify, graph, and solve logarithmic functions -Add, subtract, multiply, divide, and solve rational equations and functions
- Explore probability and statistics, including The Fundamental Counting Principle, permutations, combinations, compound events, independent events and dependent events
- Evaluate, graph, and use sine and cosine functions
- Analyze general angles and convert angles between degree and radian measure

### Algebra II Honors

This class is for students who desire an college preparation and Advanced Placement track.

- Solve and graph absolute value equations and inequalities
- Analyze and graph linear functions
- Analyze, solve, and graph systems of equations and inequalities in two and three variables
- Analyze, graph, and solve quadratic functions and quadratic inequalities
- Add, subtract, multiply, divide, and solve equations involving complex (imaginary) numbers
- Add, subtract, multiply, and divide (factor) polynomials
- Simplify rational expressions -Analyze, simplify, graph, and solve logarithmic functions -Add, subtract, multiply, divide, and solve rational equations and functions
- Explore probability and statistics, including The Fundamental Counting Principle, permutations,

- combinations, compound events, independent events and dependent events
- Evaluate, graph, and use sine and cosine functions
- Analyze general angles and convert angles between degree and radian measure

## Geometry

- Recognize numerical patterns and create rules to explain patterns
- Illustrate terms of geometry -segments, angles, lines, circles, polygons etc.
- Formulate conditional converse, inverse, contra positive and bi-conditional statements
- Justify the steps in solving an algebraic equation using properties of algebra
- Apply the process of deductive reasoning to prove geometric theorems
- Proofs about segments, angles, parallel lines, perpendicular lines, triangles and parallelograms, and the Pythagorean Theorem
- Compare the slope of lines to determine their relationship
- Analyze and classify triangles based upon angle measure and/or side length
- Identify and describe properties of points of concurrency in a triangle
- Explain the properties of the points of concurrency
- Categorize quadrilaterals into subgroups (parallelograms, rectangles, squares, rhombuses, kites, and trapezoids)
- Compute measure of an unknown length using ratios and similar polygons
- Decide if two triangles are similar or congruent
- Implement the Pythagorean Theorem to find the length of missing sides or prove that a triangle is right, acute or obtuse
- Apply trigonometric ratios to calculate the measure of missing sides or angles in right triangle
- Convert radicals into a reduced form if possible -Apply the properties of circles lines and segments intersecting parts of a circle to calculate missing values
- Describe the center and radius of a circle given its equation
- Determine the area of any regular polygon, circle or section of a circle
- Compute the surface area and volume of prisms, cylinders, pyramids, cones and spheres
- Identify and classify prisms based on their nets

## Geometry Honors

This class is for students who desire an college preparation and Advanced Placement track.

- Recognize numerical patterns and create rules to explain patterns
- Illustrate terms of geometry -segments, angles, lines, circles, polygons etc.
- Formulate conditional converse, inverse, contra positive and bi-conditional statements
- Justify the steps in solving an algebraic equation using properties of algebra
- Apply the process of deductive reasoning to prove geometric theorems
- Proofs about segments, angles, parallel lines, perpendicular lines, triangles and parallelograms, and the Pythagorean Theorem
- Compare the slope of lines to determine their relationship
- Analyze and classify triangles based upon angle measure and/or side length
- Identify and describe properties of points of concurrency in a triangle
- Explain the properties of the points of concurrency
- Categorize quadrilaterals into subgroups (parallelograms, rectangles, squares, rhombuses, kites, and trapezoids)
- Compute measure of an unknown length using ratios and similar polygons
- Decide if two triangles are similar or congruent
- Implement the Pythagorean Theorem to find the length of missing sides or prove that a triangle is right, acute or obtuse
- Apply trigonometric ratios to calculate the measure of missing sides or angles in right triangle
- Convert radicals into a reduced form if possible -Apply the properties of circles lines and segments intersecting parts of a circle to calculate missing values

- Describe the center and radius of a circle given its equation
- Determine the area of any regular polygon, circle or section of a circle
- Compute the surface area and volume of prisms, cylinders, pyramids, cones and spheres
- Identify and classify prisms based on their nets

## English 9:

- Understand the nature of language and appreciate the role of language Arts
- Understand and use oral language skills to communicate
- Utilize the skills, strategies, and processes of reading and writing
- Identify and use various roots, connotative and denotative meanings, sentence structure, and commonly confused words

### *Reading*

- Analyze text features and structures in a variety of informational texts
- Comprehend cue words, phrases, infer meaning, find relevant information
- Describe how conflict, character, and plot work together
- Explain character development through implication and inference
- Relate themes in literary works to real-life events
- Analyze how setting contributes to characterization, plot, or theme
- Interpret figurative language and identify the speaker in literature

