

SUBJECT

Another Choice Virtual School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209(2)

I.C. §33-5209(3)

IDAPA 08.02.04.301.04

IDAPA 08.02.02.026

BACKGROUND

Another Choice Virtual School (ACVS) is a virtual public charter school approved by the Public Charter School Commission (PCSC) and located in Nampa. ACVS has served students throughout Idaho Education District 3 (Treasure Valley) since 2010, with a particular focus on meeting special education needs.

In July 2012, the PCSC issued to ACVS a notice of defect on the grounds that the school had:

1. Committed a material violation of any condition, standard or procedure set forth in the approved charter specifically with regard to utilizing Ron Clark's "Essential 55" and Great Expectations.
2. Failure to submit required reports to the authorizing chartering entity, specifically, the goals attainment report and stakeholder satisfaction results.

DISCUSSION

ACVS will provide an update on the status of the school.

Though ACVS provided information regarding the school's testing results, the school's meeting materials did not include a comparison of this data to the school's established MSES. The school has been directed to address this matter during their presentation.

ACVS did not make AYP for 2011-2012, is now in School Improvement Year 1, and has been identified as a priority school.

The school's [Star Rating](#) for the 2011-12 school year is 1 out of 5. The Achievement category (5/20 points) reflects low percentages of students performing at proficient or advanced on the spring 2012 ISAT; proficiency rates were 56.9% for reading, 33.6% for math, and 36.4% for language.

AVCS's Growth to Achievement results (8/30 points) show that the school met the Adequate Growth Percentile (AGP) in reading. However, the low point assignment (2/5) indicates that although a sufficient percentage of students are on-track to achieve proficiency within three years or by 10th grade, whichever

comes first, the majority of ACVS students did not grow as much as their academic peers.

The school did not meet the AGP in math or language. The point assignment of 1/5 reveals that most ACVS students did not grow as much as their academic peers and the rate of growth will need to improve in order for the typical ACVS student to reach proficiency in these subjects within three years or by 10th grade.

ACVS's Growth to Achievement At-Risk Subgroup results (5/20 points) are also concerning, particularly in light of the school's mission. Because ACVS enrolls a high percentage of at-risk and special education students, comparatively low achievement may be expected. However, the school should be able to demonstrate growth. Students in the At-Risk Subgroup had similar growth results as the full school population; AGP was met in reading, but not in math or language. The rate of growth in math and language growth is slow and inadequate. In both of these subjects, ACVS students made significantly less improvement than their academic peers. Additionally, while subgroup students' reading growth is adequate, it is relatively slow.

Although ACVS's graduation rate was strong (above the state requirement of 90%), the school had few students take advantage of advance opportunities or meet college readiness benchmarks on placement exams. This led to an overall post-secondary and career readiness score of 12/20.

On October 15, 2012, ACVS met with PCSC staff to discuss the school's Star Rating and present a plan to improve. ACVS was well-prepared for this meeting and presented the strategies they are implementing, including in-depth monitoring of individual student progress.

ACVS began operations in a new facility in fall 2012. The school is fiscally stable.

Although ACVS submitted a corrective action plan (CAP) in response to the NOD issued in July, it should be noted that the school has failed to comply with the timelines included in the CAP. Specifically, ACVS was delinquent in submitting proposed charter amendments to the SDE for sufficiency review; such amendments are therefore unavailable for PCSC consideration at this time, and the charter violation defect remains unresolved.

At the PCSC site visit and since, it has been noted that Laura Sandidge, Special Education Director, has been undertaking administrative duties. Ms. Sandidge referred to herself as a co-administrator and has completed analysis and reports regarding school-wide operations. While Ms. Sandidge has certification for secondary teaching and administration for special education, she does not hold appropriate credentials for general administrative duties.

IMPACT

CERTIFICATION

Pursuant to I.C. §33-5209(2), if the PCSC “has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:...(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter;... (f) Violated any provision of law.”

PRIOR NOTICE OF DEFECT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. §33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue ACVS a notice of defect on the grounds of:

- 1) Material violation of any condition, standard or procedure set forth in the approved charter;

Per the ACVS charter: “Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education”.

- 2) Violation of a provision of law, specifically, IDAPA 08.02.02.026 regarding administrative certification;

Per IDAPA 08.02.02.026: “Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school... or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate”.

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Now in its third year of operations, ACVS has a history of academic underperformance. While student demographics may contribute to this situation, a central purpose of public charter schools is to improve educational outcomes, including for at-risk populations. In the event that the school continues to evidence academic underperformance, the PCSC should seriously consider whether ACVS represents a viable choice for students and taxpayers.

COMMISSION ACTION

A motion to direct PCSC staff to issue Another Choice Virtual School a notice of defect on the grounds of material violation of any condition, standard or procedure set forth in the approved charter and a violation of a provision of law, specifically, IDAPA 08.02.02.026 regarding administrative certification.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

**Idaho Public Charter School Commission
Site Visit Report**

School	Another Choice Virtual School (ACVS)
Address	1014 W. Hemingway Blvd, Nampa, ID 83651
Date of Site Visit	October 1, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Ross Jones, Board Chair (via phone)
Administrator(s) Interviewed	Kelsey Williams, Principal & Laura Sandidge, Director of Special Education
Business Manager / Clerk Interviewed	Donna Myers, part-time Business Manager
Other Stakeholder(s) Interviewed	None

Initial Impressions

Upon arriving, it quickly became clear that the administration of Another Choice Virtual School (ACVS) was not adequately prepared for the PCSC Site Visit. On September 18, 2012, the Charter Schools Program Manager sent an e-mail to Kelsey Williams, ACVS Principal, requesting to schedule a site visit and detailing all of the requirements for the visit. While Ms. Williams responded to the message to schedule the visit, she admitted on the day of the visit that she had not fully read the e-mail. She had also forwarded the message to Laura Sandidge, Director of Special Education who also completes administrative duties part-time, but it was apparent on the day of the visit that Laura had also not read the initial e-mail in full. As a result, ACVS did not a board member or business manager scheduled to join the visit (either in person or via phone). Ms. Williams and Ms. Sandidge sent text messages to the Ross Jones, Board Chair, and Donna Myers, Business Manager, to request their involvement. Mr. Jones agreed to be interviewed by phone, and Ms. Myers quickly made arrangements to come to the school in person.

At the beginning of the visit, Laura Sandidge, the Director of Special Education, made sure it was clear that she is a Co-Administrator. However, the PCSC staff does not believe that Ms. Sandidge holds administrative credentials, so while she may have a strong working relationship with Principal Williams and assist with some administrative duties, it is critical that the roles between these staff members are clear, both internally and externally and that Ms. Sandidge's role is appropriate.

Board Member(s) Interview

Ross Jones, Board Chair, participated in the interview via phone.

From the outset of the interview, Mr. Jones seemed somewhat hesitant and unsure in his answers. Midway through the interview, he apologized for this, referencing that he had only been asked to participate in the call 30 minutes earlier and he had not had adequate time to gather his thoughts. However, given his role as board chair, some of his uncertainty was concerning. There were times during the interview when the PCSC staff member was concerned because it seemed that Mr. Jones might be answering questions as he thought he should, rather than having a genuine conversation about what the school's strengths and where it may still need to improve. Perhaps the most concerning part of this conversation was Mr. Jones' confidence regarding the academics at ACVS, given that it was recently ranked a one-star school.

While it has been a couple years since Mr. Jones has reviewed the charter, he feels that he and the other members of the board are familiar with the charter and have a strong understanding of the mission and vision of the school. Three to four months ago, the board and staff discussed and

revised the mission and vision. Mr. Jones expressed that he feels that the school is “going in the right direction,” and that they are working on infrastructure so they can plan for future expansion.

Mr. Jones expressed that he feels that finances are a strong point for ACVS, both in terms of the administration and staff, who are willing to “make sacrifices” to stay within budget, and in regards to board oversight. The board has several business professionals, including two members with MBAs, and they put a heavy focus on reviewing finances. When asked if they have a strong understanding of where the school stands academically, Mr. Jones responded that the board is very up-to-speed and receives regular reports from Kelsey and Laura. Mr. Jones feels that the board has a “tight” relationship with the administrator(s) and that they work well together. The board welcomes recommendations from them, but is also comfortable saying “no” when needed.

When asked if he has any concerns about the school at this time, Mr. Jones responded that he had “none,” and that he is “proud of the school.” He also mentioned that they don’t hear much criticism and that they deal with problems as they come, so he was quite confident in the future. In regards to challenges within the next one to three years, Mr. Jones expressed that the board feels that the school need to move toward having a full-time, on-site business manager, rather than the current model of a person who is set to work one-quarter time off-site.

