

**Weber State University Charter Academy
Annual Report
2013/2014 Academic Year**

**Boyd K. and Donna S. Packer Family and Community Education Center
Jerry and Vickie Moyes College of Education**

Date approve by WSU Charter Academy Board of Directors: August 5, 2014

Date Submitted to WSU Administration: August 6, 2014

Moyes College of Education Dean: Jack L. Rasmussen, Ph.D.

WSU Charter Academy Board of Director's Chair: Chloe D. Merrill, Ph.D.

WSU Charter Academy Principal: Camie Bearden, M.Ed.

I. Executive Summary:

Weber State University Charter Academy opened August 26, 2013 and just completed its first year of operation with a total enrollment of 41 students. Since authorization by the Weber State University Board of Trustees and the State Board of Education, WSU Charter Academy has been following the plan outlined in the Charter Academy application.

The mission of the WSU Charter Academy is to provide an educational learning center with an emphasis on student learning and family involvement; where WSU pre-service teachers may observe and practice cutting-edge, research-based educational practices; and where research on various aspects of education may be conducted.

During this first year of operation, the teacher has put in place many of the plans that were made for developing curriculum that involve the whole child and also incorporate many opportunities for family involvement. The Family Involvement Committee (FIC) has had monthly meetings and been active in volunteering and fund raising. Smart Board and iPad technology has also been used in the classroom to enhance many of the learning outcomes that are necessary.

On January 1 through February 28, 2014, lottery applications were open for the second year of operation. The lottery was held on March 3, 2014, in the WSU Union Ballroom. At the current time, morning and afternoon sessions are full with 22 students in each session.

WSU Charter Academy Board of Directors is involved in monitoring the academy's progress in accomplishing its goals and student performance. The Board is also accountable for all school business and has employed legal counsel when appropriate.

WSU Charter Academy Board of Directors has completed a 5-year strategic plan (Appendix A) and has created an Executive Committee, an Academic Excellence Committee, a Governance Committee, a Finance Committee, a School LAND Trust Committee, and a Technology Committee. An Accreditation Committee has been formed to look at the pros and cons of different types of accreditation that would serve the WSU Charter Academy also.

II. Goals and Evidence:

Below is an update on progress towards the goals set by the WSU Charter Academy for the 2013-2014 Academy year. During the Strategic Planning process goals were closely looked at and redefined to more accurately reflect the mission and purpose of the WSU Charter Academy. These goals will be put into effect for the 2014-2015 Academy year and thereafter.

Goal 1: Maintaining a focus on children and families through educational, co-curricular, and extra-curricular programs.

The educational program of the WSU Charter Academy will be child centered, developmentally appropriate, and oriented towards the development of the whole child. Curriculum will not only be based on the Utah Core Standards but also principles set forth by the National Association for the Education of Young Children (NAEYC).

Advertising of the Charter Academy was held over a two-month period and a successful lottery was held for the 2nd year on March 3, 2014. Registration packets have been given to all that will be attending the Charter Academy.

The WSU Charter Academy is currently at full capacity with 44 children—22 morning, 22 afternoon. Appropriate curriculum has been ordered and received, and the teacher is planning lessons at this time. A Parent and Student Handbook was developed. All WSU Charter Academy documents are available on the website.

Parents/guardians/family members had an opportunity to volunteer 30 hours per school year to help facilitate Goal 1. Volunteer hours include activities such as classroom participation, family nights at the WSU Charter Academy focused on subject matter activities, field trips, home learning activities, and/or other formal/informal learning opportunities. Volunteer hours were logged via the website detailing the number of hours spent in these activities. All volunteers were fingerprinted. The 1st round of parent/guardian/family member fingerprinting took place in May, 2013 with others appointment times following. For this 2nd year the first round of fingerprinting has been completed.

Being a new school, library materials were needed to help individual student progress. A major focus was placed on the purchase of take home library materials.

Charter Kindergarten students also participated in various extra-curricular activities throughout the 2013-2014 school year. For example, students participated in a track and field activity during the fall and a field day in the spring, attended the Nature Center in Ogden in December, and created and performed an opera in the spring. The students also were engaged in weekly cultural food activities based on student demographics and core curriculum.

Goal 2: Providing training in research informed practices for pre-service teachers through observation and mentored teaching opportunities.