### *Writing*

- Compose informational and literary text to reflect on, and recreate experiences, report observations, and persuade others
- Compare multiple ideas and perspective to extend thinking through writing
- Emphasize persuasive compositions using entire writing process
- State a thesis that clearly takes a position
- Organize writing effectively and be able to refute counter arguments
- Evaluate and revise for 6<sup>th</sup> Traits of writing
- Analyze multiple points of view for credibility and analyze reports using paraphrase, summary, and/or quotations
- Utilize citations where appropriate, to support inquiry
- Pose probing questions to seek elaboration and clarification of ideas
- Construct supportive statements to communicate agreement with or acceptance of others' Ideas

## English 9 Honors

This class is for students who desire an college preparation and Advanced Placement track.

It has all of the requirements of English 9 but students will develop advanced writing techniques intensive literary analyses, and high level critical thinking. Students must be personally responsible and committed to high achievement.

## Biology

- Compare /Contrast energy flow through a n ecosystem.
- Identify and compare relationships between matter Cycles and organisms.
- Describe how interactions among organisms and their environment help shape ecosystems.
- Relate how fundamental chemistry applies to the structure and function of living cells.
- Compare /contrast how photosynthesis & respiration cycle matter and transfer energy through the cell. -Investigate and summarize the structure and function of cells and cell parts,

- Describe the structure and function of organs and organ *systems*
- Compare sexual and asexual reproduction. -Predict and interpret patterns of inheritance in sexually reproducing organisms.
- Illustrate how the structure and replication of DNA are essential to heredity and protein synthesis. -Justify biological diversity as a result of evolutionary processes.
- Classify organisms into a hierarchy of groups based on similarities that reflect their evolutionary relationships.

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## World Studies/Geography

- Identify the countries of the world
- Compare and contrast the five themes of geography
- Utilize geography skills and tools to gather information about the world
- Analyze the physical processes that shape the earth
- Distinguish characteristics of landforms, climate, water cycle, vegetation, and natural resources
- Examine human characteristics, including language, religion, population, political and economic systems, culture, and quality of life
- Examine the characteristics of ancient civilizations (Mesopotamia, Egypt, Indus River Valley, Yellow River Valley and the Americas Investigate the characteristics of classical civilizations
- Analyze the diffusion and interaction of cultures (colonization and trade)
- Compare and contrast revolutions that have influenced the world
- Understand how social change and thinking have evolved over time
- Understand interactions of peoples during the 20'h and 21" centuries (World and

Cold Wars, international organizations, and terrorism)

## Physical Education (PE)

- Attain competence in a variety of sport-specific skills by applying the required techniques
- Assess skill performance of self and others by using critical cues
- Demonstrate an understanding of movement concepts that include physical, mental, and social applications
- Recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity
- Explore a variety of nontraditional physical activities for personal interest both during and outside of school
- Exhibit responsible personal and social behaviors that show respect in activity settings
- Recognize that physical activity provides opportunities for enjoyment
- Utilize computer software to assist in assessing and tracking fitness levels
- Participate in a number of class activities that promote strength, muscular and cardiovascular endurance, flexibility, and personal satisfaction

## Band

- Learn and increase technique to intermediate level including: embouchure, tone quality, intonation, range, articulation, and finger dexterity
- Recognize and demonstrate proper usage of intermediate rhythms including: triplets, sixteenth notes, and their accompanying rests
- Demonstrate an understanding of intermediate music theory and terms
- Perform 8 Major scales and arpeggios up to one octave -Perform intermediate ensemble sight-reading and performance skills
- Perform band literature in a variety of styles appropriate to playing level
- Develop multicultural, interdisciplinary, critical listening and historical aspects of music

## Orchestra

- Recognize, write and play three octave scales
- Write and recognize intervals 2nds, 4ths, 5ths, and octaves
- Demonstrate the posture and tone of an advanced player
- Demonstrate ability to shift from any position between 1st and 5th
- Recognize and perform all bowing style, tempo and dynamic markings
- Display a solid vibrato and high level bow manipulation
- Demonstrate an understanding of advanced music theory and rhythms including the identification of 12 key signatures, Circle of 5ths, enharmonic, syncopated rhythms, and advanced phrasing
- Perform all 12 major scales and arpeggios up to and octave and a half
- Create new melodies and rhythms in any meter
- Develop advanced ensemble sight-reading and performance skills
- Perform band literature in a variety of styles appropriate to playing level
- Develop multicultural, interdisciplinary, critical listening and historical