Administrator(s) Interview

Kelsey Williams, Principal, and Laura Sandidge, Director of Special Education, participated in the interview. Ms. Williams and Ms. Sandidge expressed a clear, cohesive school mission, to provide K-12 online learning focused towards students with “learning differences.” They feel that the term “learning differences” has allowed them to have a very diverse population ranging from special education students, to non-traditional students and probationary youth, to gifted and talented students. The school has more students in middle school and high school than in elementary, but maintains a fairly strong population of elementary students as well.

ACVS is in its third year of operation and, according to the administrators, is “evolving and getting stronger.” While ACVS is a virtual school, they maintain an elementary computer lab and a secondary (middle school and high school) computer lab, as well as conference rooms, areas for special education services, and a small classroom for group work. Most of the students who attend ACVS come to the school on a regular basis, either to use the computer lab or to interact with a teacher in a one-on-one or group setting.

Of the 15 teachers employed by ACVS, one-third have special education credentials. Teachers come to the school two days per week and are also expected to staff the online help center for two hours per week from home. Teachers participate in professional development tracks, which are often focused on working with students with a variety of learning differences (again, everything from special education to gifted and talented). They are also expected to participate on committees, often with board members and sometimes with parents; these committees range from RTI (response to intervention) implementation to school improvement planning to building and maintenance.

When asked about the board, Ms. Williams and Ms. Sandidge said that it has “evolved and shifted” but is in a good place and is a faithful board. Board members are active and involved with the school, sometimes even chaperoning field trips. The administration feels supported by the board and described their relationship as a “tight knit family.” Ms. Williams and Ms. Sandidge did seem to have an understanding of what the separation of roles between the board and administration should be – the board focused on oversight while the administration is focused on carrying out policies and running the school. However, they also mentioned that the board expects them to be the “experts in education” including curriculum and policy, which implies that there may be a lack of

such expertise amongst board members. ACVS has been using a “growth model” to report academic progress to the board, with progress monitoring completed in-house three times per year and reported the board. Additionally, Principal Williams reports to the board annually regarding ISAT results and ACT / SAT testing. However, Principal Williams also noted that given their diverse population of students (including many non-traditional students and those receiving special education services), their test results may not accurately reflect their academic growth.

Both the Principal and Special Education Director felt that ACVS has strong finances, particularly in light of moving to a new building. They anticipated the increased costs and have been conservative with their spending. They review their budget against actual spending with the business manager and a board member on a monthly basis to make appropriate adjustments throughout the year.

In regards to the interactions between the Principal and Director of Special Education, as they share administrative responsibilities, both individually expressed that they have a strong working relationship and that the division of responsibilities is getting clearer over time. However, Laura Sandidge did express that other entities (the state, etc.) may sometimes not understand that she and Kelsey are Co-Administrators.

Finally, when asked at the close of the visit if they had any concerns, Principal Williams said that her greatest concern at this time is that the school’s one-star rating could eventually lead to re-structuring if the ESEA waiver is approved. She and Mrs. Sandidge both said that they feel they are serving the students well, that the school is in a good place, and that their students are making academic progress. Their concern is that their population of students may not be able to make adequate progress per state goals, that they will continue to have fewer than three stars, and that they will be put into re-structuring. The PCSC staff member clarified key pieces of the ID Five-Star Rating System (including what an academic peer is and the importance of students making adequate growth) and recommended to them that they consider revising their MSES to align with the growth data in the and that they use that data to empower them to help their students meet growth goals. A follow-up meeting about their star rating will be held.

Business Manager / Clerk Interview

Donna Myers, Business Manager, participated in the interview. Donna is new to the position and is 0.25 time. During our discussion, she mentioned that she is keeping track of her hours so she can communicate with the school administration and board at the end of the year regarding whether or not 0.25 time is adequate for maintaining solid finances at the school.

When asked about how she feels the school is doing financially, Donna responded that she feels they are quite solid, though money is tight and they have to watch their budget and expenses closely. Her biggest concerns in regards to finances are cash flow issues related to the timeliness of payments from Medicaid and the SDE and the ensuring that they have appropriate enrollment to cover increased costs related to the new building. In both cases, Donna was confident they could handle the situation. Last year, the school showed a loss at the end of June of approximately \$80,000 because Medicaid and SDE payments were late, but once the payments were received, the school essentially broke even. Similarly, Donna anticipates that they will break even this year, though they are planning and hoping that they will end the year with a balance / carryover.

Donna believes that the board is aware of the finances and that members have a strong understanding of their responsibilities to monitor them and ensure fiscal stability.

Documents Review

Finances

The finances through the 2011-2012 year were reviewed prior to the visit, and 2012-2013 year-to-date were reviewed in person. Questions were answered by Donna Myers, Kelsey Williams, and Laura Sandidge. While the new building comes at a higher cost to ACVS and the financial situation is tight, all seems to be in order. Appropriate budgeting and monitoring is taking place, so there are no significant concerns at this time.

Special Education Files

Two (2) special education files were selected at random for review. The files were complete and well-organized including separate tabs, making it easy to identify the included documentation. All IEPs were up-to-date and goals appeared to be appropriate. Accommodations pages were complete and included in both files. With one of the files, the accommodations page was confusing (all accommodations for testing were marked with a "see above" reference but the open-ended area for describing accommodations did not include any references to testing). Initial eligibility information was included in both files including testing information; for the student initially assessed at ACVS, appropriate testing was completed by a school psychologist. Both files also included detailed communication and goals tracking logs. At this time, there are no concerns about the files reviewed or special education programming.

Classroom Observations

Since ACVS is a virtual school, classroom observations were limited. The tour did include opportunities to observe students working at computers in both the elementary and secondary labs, but there were no group sessions during the time of the visit. The labs were quiet and the majority of students were focused on learning tasks. However, it did appear that some students may lack the self-guidance skills needed to stay fully engaged in their learning, and may benefit from additional prompting from teachers / staff when they are working in the lab. Teachers were present and available to help, and one was observed providing individual assistance to a student.

Summary

Strengths

- The school is financially stable.
- The board includes members with strong business experience and understanding.
- The labs, conference rooms, and small classroom space allows for students to come to ACVS to work and receive teacher support and participate in small group learning sessions. Many students seem to take advantage of this, coming to ACVS frequently. This blended model is backed by research as a strong way to facilitate virtual learning.
- Because of the school's focus on students with learning differences, special education services appear to be organized, individualized, and quite strong.

Challenges or Areas for Improvement

- Could improve organization and communication with PCSC
- The board does not have any members with a background in education
- Academics need improvement; the school received a 1 Star Rating

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- The MSES require updating to align with the Star Rating system
- It is possible that having a business manager with only 0.25 time may prove inadequate

Concerns

- The school's 1 Star Rating and minimal points in the Student Growth sections is of concern.

Possible Charter Violations

- There are no apparent charter violations at this time.

Possible Charter Amendments

- The board and administration are also intending to submit amendments in December 2012 to update the charter based on experiences from their first two years of operation.
- Future amendments could include updated MSES using STAR data is a potential future amendment (Identified by PCSC staff, not the ACVS staff or board)

Recommendations

- The Principal and board need to ensure that they are organized, clearly understand the expectations and requirements of the PCSC, and communicate regularly to clarify and meet expectations.
- PCSC staff will require follow-up meeting with the school to further discuss the school's Star rating and build a plan to improve in the future.
- PCSC staff recommends that the charter be amended to update MSES to be aligned with the ID Five-Star Rating System
- PCSC staff recommends that the administrator, clerk, and board all remain diligent in monitoring their finances to give them the best possible chance of ending the year with a carryover

* Please Note: PCSC staff member sent this recommendation, along with praise for the things the school is doing well, in a follow-up e-mail to the school.

Materials or Follow-up Requested of the School

The school received a follow-up request to schedule a meeting regarding their Star rating.

CHARTER SCHOOL DASHBOARD

Date: November 1, 2012

School Name: Another Choice Virtual Charter School

School Address: 1014 W. Hemingway Blvd., Nampa Idaho 83651

School Phone: 208.475.4255

Current School Year: 2012-2013

School Mission: Another Choice Virtual Charter School seeks to provide a safe, individualized educational experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. **
ACVS has submitted to the Department of Education to update our Mission Statement.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Ross Jones, MBA	Chairman, 8/3/2010 - 8/3/2013	Business; Financial; Technology	rjones@anotherchoicecharter.org	208-914-0658
Misty Puckett	Secretary/Treasurer, 11/10/2010 - 11/10/2013	Parent	mistylp77@yahoo.com	208-371-0591
Landon Shaffer, MBA	Member, 12/15/2010 - 11/10/2013	Business; Financial; Media	landon@oxleymaybon.com	208-859-7095
John Kelleher, Ph.D.	Member, 12/15/2010 - 12/15/2013	Education; Special Education	jnkelleher@fmtcblue.com	208-459-4850
Harold Kropp	Member, 6/1/2012 - 6/1/2015	Finance, Boards; Building	hrkropp@msn.com	208-989-2081

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	5	95%	0	2	95%
1	8	95%	0	9	95%
2	9	95%	0	16	95%
3	18	95%	0	21	95%
4	18	95%	0	14	95%
5	20	95%	0	17	95%
6	18	95%	0	18	95%
7	25	95%	0	26	95%
8	39	95%	0	23	95%
9	24	95%	0	39	95%
10	46	95%	0	50	95%

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11	34	95%	0	32	95%
12	42	95%	0	30	95%
TOTAL	310		0	297	

Student Attrition Rate: 0 - based on the numbers. Not all students returned however.