University students in observations or practice teaching both fall semester 2013 and spring semester 2014 in Child and Family Studies 2610: Guidance – Development Theory were spending time assisting in the WSU Charter Academy. The evaluations for fall semester were excellent and students stated they learned from the experience. Spring evaluations have not been completed.

Ten pre-service teachers spent time observing and teaching in the WSU Charter Academy. The course instructors reported on a survey that the experience was a positive and a beneficial learning experience for their students, the pre-service teachers.

Goal 3: Providing a research center through opportunities for University faculty, University students, and WSU Charter Academy faculty to study various educational aspects.

WSU Charter Academy has provided a place in which university faculty, pre-service teachers, and graduate students are able to research instruction and instructional programs, early child development, curriculum design and assessment, etc., to further their individual knowledge and to add to the knowledge base of what works in the classroom. This process has been enhanced with the use of a video system that have been used to watch/record children participating in learning activities.

This goal is supported by the implementation of teacher evaluations and professional development

The Charter Academy has installed three video cameras, two fixed and one rotating. Each of the cameras is equipped with a microphone. Two computers are located in the observations booth to operate the microphones and rotating camera. A data recording system will record data for research use. Data will only be accessible through a secure means. Video cameras have been placed in the classroom and a policy has been written and approved by the WSU Charter Academy Board of Directors for approved usage by faculty in their courses. All individuals doing research will need to complete the IRB process.

Computers in the observation booth are logged into daily with security codes. No outside observation is allowed. Security is a high priority issue with national events that have taken place on school campuses. This system has been tied into the university security system in case of an emergency.

III. Monitor/comply with federal & state laws, rules and regulations

All federal and state laws, rules and regulations have been monitored and complied with to date.

IV. Technical support in understanding of their charter obligations

During our first year of operation, Weber State University Charter Academy (WSU Charter Academy) has worked diligently to incorporate the higher-order thinking skills, application of knowledge, and deeper understanding of concepts within the Common Core and Utah Core Curriculum. WSU Charter Academy's Board of Directors recognizes and supports the importance of making sure the curriculum is aligned with the Utah State Core in both content and sequence in order for WSU Charter Academy students to be prepared for state assessments.

The WSU Charter Academy Board of Directors Chair, Principal, Business Administrator, and Administrative Assistant have attended Director meetings held either at the USOE or online monthly.

Business Administrator and Administrative Assistant have attended SIS trainings and UTrex meetings at the USOE.

V. In Alignment with Charter Academy Agreement:

Following indicators adopted in agreement (8/2012):

1. Board of Director's

<i>Indicator – Board performance & stewardship</i>			
Measure	Metric	Minimum Standard	Evaluation
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement	No violations of statute, State Board rule, or charter agreement	None

<i>Indicator – Board performance & stewardship (page 32 application)</i>			
Measure	Metric	Board Goal	Evaluation
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100%	100%
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100%	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the academy/school's Charter is not changed without proper amendment from chartering entity	100%	100%

2. Establishment Of The Charter Academy

a. Application/Agreement-Binding

The WSU Charter Academy Application was fully incorporated into this agreement and all members of the WSU Charter Academy Board of Directors have received a copy of the Application and the Agreement. All Board of Directors members agree to abide by the conditions contained in the agreement.

b. Compliance with Other Law

The WSU Charter Academy Board of Directors shall comply with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records as applicable. The Governing Board shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local.

c. Transportation

Neither the local board of education, WSU Charter Academy Board of Directors, University nor the SBE is responsible for student transportation except as required in a student IEP. Parents of a student at the WSU Charter Academy have been notified of this provision and it is posted on the WSU Charter Academy website.

d. Facilities

The WSU Charter Academy is housed in the Jerry & Vickie Moyes College of Education, rooms 111 & 116.

3. Operation Of The Academy

a. Purpose

The purposes of the WSU Charter Academy are threefold:

1. To meet community needs through increased parental choice with a family oriented, child-centered curriculum;
2. To improve student learning through a developmentally appropriate curriculum that includes high standards and expectations for learning as well as individual support; and
3. To study innovative teaching methods, measurement, and other components of education in order to contribute to the national and international body of research-based knowledge.

The WSU Charter Academy will meet the purpose of charter schools defined in Title 53A-1a-503.

b. Enrollment

Weber State University Charter Academy has a total enrollment of 44 students – 22 morning, 22 afternoon. This is the maximum enrollment the WSU Charter Academy can have in the current facilities due to square footage requirements per student.

