

## Exhibit A

1. Name of the charter school: **Voyage Academy**
2. Charter school applicant: **Voyage Academy**
3. Location: The charter school shall be established in **Clinton**, located within the **Davis School District**, which is material to its authorization.
4. Mission statement: **The mission of Voyage Academy is that through Expeditionary Learning, children will explore Life Skills and gain personal responsibility. As they strive for excellence in the molding of their future, they will become honest, compassionate and respectful seekers of learning.**

5. Purpose(s) of the charter school:

**To continue to improve student learning.**

Voyage Academy improves student learning through the following strategies:

- A. Experiential and collaborative; active pedagogy
- B. Expeditions of a major theme based on State Standards (Each semester or 2 a year)
- C. Service Learning activities
- D. Creating a culture of emotional and physical safety

**To create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school.**

Expeditionary Learning (EL) brings a strong professional development focus to educators. Teachers are given opportunities to attend leadership training, EL Conferences, Summits, Institutes, and various other training seminars. Additionally, the EL School Designer is in the school to train and reinforce EL principles.

**To increase choice of learning opportunities for students.**

Through Expeditionary Learning, students have opportunities to learn in ways that have not been offered to them in the past. The opportunities for learning are endless as teachers at Voyage Academy infuse the Ten Design Principles of EL into lesson planning. The Design Principles are defined on page 10 of the charter application.

**To provide opportunities for greater parental involvement in management decisions at the school level**

The Voyage Academy Parent Crew Organization (PCO) consists of parent volunteers whose goal is to support the mission and vision of Voyage Academy. The schools provides many opportunities for involvement include acting as a liaison between parents and the Voyage Academy Board of Directors.

6. Key elements of the charter school:

- School wide focus on the Five Core Practices of Expeditionary Learning: Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement, and Structures.
- Create and implement innovative and descriptive outcome measurements. These include:
  - 1) The use of in-depth expedition portfolios and annual student portfolios;
  - 2) Student-led parent portfolio conferences;

- 3) Student involvement in classroom assessment of self and peers and
- 4) Exhibitions of all expeditions that include authentic sharing of student learning with the community.
- 5.) Passage presentations to the school, parents, and community which show academic and character growth over a three year span.

- The school Director ensures that each faculty member is professionally trained in the innovative methods and philosophies at Voyage Academy and given opportunities to train one another on methods learned.
- All staff members participate in the development and implementation of curriculum, as well as the annual strategic work plan.
- Teachers participate in regular vertical and horizontal collaborative sessions to ensure that expeditions are implemented at all levels in the most productive way.
- Teachers use a school-wide database and the national ELS data-base of successful expedition plans.
- Instruction is organized around learning expeditions which involve students in original research to create high-quality products for audiences beyond the classroom.
- Studies call for intellectual inquiry, physical exploration and community service.
- Expeditions bring experts into the classroom, take students into the field, and engage students in real world learning experiences.
- Students experience hands-on activity guided by meaningful, project-based instruction.
- Parent Town Meetings will be held 1-2 times during the year.
- Make every attempt to limit class size to 25 students per class.
- Maintain a large enough student population to offer all programmatic elements listed in the approved charter application.
- Will not offer distance or online education, as defined by the Utah State School Board.

7. School year will start: **2013-2014**

8. Grade levels and maximum enrollment:

<b>Operational Year</b>	<b>Grades</b>	<b>Total Enrollment</b>
1	K-6	525
2	K-6	525
3 and beyond	K-6	525

9. Enrollment preferences provided:

- a. children or grandchildren of founding parents,
- b. children or grandchildren of the governing board,
- c. siblings of students currently or previously enrolled,
- d. children of school employees.
- e. students articulating from one school to another pursuant to the SCSB approved articulation agreement with Venture Academy.

10. Structure of governing board:

- a. Number of board members: **5-9**. At least two of the voting members of the board must be a parent of a child currently attending Voyage Academy.
- b. Appointment of board members: New board members shall be **elected or reelected by a majority of the existing Board of Trustees** at each June annual meeting.
- c. Board members' terms of office: Board members shall not serve on the board for more than **2 three-year terms**.
- d. Meetings: Regular meetings of the board shall be held **at least 10 times each year**. Meetings shall comply with the requirements of the Utah State Open and Public Meetings Act.

11. Administrative rules waived (if applicable): **NONE**

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

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific	Percentage of 6 <sup>th</sup> grade students completing 20 hours of service.	100%	≥96%	≤95%	≤75%
Mission Specific	Percentage of students passing all expeditions in a school year.	100%	≥96%	≤95%	≤75%
Relative Academic Performance	Increase % of students proficient on state mandated assessments	2% or greater than previous year	1% or greater than previous year	≤2% increase	Any decrease
Student Academic Gain (Value Add)	% of 3 <sup>rd</sup> grade students reading on grade level after attending 3 FAY	100%	≥75%	≤74%	≤60%

13. State Accountability: As defined by statute and implemented by the Utah State Board of Education by rule or Federal plan.

14. 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).