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? Yes

If yes, briefly describe planned enrollment changes, including numbers and grades affected: We have submitted to the Department of Education an amendment. This has been returned for corrections and we are currently in the process of making those. Once the sufficiency review is completed ACVS will come back to the Commission for a request for an approval of a student increase as outlined in the amendment.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	58 - 18.71%	0	215 - 69.35%	4 - 1.29%	4 - 1.29%	40 - 12.9%	200- 64.52%	118 - 38.06%
Previous	74 - 24.92%	0	205 - 69.02%	4 - 1.347%	4 - 1.347%	55 - 18.52%	169 - 56.9%	108 - 36.36%

FACULTY AND STAFF

Administrator Name(s): Kelsey Williams / Laura Sandidge

Administrator's Hire Date: 8/1/2010 & 8/4/2010

Administrator Email(s): kwilliams@anotherchoicecharter.org & lsandidge@anotherchoicecharter.org

Current Classified Staff (# FTE): 4.77

Classified Attrition Rate: 0% We have retained our staff over the three years of operation.

Current Faculty (# FTE): 16.95

Faculty Attrition Rate: 0% We have retained our staff over the three years of operation.

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? No

If no, please specify indicator and status: One Star

If no, please describe plan for addressing need: We are currently in process of completing the WISE Tool, our Board and Administration have met with the Commission Program Managers to facilitate the development of our plan for improvement.

Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? February 28th & 29th

Date submitted to authorizer? July 2012

Who performed your most recent programmatic audit? Idaho Charter School Network

Date of most recent fiscal audit? July 2012

Date submitted to authorizer? August 2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

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We moved from a smaller location to a larger location with better visibility and access to the Treasure Valley area. This has been very well received by our students and their families.

Please describe the greatest successes experienced by your school in the past year:

We have had a significant number of returning students this year. We have had positive parent surveys. Our students are now able to fully access synchronous learning with a certified teacher between the hours of 8 and 4:30 Monday through Friday. Students additionally have the opportunity to come into an elementary or a secondary computer lab for extra support in their academics. As this is our third year of operation on day one our RTI, Title One, ESL, Gifted and Talented programs were all functional from the first day of school. Our Special Education program is always functional from day one. We have retained our staff over the entire time we have been in operation. We are very excited to see an increase in numbers of our students participation and involvement within a wide variety of clubs, Student Council activities and a wide variety of other events arranged to facilitate social interaction.

Please describe any challenges you anticipate during the upcoming year:

Our greatest challenge is to inspire and connect with our students in traditional and non-traditional ways. A large majority of our students are at risk for academic failure. Many of our students come to us disillusioned and dismayed with their ability to learn or care to learn. Our teachers continually put in 110% to reach our student population and slowly we are reaping those benefits.

Please add any additional information of which you would like to make your authorizer aware :

As per our Plan of Correction we have submitted to the Department of Education a revised Charter. This was an extensive revision. ACVS and the Department of Education are currently in the process of working through those changes in order to pass the sufficiency review. Once that is done the revised Charter will be submitted to the Commission for approval.

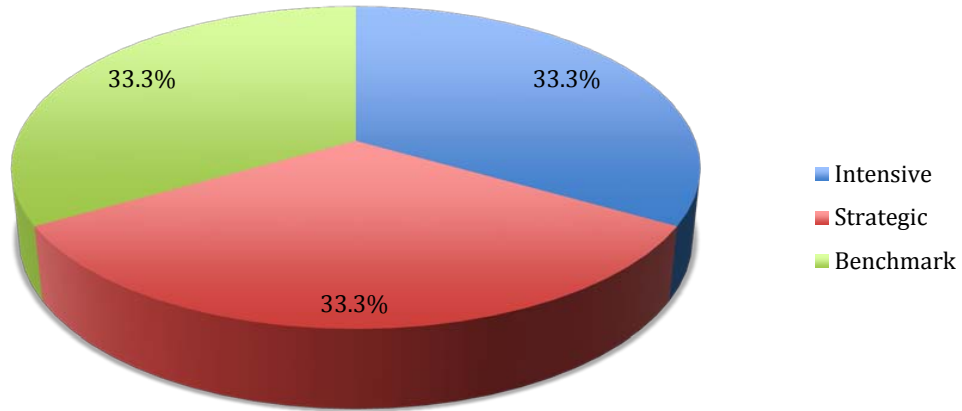
REQUIRED ATTACHMENTS

- Most recent ISAT and IRI results (as applicable)
- Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year
- Exit interview data for most recent school year

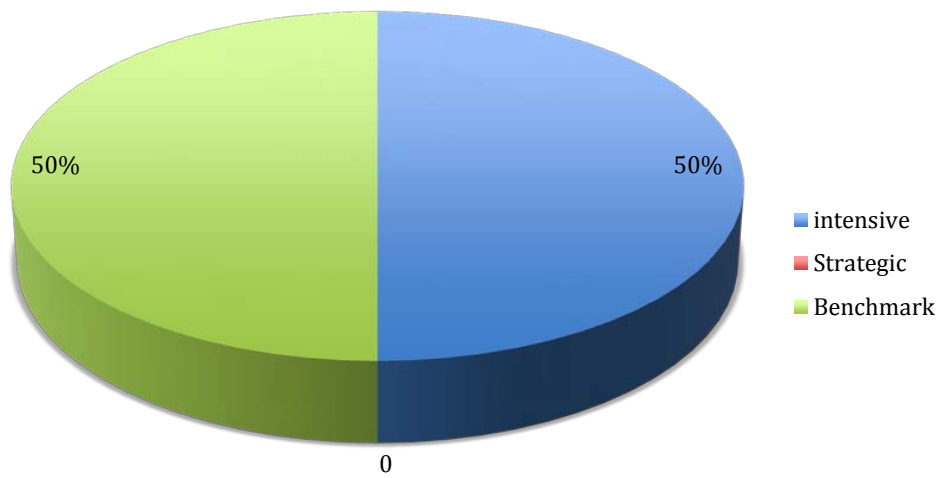
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Another Choice Virtual Charter School
IRI Scores Kindergarten – 3rd Grade 2010 through 2012