The following indicators have been met for the 2013-2014 Academy year.

<i>Indicator - Student attendance and reenrollment (page 17 of application)</i>			
Measure	Metric	Board Goal	Evaluation
Student attendance rate	All students attending target number of days (167 school days)	90% of students attending target number of days	54%* (See Note)
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	80% of students continuously enrolled throughout the year	91%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next	Not applicable	N/A
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years	Not applicable	N/A

***Note:** Kindergarten in the State of Utah is not mandatory and therefore does not have a required attendance rate. The WSU Charter Academy for the 2013-2014 Academy year did not have a policy concerning attendance. The WSU Charter Academy Board of Directors is currently evaluating various policies for this age.

c. Records

- *Access.* Subject to state and federal laws, the SBE, its agents, and the State Auditor’s Office shall have the right to examine and copy complete records, reports, documents, and files relating to the operation of the WSU Charter Academy, or any activity, program, or student of the WSU Charter Academy.
- *Public Records Law.* The Board of Directors and WSU Charter Academy are subject to the Government Records Access and Management Act. All agendas and minute of meetings are posted on the WSU Charter Academy website. Electronic records of meetings are located in room 228 of the Moyes College of Education. All meetings and agendas can also be found on the Utah Public Meeting Website.
- *Student Records.* The Academy/School is subject to all the provisions of the federal Family Educational Rights and Privacy Act, U.S.C. 20 § 1232g. In the event the Academy/School closes, it shall transmit all official student records as prescribed by the University.

d. Student Discipline

- The WSU Charter Academy agrees to and shall comply with all state and federal law, and State Board rule, except as otherwise provided by law.
- The WSU Charter Academy shall comply with state and federal law, and State Board rule governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et. seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).
- The WSU Charter Academy shall comply with state and federal due process requirements both in notifying parents and students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the WSU Charter Academy. If the WSU Charter Academy suspends a student with special needs, it shall continue to provide the student with all continuing education services to the extent mandated by state and federal law, and State Board rule.

- The WSU Charter Academy has developed policies and procedures to deal with various student discipline issues. WSU Charter Academy policies can be found on the WSU Charter Academy website under policies. WSU Charter Academy procedures for each of the policies can be found on the WSU Charter Academy website under procedures.

e. Instruction

- As prescribed by State Board rule, the WSU Charter Academy shall provide a minimum of 180 days and 450 hours of instruction (grade K).
- The WSU Charter Academy shall employ the use of the Utah State Core Curriculum as the foundation along with Developmentally Appropriate Standards (DAP) for the instructional program.

f. Assessments

- On or before August 12, 2014 and prior to administering any state assessment, the WSU Charter Academy Principal will review the “*State Ethics Policy*” and “*Standard Test Administration and Testing Ethics Policy for Utah Educators*” with all teachers. WSU Charter Academy teachers are then responsible to read and sign the “*State Ethics Policy*” and “*Standard Test Administration and Testing Ethics Policy for Utah Educators*” brochure and document. The signed document must be kept on file at the WSU Charter Academy Office.

The following indicators are not applicable during the start-up year.

<i>Indicator - Student achievement level (page 101 of application)</i>			
Measure	Metric	Board Goal	Evaluation
Proficiency levels in English Language Arts	Percentage of students meeting Utah Core State Standards in English Language Arts	80% of students will meet each individual standard as demonstrated through multiple assessments including planned observational and work sample documentation in portfolio's	86% Morning 79% Afternoon
Proficiency levels in Mathematics	Percentage of students meeting Utah Core State Standards in Mathematics	80% of students will meet each individual standard as demonstrated through multiple assessments including planned observational and work sample documentation in portfolio's	90% Morning 82% Afternoon
Skills in the social and emotional, physical, and cognitive developmental areas	Percentage of students meeting the WSU Charter Academy criteria based on current developmental understanding	80% of students will meet each individual standard as demonstrated through multiple assessment including planned observational and work sample documentation in portfolio's	91% Morning 84% Afternoon

g. Open Meetings: Public Records

The Board of Directors and WSU Charter Academy are subject to the Government Records Access and Management Act. All agendas and minute of meetings are posted on the WSU Charter Academy website. Electronic records of meetings are located in room 228 of the Moyes College of Education. All meetings and agendas are also posted on the Utah Public Meeting Website.

h. University and Academy/School Transparency

The WSU Charter Academy agreed to have on its website and has met the following requirements:

- an electronic copy of the Academy/School’s approved charter,
- signed charter agreement;
- the Board of Director’s structure, including names, qualifications, and individual contact information for all governing board members;
- the WSU Charter Academy student policy manual;
- the annual WSU Charter Academy calendar;
- timelines and processes for new student application and registration,
- timelines and processes for students transferring from the charter WSU Charter Academy to another school.
- WSU Charter Academy year-end report

i. Agreements with Education Service Providers (ESPs)

At the current time the WSU Charter Academy has not entered into any agreements with Education Service Providers (ESPs).

