

“Exhibit A”

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

1. The name of the Charter School shall be C.S. Lewis Academy
2. A Charter Agreement is granted to C.S. Lewis Academy which applied on January 31, 2006.
3. Location: The charter school shall be established in Santaquin, Utah located within the Nebo School District, which is material to its authorization
4. Mission statement: The charter school mission statement as set forth in the application is:

“The mission of C.S. Lewis Academy is to create a dynamic learning environment where students can develop a love of learning through self-critique and self-motivation. An intensive study of literature combined with a collaborative effort between parents, students, and educators will empower students to engage in independent and creative thinking, problem solving and effective communication. C.S. Lewis Academy is committed to developing a diverse school community and to instilling values of responsibility, accountability, and respect.”

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 through high teacher expectations, professional development, consistent assessment of all student, and a focus on developing excellence through literacy.
 - b. Encourage the use of different and innovative teaching methods through giving teachers the freedom to be risk takers, encouraging experimentation with various teaching styles, providing time to reflect on teaching, and working toward constructing a teaching model that work in their specific settings with various groups of students.
 - c. Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school through evaluation and feedback, funds to attend conferences and workshops, opportunities to obtain advanced educational certification, mentors, and opportunities to have ownership in what they teach. Teachers are facilitators that work closely with students and parents to ensure the reading and writing progress of each student.

- d. Increase choice of learning opportunities for students through differentiated instruction and lessons that connect students to the real world. The educational purposes include:
 - i. Expand Students' inherent curiosity into a life-long desire to read and write.
 - ii. Provide students with confidence in their literacy skills that will assist them through their lives.
 - iii. Encourage self-motivation and responsibility by providing interesting, worthwhile, and creative learning opportunities through distinctive approaches that stimulate curiosity and creativity within each student.
 - iv. Nurture the creative abilities of each student.
 - v. Foster a sense of self-worth within all students.
 - vi. Strive to achieve student performance levels that demonstrate each student's progress as evidenced by the Academy's State Test scores and/or other standardized tests.
 - 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 through a focus on reading, writing and language development in a student's educational experience. The Academy believes that all students can succeed and reach their full potential if given the right opportunity and proper support.
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
- CS Lewis Charter School:
- a. Emphasizes reading, writing, and language development.
 - b. Applies literacy across all curricular areas.
 - (1) Literacy and language development are the focus of all instructional programs.
 - (2) Focuses on developing excellence through literacy.
 - (3) Employs techniques to raise students' ability to read and write.
 - (4) Allocates resources to improve literacy.
 - c. Aligns student lessons to the Utah State Core Standards.
 - d. Evaluates students using formative techniques including verbal feedback, oral expression, written expression, and other strategies as selected by the classroom teacher.
 - e. Use state and internal testing to triangulate data to show student growth.
 - f. Holds teachers accountable for their students' performance.
 - g. Emphasizes early intervention, peer review, and recognition of exemplary teachers who will serve as mentors or lead teachers.

- h. Rewards exemplary teachers by giving them leadership roles that provide extra compensation and opportunities to improve their teaching.
- i. Provide Spanish language instruction to all students.
- j. Maintain an adequate student population as stated in the approved charter application.
- k. Does not offer distance or online education, as it is defined by the Utah State Board of Education.

7. School year start: 2007 -2008

8. Grade levels and maximum enrollment:

School Year	Enrollment by grade band				Total Enrollment
	K	1-6	7-8	9-12	
2007-2008	75	275	0	0	350
2008-2009	75	275	0	0	350
2009 and beyond (amended)	75	290	0	0	365

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

- a. children or grandchildren of founding members,
- b. children or grandchildren of the governing board,
- c. siblings of students currently, or previously-enrolled,
- d. children of school employees.

10. Structure of governing board:

- a. Number of board members: No less than three (5) members and no more than seven (7) members.
- b. Appointment of board members: Five (5), or the majority, appointed members elected by majority vote of current board members and two (2), or the minority, members elected by majority vote of current Academy families.
- c. Board members' terms of office: Three years aligned with the fiscal year.
- d. Number of meetings: Regularly, no less than six times per year.

11. Administrative rules waived: None

12. Additional school specific standards used to assess School Achievement in the Charter School Performance Standards:

Measure	Metric	Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific: Ensure dynamic leaning environment where student develop a love of literacy and learning though self-critique and self-motivation	Executive Director and/or Director of Education will use multitude modes to evaluate teacher(s) effectiveness toward mission. Percentage of teachers achieving school standards.	Novice (Level 1)			
		≥80%	≥65%	<65%	<30%
		Professional (Level 2)			
		≥90%	≥75%	<75%	<40%
Relative Academic Performance: Student growth on Utah Core Standards.	Percentage of students making a year’s worth of growth on State required annual end-of-year assessments or comparable growth using school-based BOY, MOY, & EOY assessments.	≥80%	≥50%	<50%	<30%
Academic Gain: Student progress toward achieving grade-level proficiency.	Average student academic growth in Language Arts and Math as demonstrated by the targeted assistance program (RTI/Tier II) Assessments.	≥6 months of growth during the targeted assistance process	1-5 months of growth during the targeted assistance process	Maintaining or digressing 1-5 months during the targeted assistance process	6 or more months below student(s) current level during the targeted assistance process

13. State Accountability: As defined 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).