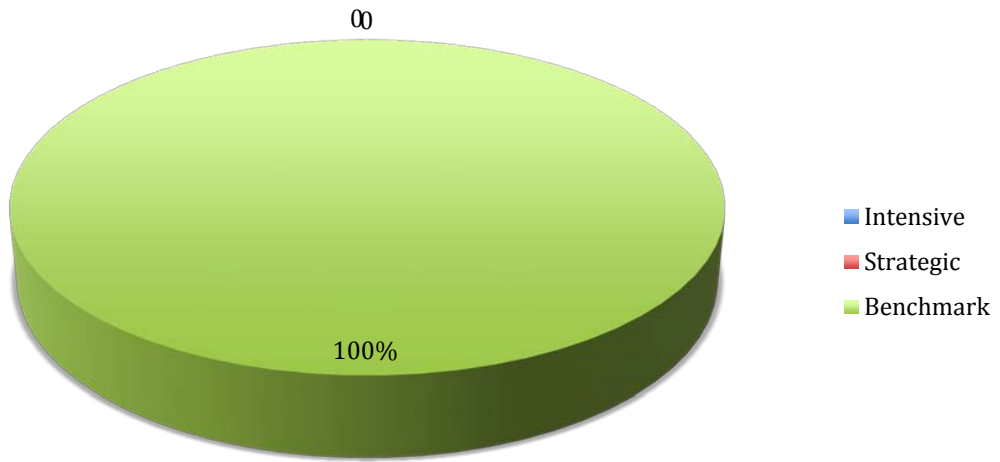
Kindergarten IRI scores Fall 2010/2011



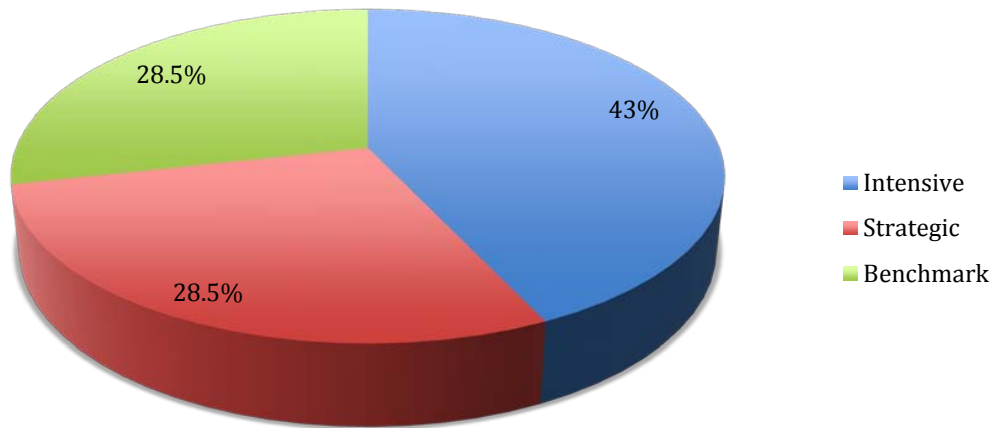
Kindergarten IRI scores Fall 2011/12



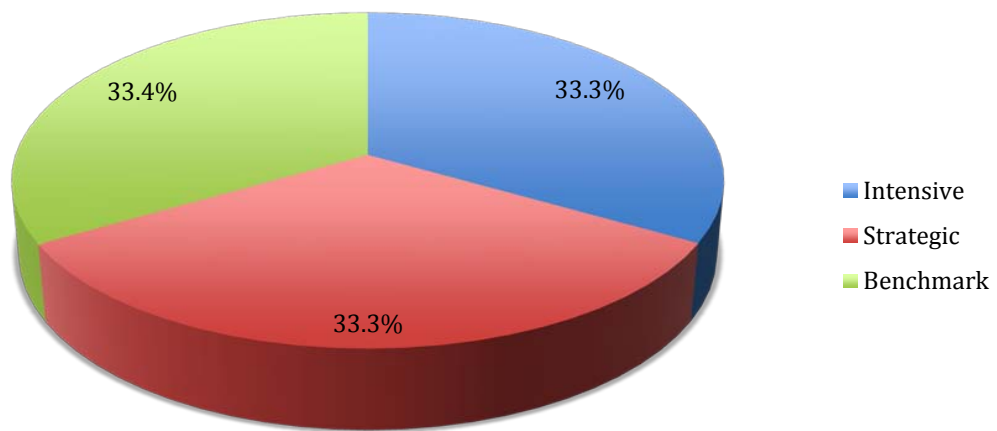
Kindergarten IRI scores Winter 2011/12



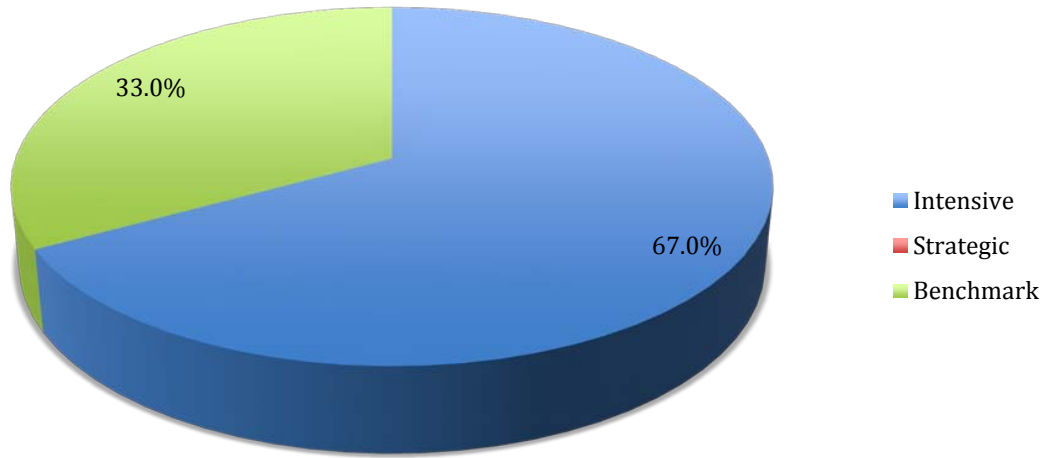
1st Grade IRI Scores Fall 2010/11



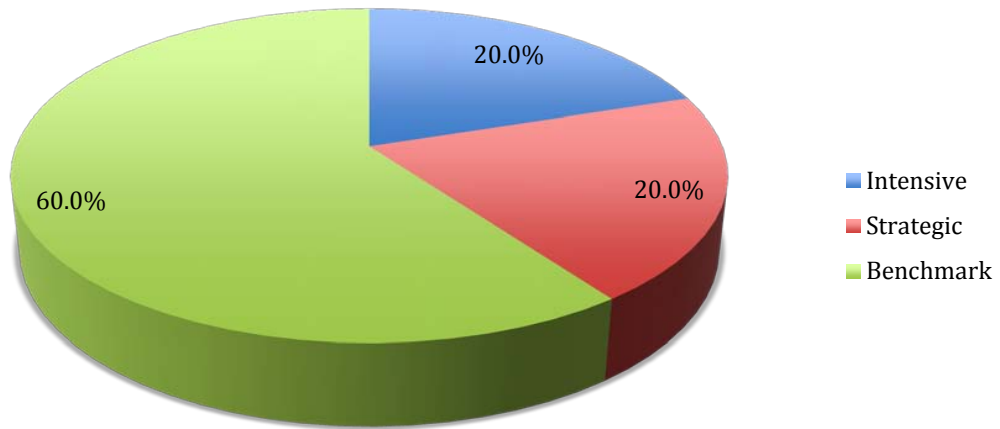
1st Grade IRI Scores Winter 2010/11



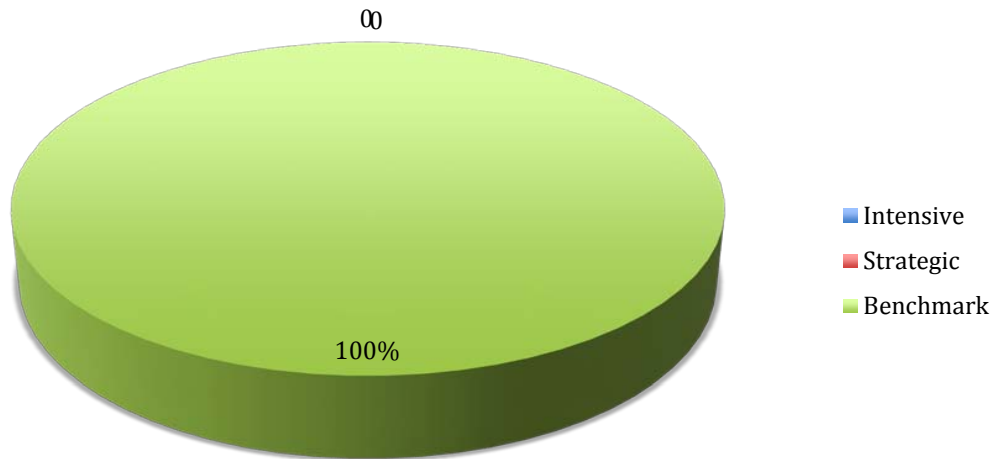
1st Grade IRI Scores Fall 2011/12



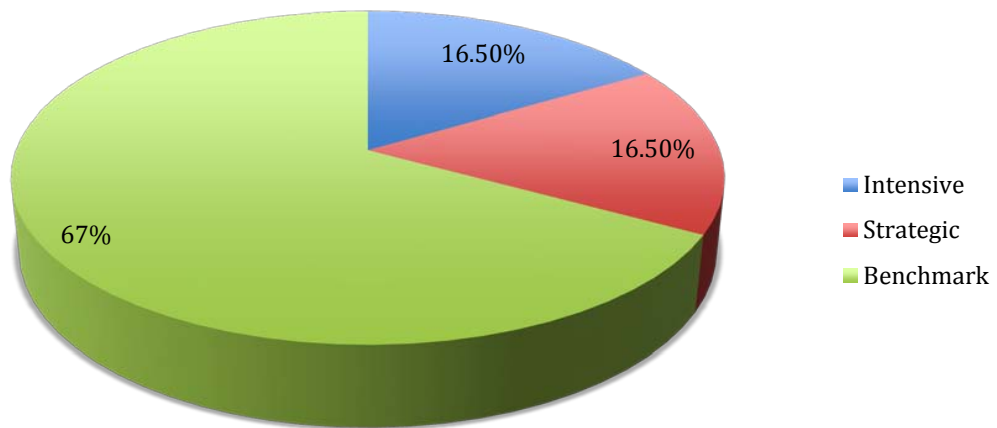