4. Personnel

a. Licensed Employees

<i>Indicator – Board performance & stewardship</i>			
Measure	Metric	Minimum Standard	Evaluation
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment	All teachers properly licensed and endorsed for teaching assignments in CACTUS	100%

b. Criminal Background Checks

Weber State University Charter Academy Board of Directors, Principal, Business Administrator, Administrative Assistant, teacher, and the Dean of the College of Education have received a criminal background check as required by Utah Code 53A-1a-512.5.

All WSU Charter Academy staff, including administrators, office staff, teachers, paraprofessionals, instructional aides, classroom aides, substitute teachers, parent volunteers, and community members who will spend any significant unsupervised time with students must receive a criminal background check prior to beginning service with the Charter Academy.

<i>Indicator – Board performance & stewardship</i>			
Measure	Metric	Minimum Standard	Evaluation
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks	All employees and board members have criminal background check on file	100%

5. Charter Academy Financial Matters

a. Financial and Governance Warnings

The WSU Charter Academy incorporates by reference, all applicable federal and state laws and regulations and State Board rules unless specifically waived.

b. Fiscal Management

Weber State University and the WSU Charter Academy have a “Cooperative Agreement” that all generally accepted standards of fiscal management will include but are not limited to practices outlined in statutes pertaining to the management of school district budgets (U.C.A. §53A-19) will be handled by Weber State University Accounting Services. This also includes all financial audits, audit procedures and audit requirements.

Utah Charter School 2nd Year Implementation Grant funds were applied for and received in the amount of \$15,287. These funds were utilized to address Weber State University Charter Academy’s goals in a variety of ways. They were spent by June 30, 2014.

This grant money was utilized in the following manner:

Goal 1: Maintaining a focus on children and families through educational, co-curricular, and extra-curricular programs.

During 2nd implementation year WSU Charter Academy is meeting Goal 1 by providing an environment for academic achievement by completing the set up of the Charter Academy. This includes the purchasing of additional furniture, curriculum, and technology to be used in the classroom. Enrollment and attendance were achieved via advertisement of the Charter Academy and holding the second lottery on March 3, 2014. All decisions made are grounded in looking at individual student needs and performance, as well as, looking at student development through social, emotional, and physical growth and classroom management skills.

Goal 2: Providing training in research informed practices for pre-service teachers through observation and mentored teaching opportunities.

The WSU Charter Academy will provide a classroom in which WSU pre-service teachers may observe the research-based practices they have heard and read about in coursework. A grade rubric has been developed and passed by the Board of Directors for both the pre-service teacher and the university teacher to complete. These rubrics were piloted spring semester 2014.

This goal also includes training of the Board of Directors some of which will be attending the Utah Association of Public Charter Schools Conference in Layton, Utah in June, 2014, as well as members of the Charter Academy’s administration. A Board of Director’s training manual is currently being developed for new board members that will that will be appointed to begin their term on July 1.

Goal 3: Providing a research center through opportunities for University faculty, University students, and WSU Charter Academy faculty to study various educational aspects.

WSU Charter Academy provides a facility in which educational research may be carried out. This process is enhanced with the use of a video system that will be used to watch/record children’s learning activities (as well as used for security). This goal is supported by the implementation of teacher evaluations and professional development.

Two Mac Laptop computers were purchased to help facilitate assessment of students and use with the SIS system. Also, applications have been purchased and downloaded to the iPads that were part of the Implementation Grant and have been an important part of the student learn process.

WSU Charter Academy has applied and received approval for the Utah Charter School Continuation Grant – Year 3 in the amount of \$21,078.