## Spanish 1

- Identify sounds & symbols of the language, including alphabet & numbers
- Communicate in the language about time, routines, clothing, home, food, activities, family, pets, weather, and likes and dislikes
- Generate situational conversations, such as introduction and ordering food
- Formulate questions in the language to acquire information



- Develop basic reading skills
- Compare and contrast one's own culture with other world cultures

## Spanish 2

- Communicate in the language about cities, directions, transportation, shopping, trips, chores, jobs, and detailed descriptions
- Generate situational conversations such as, making traveling arrangements
- Differentiate between and produce language in the past, present, and future
- Expand reading & writing skills
- Extend knowledge of the history & culture of the chose language

## Computer Technical/Lab

- Understand the usage of computer processes and operating systems
- Use word processing to create a variety of business documents
- Format documents and demonstrate proofreading knowledge and skills
- Include textual citations and references (bibliography) in a report
- Insert text files, graphics, or other objects into documents
- Create spreadsheets that use formulas and charts
- Demonstrate an understanding of ethics related to computer technology
- Students will access on-line information resources
- Use electronic mail (email) using his/her own account
- Create an electronic presentation (PowerPoint)
- Apply computer skills to complete a project for another class

## Creative Writing

- Bring settings to life through description, movement, and history
- Bring characters to life by discovering voices, motives, back stories, and alternating paints of view
- Create "one scene openers and short stories
- Collaborate in world creation -fantasy and contemporary
- Improve upon poetry -rhyme, rhythm, and theme
- Engage in metaphorical, symbolic writing
- Adapt screenplays and scripts
- Explore humorous writing
- Brainstorm with music to capture a picture and a tone
- Perfect the usage of dialogue
- Identify, discuss, and incorporate universal themes
- Write and illustrate children's books
- Synthesize synopses and queries for potential publishers and agents
- Develop a portfolio using works in progress and writing developments

## Dance 1

- Demonstrate knowledge and skills in dance: Body, Energy, Space, and time
- Improvise in a group and perform based on an idea or activity
- Understand dance as a means communicate meaning
- Create and perform movement sequence in AB, ABA, rondo, canon or echo
- Create, perform, and evaluate a dance study in a small group with a beginning, middle, and end demonstrating unison, contrast, and transition
- Demonstrate cooperative choreographic work in a small group
- Create a movement pattern based on a single gesture, analyzing the changes in meaning each alteration may create

- Identify the purposes served by dance throughout time and cultures
- Participate in dance concert

## Art Foundations

- Plan and organize an artwork using the elements of design
- Explore numerous art media, techniques and processes
- Analyze the impact of different cultures on art
- Differentiate between fore, middle, and back ground to show depth
- Produce an accurate color wheel using only the three primary colors

## Chorus

- Demonstrate the ability to sing their part independently
- Identify all lines and spaces of the bass clef, all major and minor key signatures, and write all major scales
- Demonstrate the ability to audibly identify all major intervals
- Execute sight singing using 3rds, 4ths, 5ths, 6ths, 7ths, and octaves
- Demonstrate the ability to read and sing latin
- Perform a choral reading using proper vocal technique and characteristics
- Identify and perform basic improvisational acting skills
- Perform a rehearsed and memorized scene/songs

## Music Theatre

- Prepare and execute a professional audition
- Produce a professional acting resume
- Model proper rehearsal and performance etiquette
- Demonstrate proper theatrical vocal technique in performance
- Demonstrate proper stage physicality in performance
- Create and perform a character through script analysis and rehearsal
- Rehearse, memorize, and perform in a theatrical production

3. Submit a master schedule, including teacher ID, course name, bell schedule, class periods, passing periods, preparation periods, student count per class, lunch periods, etc. indicative of your school schedule all years incurring change. For example, if you plan to begin your program with K-8, add 9<sup>th</sup> grade the following year, 10<sup>th</sup> grade the year after that, 11<sup>th</sup> grade the subsequent year, and 12<sup>th</sup> grade as the final addition, you must submit a master schedule for the five (5) years of changes.