1st Grade IRI Scores Winter 2011/12



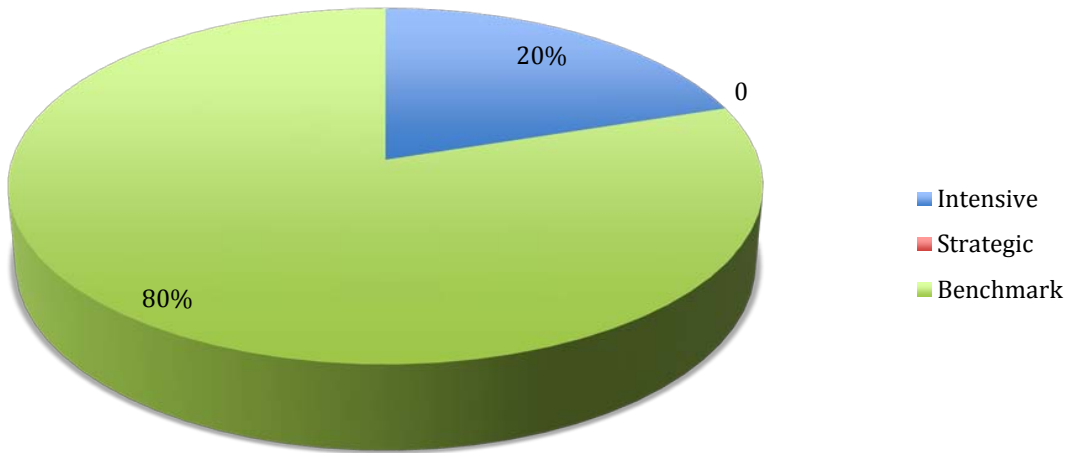
2nd Grade IRI Score Fall 2010/11



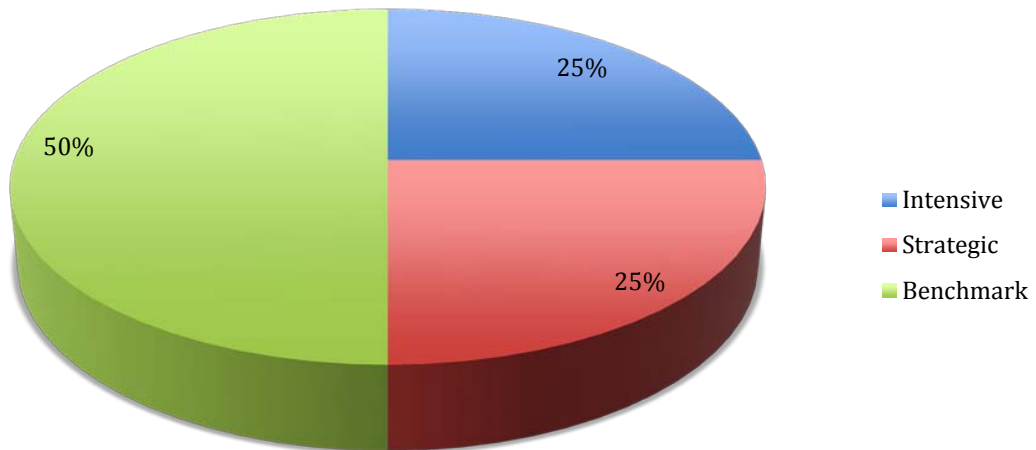
2nd Grade IRI Scores Winter 2010/11



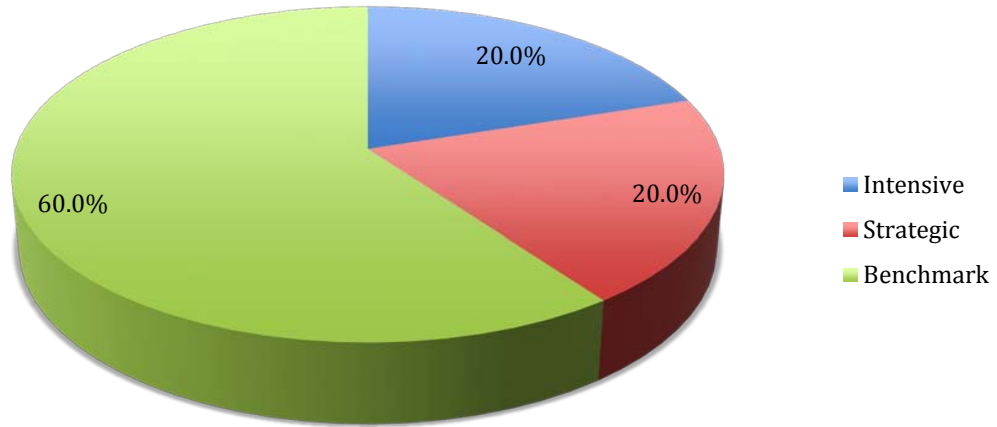
2nd Grade IRI Scores Fall 2011/12



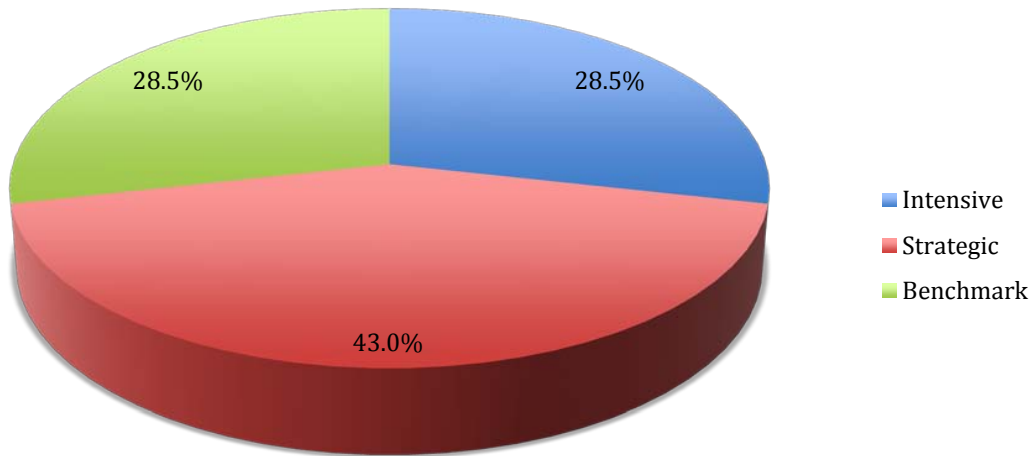
2nd Grade IRI Scores Winter 2011/12



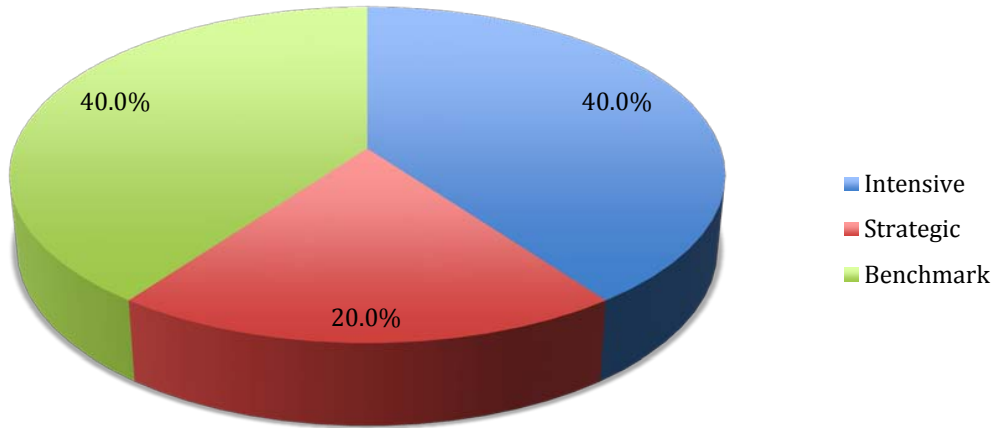
3rd Grade IRI Scores Fall 2010/11



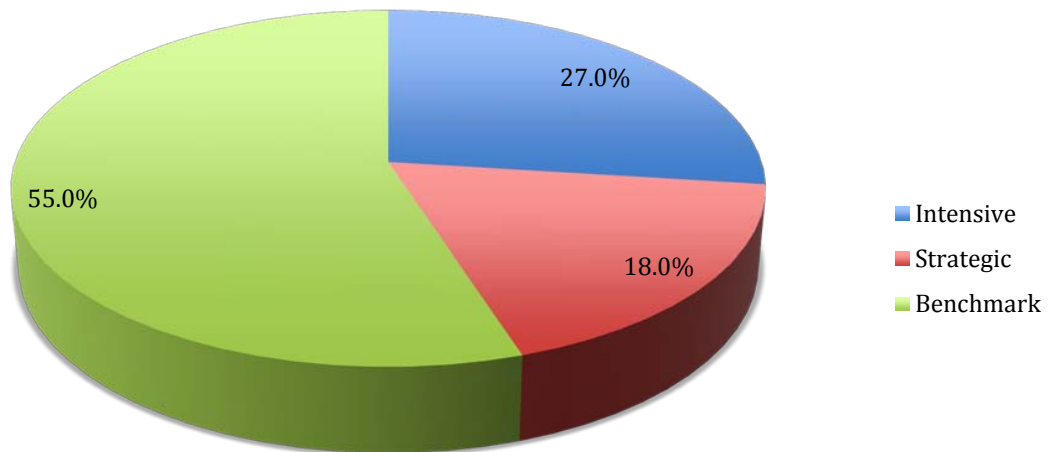
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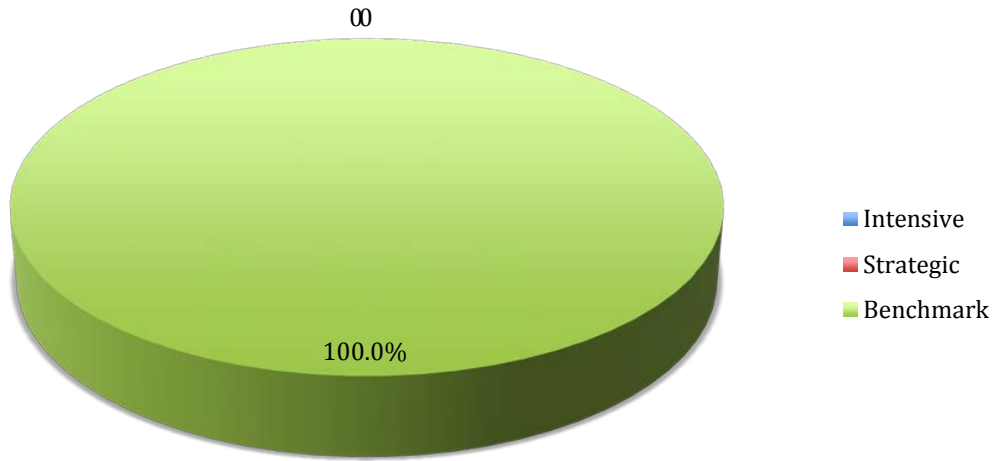