<i>Indicator – Financial performance and sustainability</i>			
Measure	Metric	Minimum Standard	Evaluation
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings	No unresolved material findings, financial condition findings, or significant findings	N/A Audit has not been conducted at the time of the report
Current assets to total annual operating expenses	Current Assets ÷ (Total Annual Operating Expenses ÷ 365)	30 days cash on hand or cash reserve as required by bond covenants, whichever is greater	173 days – met goal

<i>Indicator – Financial performance and sustainability</i>			
Measure	Metric	Board Goal	Evaluation
Current ratio	Current Assets/Current Liabilities	1.5	No Liability – met goal
Revenue to expense ratio	Total Revenues/Total Expenses	1.1	1.37 – met goal
Current assets to total annual operating expenses	Current Assets/(Total Annual Operating Expenses/365)	70	173 days – met goal
Adherence to Budget	(Budgeted Expenditure - Actual Expenditure)/Budgeted Expenditure	0.03	.11 First year of operation

c. Insurance and Bonding

Constance Hughes, Attorney, Utah Attorney General’s Office, checked with Bruce Garner concerning E & O Liability Insurance coverage for the WSU Charter Academy and Board of Directors members. In an email received on June 26, 2013 it was confirmed that the WSU Charter Academy and the WSU Charter Academy Board of Directors are covered under the WSU Risk Management Policy for the 2013-1014 Academic year.

WSU Charter Academy Liability Insurance for students has been paid to the Utah State Division of Risk Management for the 2014-2015 Academic year. The WSU Charter Academy Board of Directors is covered under through Weber State University policies.

d. Procurement

WSU Charter Academy is subject to the Utah Procurement Code to the same extent as local boards of education are. WSU Charter Academy will follow all Weber State University purchasing and procurement codes as written in the WSU Policy and Procedure Manual (PPM).

6. Facilities

Chad Downs was appointed by WSU Facilities Management and approved by the WSU Charter Academy Board of Directors as Charter School Board Building Officer (CSBBO). Chad had direct administrative and operational control of all construction, renovation, and inspection of WSU Charter Academy facilities. All meetings were attended and reports were completed and filed with the State Office of Education on time.

7. Charter Review

a. Review Process

The charter academy/school review process will be guided by the following core questions:

- Is the Academy/School's academic quality successful?
- Is the Academy/School's organizational quality viable?
- Is the Academy/School demonstrating good faith in following the terms of its charter and applicable law?

The WSU Charter Academy will continue to meet the purpose of charter schools defined in Title 53A-1a-503.

The following indicators are for the 2013-2014 Academy Year.

<i>Indicator – Upholding mission and purpose (page 12 of application)</i>			
Measure	Metric	Board Goal	Evaluation
Developmentally Appropriate Practices	Percentage of program components meeting NAEYC standards	80% year one 90% there after	82% Morning 80% Afternoon
Utah Core Curriculum State Standards (CCSS)	Percent of children meeting Kindergarten standards in math and reading as documented by planned observational assessment and portfolio work samples	80% of children will meet each individual Core Curriculum State Standard	89% Morning 82% Afternoon
Parental participation	Percentage of families participating and the documented hours of participation	75% of families will participate 50% of families will participate at the 30 hours per year level	93% family participate 70% family participation at 30 hours plus 1650.75 Total participation hours
Training of pre-service teachers	Percentage of pre-service teachers who will have had observations & participation within Kindergarten classroom	100% of Teacher Education Level I Students	N/A for year 1* (See Note)
Research opportunities for pre-service teachers, graduate students, and faculty members	Number of presentations, publications, and projects completed by the target groups	A minimum of 5 presentations, publications, and/or projects will be complete per year by the target populations	1 project 4+ presentations

* **Note:** The WSU Charter Academy Board of Director voted to only allow ten students each semester from a combination of CHF 2610 and CHF 2620 into the classroom as to not overwhelm the teacher and students the first year. CHF 2610 and CHF 2620 are not part of Teacher Education Level I.

b. Termination of Charter

To date all requirements have been met by the WSU Charter Academy. There are no grounds for termination of the WSU Charter Academy.

c. Property Ownership

N/A

9. Reporting Requirements

a. Children with Special Needs

One student during the 2013-2014 Academy year required Special Education services. All services were met in accordance with the students IEP and growth was seen.

b. Electronic Data Submission

WSU Charter Academy is currently using the state supported SIS (Student Information System). Necessary training has been and will continue to be provided for all staff members. It is important for record keeping functions at the school to be accurate in order for the data display at USOE to be accurate. SIS may also be used for discipline tracking at WSU Charter Academy.