**MVA Proposed Middle School Schedule 2011-2012  
(with an integrated 9<sup>th</sup> Grade Schedule)**

Class	Math	Math	Math	English	English	History / Spanish	History	History / Admin	Drama
Teacher	Budge	Myers	Wilson	Seltz	TBA	Vowles	TBA	Thayne	Ford
<b>1st Period 8:00-8:48</b>	6th		<b>Algebra</b>	7th	Prep	6th	8th		
<b>2nd Period 8:51-9:36</b>	6th		<b>Algebra</b>	7th	8th	Prep	8th		
<b>3rd Period 9:39-10:24</b>	6th		<b>Geometry</b>	7th	8th	6th	Prep		
<b>4th Period 10:27-11:12</b>	7th		<b>Geometry Honors</b>	6th	8th	Span. 1	8th	6th	
<b>Lunch 11:15-11:47</b>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5th Period 11:51-12:36</b>		7th	<b>Algebra 2</b>	6th	<b>9th</b>	Span. 1	World Geo / World Studies	7th	Drama 1 / Drama 1
<b>6th Period 12:39-1:24</b>		Pre-Algebra	<b>Algebra 2 Honors</b>	6th	<b>9th</b>	Span. 2	World Geo / World Studies	7th	Drama 2 / Drama 2
<b>7th Period 1:27-2:12</b>		Pre-Algebra	<b>Pre-Calculus Honors</b>	Prep	<b>9th Honors</b>	Span. 2	World Geo / World Studies	7th	Musical Theater / Musical Theater
<b>8th Period 2:15-3:00</b>		Study Hall	Prep	Study Hall	Study Hall	Study Hall	Study Hall		Study Hall

Class	Science	Science	Art	Art	Music	Music	PE	Health/CTE/ Comp. Tech
Teacher	Nelson	TBA	Powell	Brzozowski	Conner	Jex	Beck	Towner
<b>1st Period 8:00-8:48</b>	7th	Biology	Ceramics	6th/6th	8 <sup>th</sup> & Adv. Choir	8th/8th	9th/9th	Health/Health
<b>2nd Period 8:51-9:36</b>	7th	Biology	Dig. Art	6th/7th	Mixed Choir / Mixed Choir	6th/6th	9th/8th	Prep
<b>3rd Period 9:39-10:24</b>	7th	Biology Honors	Dig. Art / Art Found. 1	7th/7th	Int & Adv Orch.	6th/7th	8th/8th	Health/Comp. Tech
<b>4th Period 10:27-11:12</b>	Prep	8th	Art Found. 1 /Art Found. 2	8th/8th	Beg. Orch.	7th/7th	7th/7th	Comp. Tech/Comp. Tech
<b>Lunch 11:15-11:47</b>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5th Period 11:51-12:36</b>	6th	Prep	8 <sup>th</sup> / Ceramics Adv		Int & Adv Band		7th/6th	CTE
<b>6th Period 12:39-1:24</b>	6th	8th	Prep		Beg. Band		Prep	CTE
<b>7th Period 1:27-2:12</b>	6th	8th	Adv & Art Found. 2		Prep		6th/6th	CTE
<b>8th Period 2:15-3:00</b>	Study Hall	Study Hall	Study Hall		Study Hall		Study Hall	Study Hall

## Attachment #C: Lincoln Fillmore's Resume and Credentials

# LINCOLN FILLMORE

### EXPERIENCE

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2007 to Present    Charter Solutions    Sandy, UT  
*President*

Having worked in all facets of school operation—classroom, administration, and business—I started an independent company that helps charter schools save money on non-instructional operations so they can invest more in classrooms. I help charter schools operate more efficiently by using shared resources and leveraging expertise for the benefit of all schools.

2005 to 2007    Navigator Pointe Academy    West Jordan, UT  
*Business Manager*

I entered the charter school industry after several years in private education. As business manager, I oversaw financial and human resource functions, and ensured regulatory compliance with governmental and authorizing agencies. Experience as a teacher and principal was valuable in this position because it helped me focus on the overall goal of student achievement within the academic program. All financial or business office decisions must be made with an eye on the school's vision and mission.

2000 to 2005    Challenger School    Sandy, UT  
*Teacher and Principal*

After teaching for two years I was promoted to principal, first at Challenger's campus in Orem, Utah, then after another two years to its flagship campus in Sandy. This position involved management of all aspects to create a outstanding school with excellent teachers. This included management of human resources, budgets, payroll, inventory, physical facilities maintenance, and information technology, working in concert with departments at the region office. I managed the school's operating budget and maximized human and physical resources to improve the financial picture in conjunction with increased enrollment. Beyond empirical data, a school is the measure of its students and its teachers. I won the confidence of both through effective management, training, and organization.

### EDUCATION

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1995-1999    University of Utah    Salt Lake City, UT  
Bachelor of Science in Mass Communication.

### PUBLIC SERVICE

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- Board of Directors: Utah Association of Public Charter Schools
- Board of Directors: Utah Virtual Academy
- Board of Directors: Parents for Choice in Education
- Public Address Announcer: Orem Owlz