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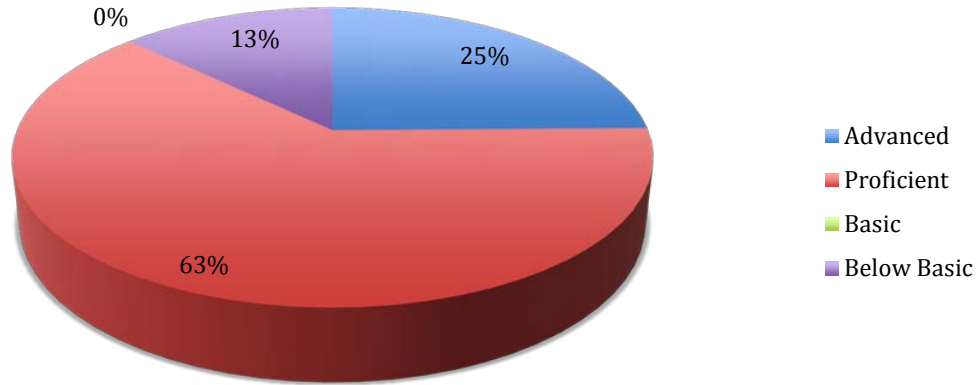


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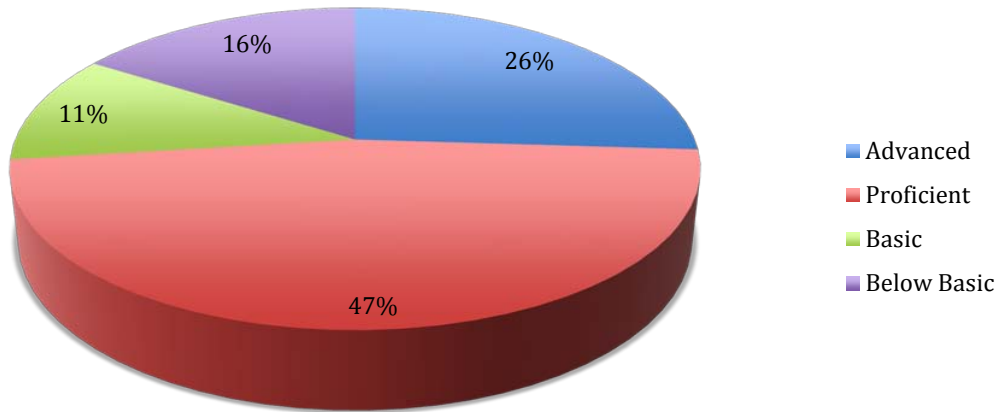


ISAT Reading Proficiency Grades 3-12th 2010-2012 Comparisons

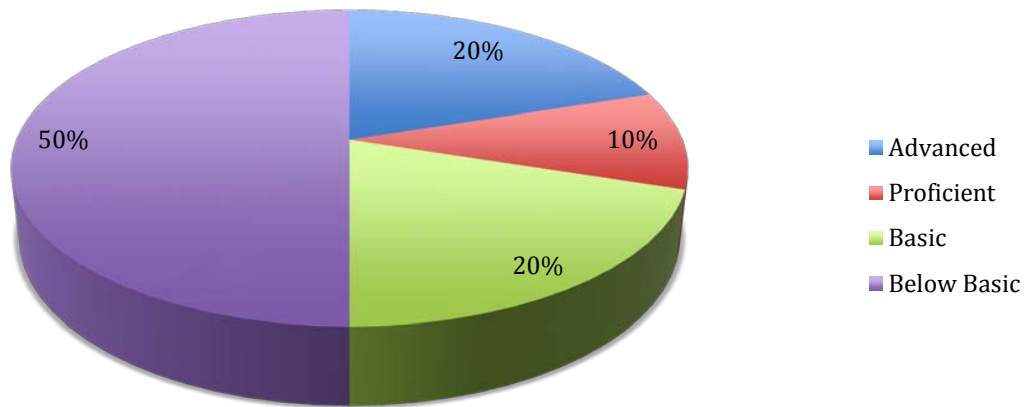
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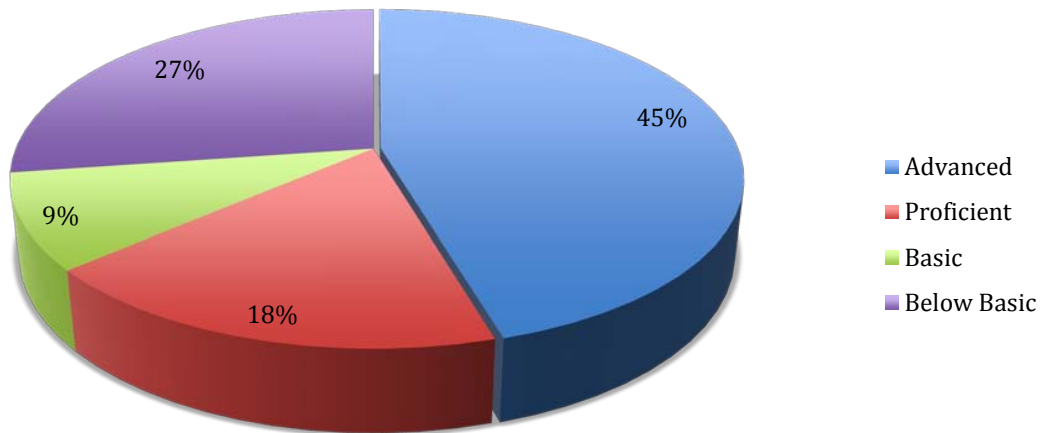
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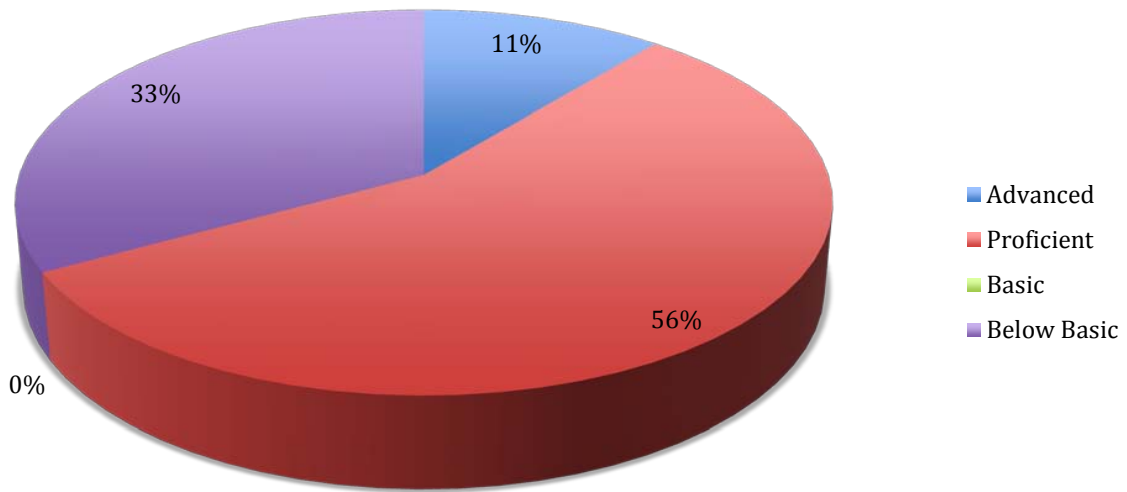
4th Grade Reading Proficiency 2011