The Principal has and will regularly provide student achievement reports to the Board of Directors. In order to identify specific skills that might need remediation and/or enhancement, formative and summative data have been and will continue to be gathered regularly to identify specific skills that might need remediation and/or enhancement. All data on WSU Charter Academy goals is being and will be tracked and reported to the Board of Directors. The Principal is responsible for training in data interpretation if necessary.

The WSU Charter Academy Principal uses CACTUS to monitor teacher licensure. Teacher(s) have been trained to using OnTrack to register for professional development and track the hours earned toward licensure.

Up-to-date financial data is monitored to keep within approved budgets. This information is shared with the Board of Directors during monthly board meetings.

Data is retained according to the USOE's record retention schedule. The WSU Charter Academy is equipped with a dual redundant power supply (to protect against power outages or spikes) and a back-up storage in the event of main storage failure.

All WSU Charter Academy Board of Directors members are required to participate in Governing Board Online trainings (GBOT) provided by the USOE Charter School Department.

WSU Charter Academy's Board of Directors and Administration recognize and support the importance of data management for both tracking student progress and compliance with state regulations.

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APPENDIX A

WSU CHARTER ACADEMY STRATEGIC PLAN

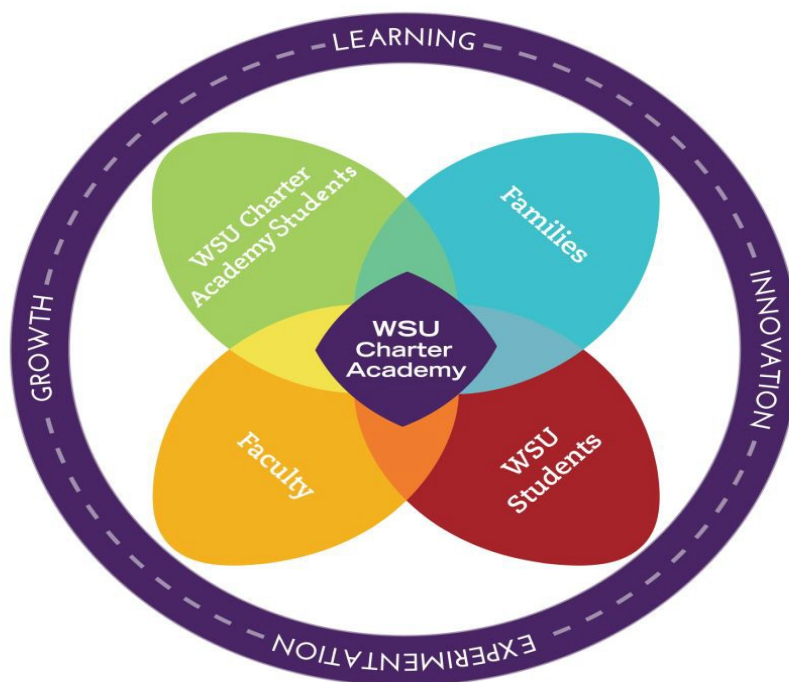
MISSION STATEMENT

The mission of the WSU Charter Academy is to provide an educational learning center with an emphasis on student learning and family involvement; where WSU pre-service teachers may observe and practice cutting-edge, research-based educational practices; and where research on various aspects of education may be conducted.

CORE VALUES

Learning
Experimentation
Innovation
Growth

WSU Charter Academy Children
Families
WSU Students
Faculty



WEBER STATE
UNIVERSITY
Charter Academy

VISION STATEMENT

The WSU Charter Academy aims at providing opportunities of learning, experimentation, innovation, and growth for children in the WSU Charter Academy, families, WSU students, and faculty.

Children in the WSU Charter Academy learn in an educational setting in which developmentally appropriate practices and innovative, evidence-based curricula and instructional methods are used. The whole child is highlighted to ensure children's healthy growth and development in all domains – physical, cognitive, social, and emotional. At the same time, standards of academic achievement are maintained in children's learning.

Families work closely with the WSU Charter Academy by engaging their children in school- and home-based learning activities, communicating effectively with school, volunteering to support their children and school programs, making decisions for school through PTA, school board, committees, and other parent organizations, and collaborating with the community.

WSU students learn and grow academically and professionally by participating in supervised field experience as part of their pre-service teacher training, completing practicum required by their programs, and conducting observations, experiments, or other type research activities for their coursework and undergraduate/graduate theses.

Faculty pursue scholarship opportunities by conducting basic research on children, families, and other members of the WSU Charter Academy community, experimenting new pedagogical or intervention methods, and evaluating effectiveness of pre-service teacher training programs.

Stakeholder Analysis

Stakeholders	<i>What criteria do they use to judge performance of WSU Charter Academy?</i>
Parents	<ul style="list-style-type: none"> • Higher quality education • DAP • Cutting edge research and practices • Teacher-student ratio • Possible expansion • Class size • More opportunities to be involved • New and enthusiastic pre-services teachers • Exposure to university
WSU Charter Academy Children	<ul style="list-style-type: none"> • Feelings of safety • Happy • Consistency • Opportunities for new experiences and play • Friends • Learning • Feel comfortable • Connected to WSU • Enthusiasm
WSU Students	<ul style="list-style-type: none"> • Opportunities to teach • Quality observation – child learning, effective teachers, and peers • Identity as a teacher – professional growth (Do I want to be here?) • Feedback and support • Student-teacher rapport • DAP • Support to succeed or fail • Progress to degree • Opportunities to try new methods and theories • Metacognition – what you know and what you don't know • Undergraduate and graduate research • Convenience
WSU Faculty	<ul style="list-style-type: none"> • Outlined process for conducting research • Concerns with management of teacher-child ratio, scheduling, materials, etc. • Interference with classroom teacher's curriculum • Research-based practices • IRB issues with identifiable sample • How to get their children in • Observation limiting variables • Assessment results • Number of publications (positive) • Reputation

SWOT Analysis

Internal Strengths:

- Facilities and resources
- Academically rigorous curriculum with a focus on DAP and CCSS
- Size and autonomy
- Dedicated administration and staff
- Diverse, cohesive, and visionary governing board
- Relatively small class size
- Low student-teacher ratio, with WSU college students completing field experience in the classroom
- Before/after school program offered by the WSU Children's School
- Safe and organized environment
- Video cameras
- Observation booths
- Advanced media and technology (Smartboard, mini iPads, computer, projector, etc.)
- Steady parental involvement
- Uniqueness
- Campus location
- WSU student pool

Internal Weaknesses:

- Waning energy and enthusiasm
- Little experience in running a charter school
- Unknown demands
- Shortage of administrative and staff members
- Communication at all levels
- Transportation
- Lack of all-day kindergarten
- Management of teacher-child ratio, scheduling, curricular materials
- Inconsistency of adults in classroom
- Artificial setting

External Opportunities:

- An alternative instructional model to support student learning as compared to a direct instruction model in most elementary schools in the community
- A demand for an elementary school from the community
 - Ogden city had a population of 82,825 people with 28.8% being children under the age of 18 in 2010.
 - The school population in the Ogden School District has held fairly steady for the past five years. In 2011-2012 there were 7,427 elementary students with approximately 1,000 in kindergarten.
 - The student ethnic population is diverse: Hispanic/Latino 47.60%, Caucasian 47.29%, and the other 5.1% almost evenly divided among American Indian/Alaskan Native, Asian/Pacific Islander, Black, and multiple races.
- Expansion
- WSU affiliation
- Support from College of Education and other colleges and departments at Weber State University
- Support from WSU faculty and staff members who have expertise and/or teaching and administrative licenses
- A site for cutting-edge research conducted by WSU faculty members
- Access to various facilities on WSU campus
- WSU Library resources
- Funding diversity
- Grants available to purchase educational resources
- Professional development for staff and governing board
- Networking with the charter school and business communities

External Threats:

- Competition for students from other schools in the community
- Sustainability of funding
- Changes in policies and legislature
- Too much oversight from outside
- Effect of academically diverse student population on standardized test scores
- Local district increase in test scores
- Changing population
- Changing technology

GOALS

The Weber State University Charter Academy has three goals:

- *Maintaining a focus on children and families through educational, co-curricular, and extra-curricular programs;*

This goal derives from the philosophy subscribed to in the educational programs at WSU Charter Academy, which is child-centered, developmentally appropriate, and oriented toward the development of the whole-child. Individual students take precedence over programs, while maintaining standards of achievement. Issues in any area of development will be examined in light of student and family needs. This program believes that family support is integral to student success. The WSU Charter Academy recognizes that when parents participate at school, provide a positive attitude toward learning at home, and work in concert with educational personnel, students are more successful academically and socially. To that end, the educational program invites parent participation, and will provide opportunities for family members/student caregivers to extend the school program into the home in appropriate ways. This may include classroom participation by adult family members in order to have models of appropriate practice; family nights at school focused on subject matter activities that family members and students may participate in together, providing ideas that may be used at home; formal learning opportunities for adult family members to learn about parenting, educational development, child development, or similar classes of interest.