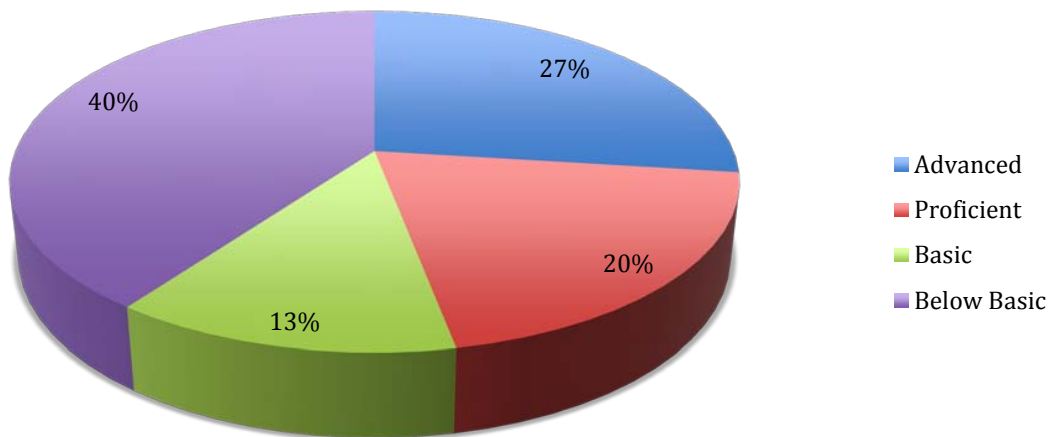
4th Grade Reading Proficiency 2012



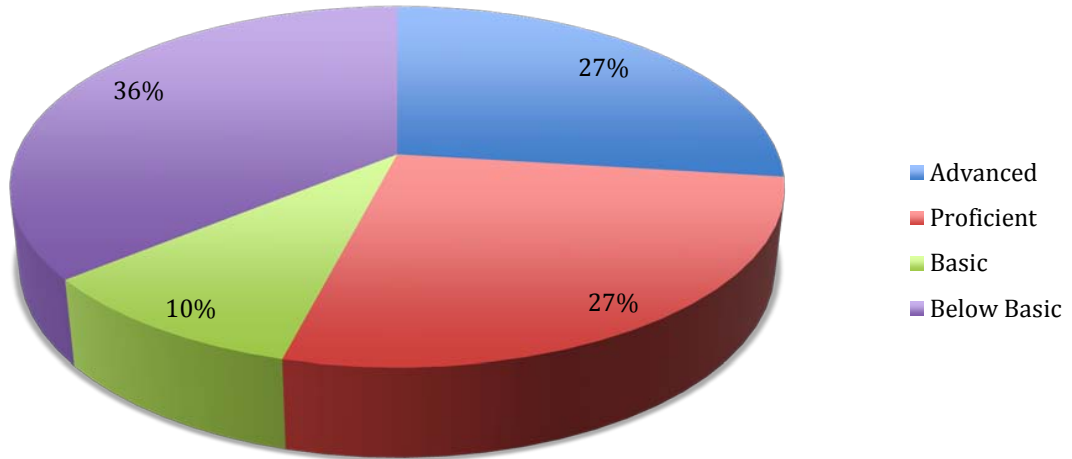
5th Grade Reading Proficiency 2011



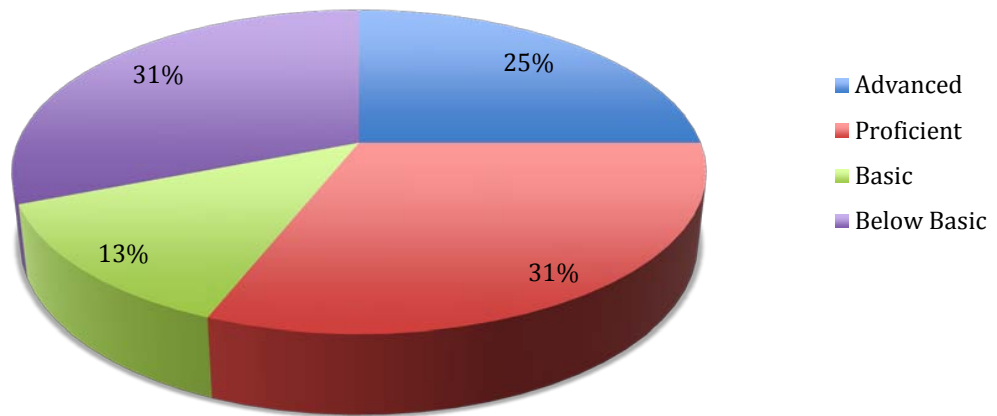
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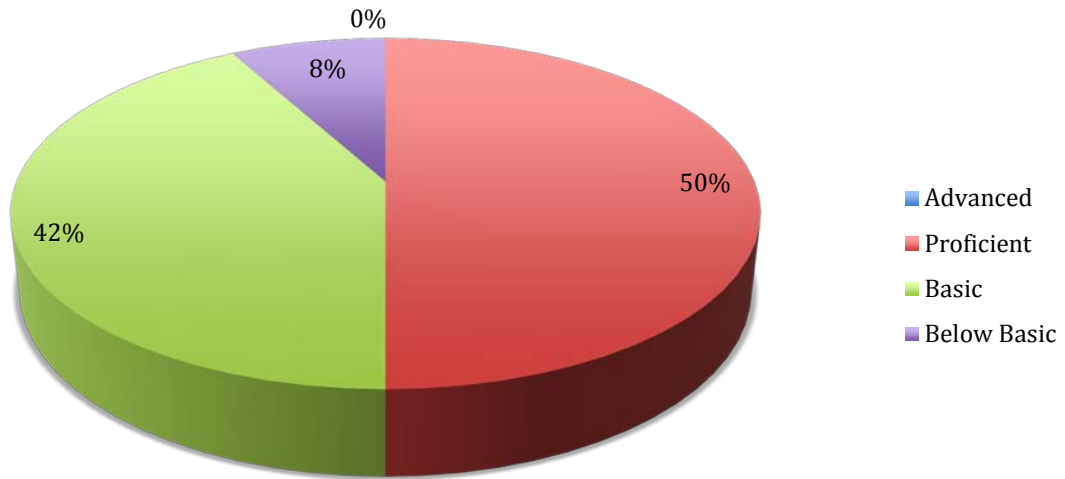
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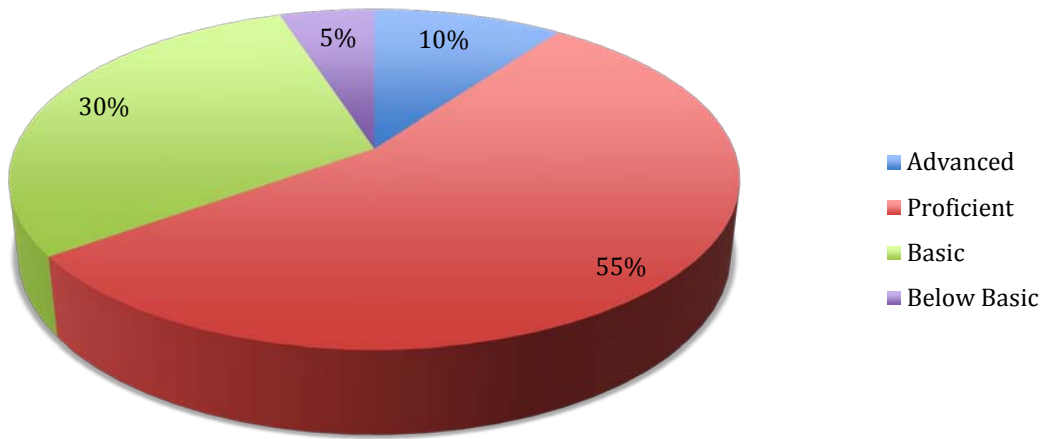
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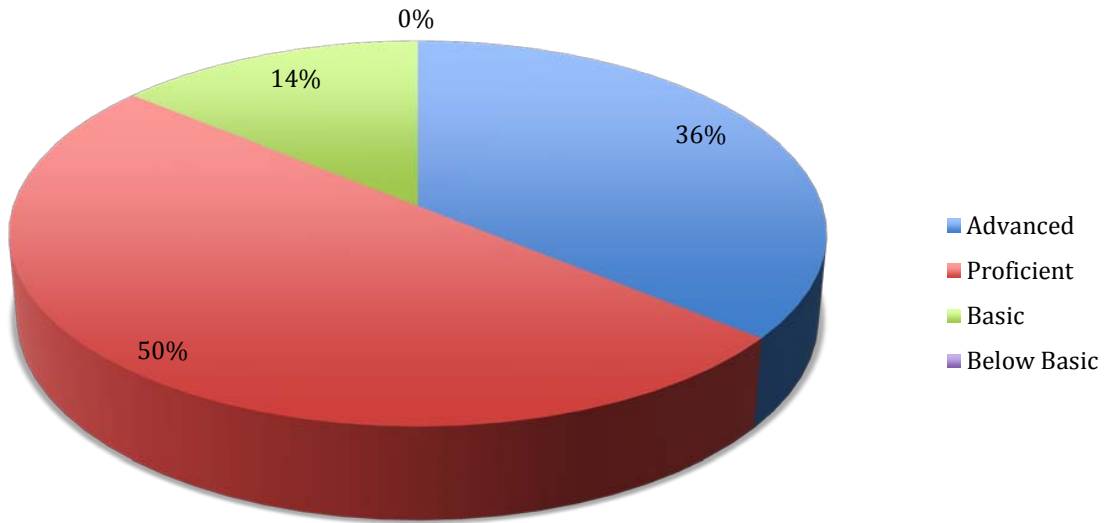