- *Providing training in research informed practices for pre-service teachers through observation and mentored teaching opportunities;*

Providing training in research informed practices for pre-service teachers coincides with WSU Moyes College of Education's primary mission: to train teachers. The WSU Charter Academy will provide classrooms in which WSU pre-service teachers may observe the research-based practices they have heard and read about in coursework. Observation may take place directly in the classroom, from the observation booth attached to the classroom, or from videos made of classroom activities. Under close supervision, pre-service teachers may receive mentoring and direct opportunity to practice teaching under conditions that reflect what they have learned in their courses.

- *Providing a research center through opportunities for University faculty, University students, and WSU Charter Academy faculty to study various educational aspects.*

Providing a facility at which educational research may be carried out. In the surrounding school districts it is often difficult to find the philosophy, instruction, and instructional programs that university faculty, pre-service teachers, graduate students, and in-service teachers are interested in to further their knowledge and add to the knowledge base of what works. The WSU Charter Academy will provide such a place.

Goals and Objectives

Long-Term Goals	Annual Objectives	Strategies	Measurements	Milestones (Status/Schedule)
<p>1. Maintain a focus on children and families through educational, co-curricular, and extra-curricular programs.</p>	<p>Developmentally Appropriate Practices (DAP) will be used to guide the education of WSU Charter Academy students.</p>	<p>a. Ensure that all curriculum purchased and used in the classroom is developmentally appropriate.</p> <p>b. Implement K-2 integrated curriculum.</p> <p>c. Provide opportunities for meaningful and educational experiences</p>	<p>Percentage of program components meeting NAEYC standards.</p> <p>Whether WSU Charter Academy will get and maintain NAEYC accreditation.</p>	<p>NAEYC accreditation by Spring 2016.</p>
	<p>Utah Core Curriculum State Standards (CCSS) will be used to guide the education of WSU Charter Academy students.</p>	<p>a. Ensure that all curriculum purchased and used in the classroom is aligned to the CCSS.</p> <p>b. Implement K-2 integrated curriculum.</p> <p>c. Provide opportunities for meaningful and educational experiences.</p> <p>d. Use technology to enhance instruction.</p>	<p>Percentage of students meeting CCSS kindergarten standards in math, reading & K-2 integrated as curriculum as documented by student records of assessments and progress.</p>	<p>80% of students will meet ELA, math, and integrated curricula of CCSS.</p>
	<p>Parents will work closely with the WSU Charter Academy.</p>	<p>a. Develop new and continuing opportunities for parents to participate inside and outside of the classroom</p> <p>b. Provide accessible means by which parents can log hours</p> <p>c. Provide parents with diverse ways in which they can communicate with the teacher</p>	<p>Percentage of participating families and documented hours of participation as generated through the WSU Charter Academy website and Google Doc.</p>	<p>75% of families will participate</p> <p>50% of families will participate at the 30 hours per year level.</p>
<p>2. Provide training in research and informed practices for WSU students through observation and mentored practicum opportunities.</p>	<p>WSU students will participate in supervised field experience or practicum.</p>	<p>a. Survey pre-service teachers, classroom teacher and course professors to evaluate practicum experience.</p> <p>b. Increase the number of grades to K-6 by 2020.</p>	<p>85% of practicum students report having positive learning experiences.</p>	<p>85% of practicum students report having positive learning experiences.</p>
<p>3. Provide a research center through opportunities for University faculty, University students, and WSU Charter Academy faculty to study various educational aspects.</p>	<p>WSU students and faculty members will be provided research opportunities.</p>	<p>a. Write a policy by which faculty and students will submit research proposals.</p> <p>b. Communicate with and recruit faculty and students to Conduct research.</p> <p>c. Review submitted proposals.</p>	<p>Number of presentations, publications, and projects completed by the target groups.</p>	<p>Review 100% of submitted requests to conduct research projects.</p>