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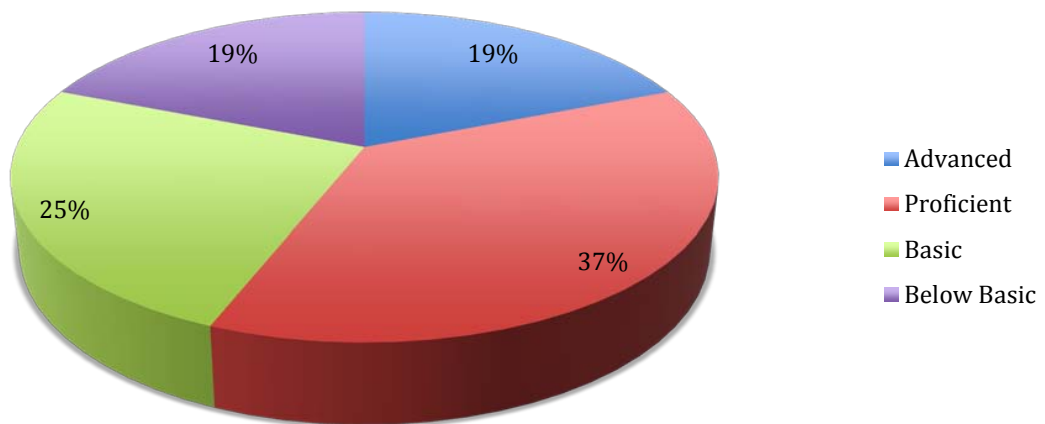
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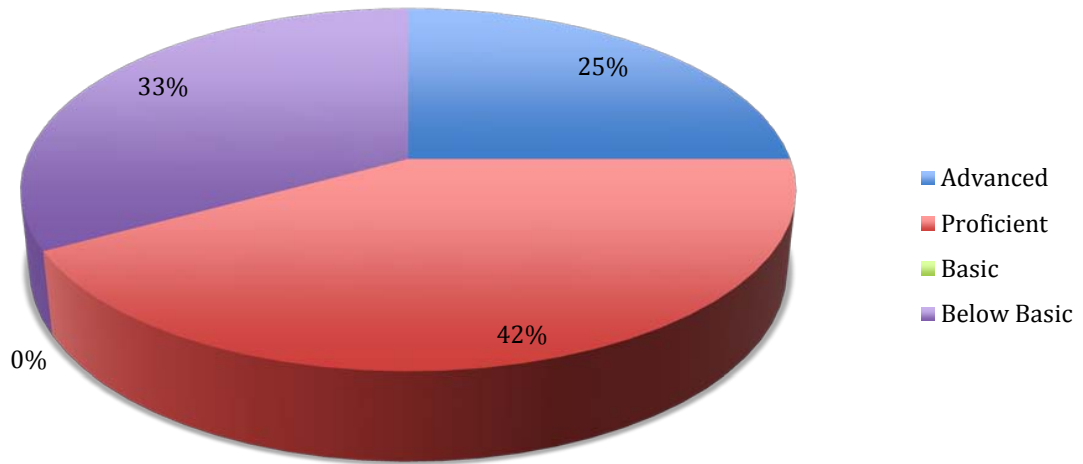
8th Grade Reading Proficiency 2011



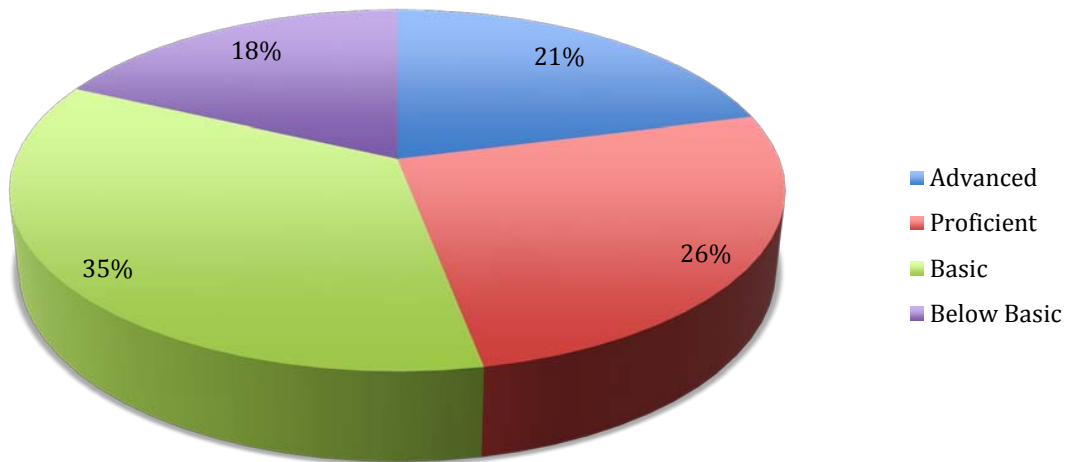
8th Grade Reading Proficiency 2012



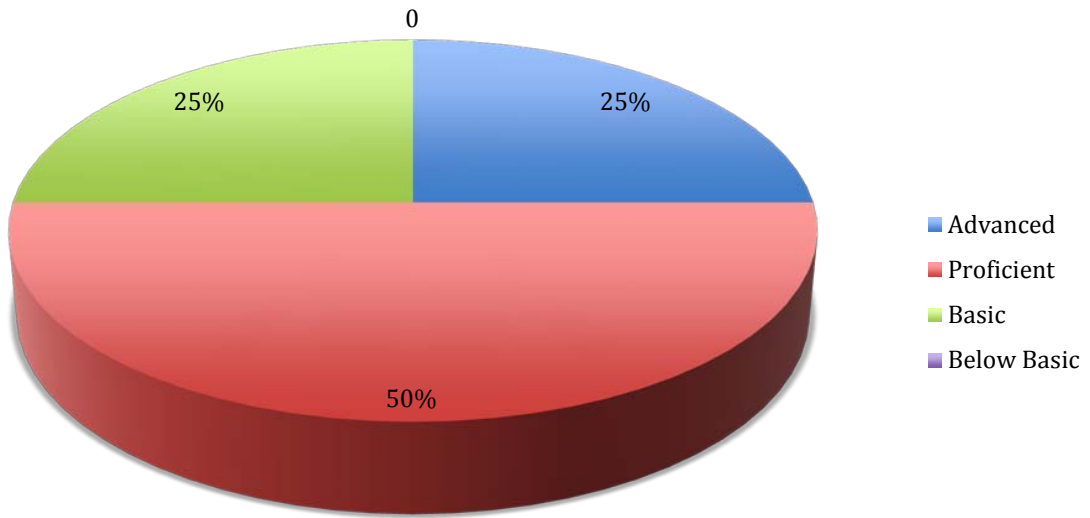
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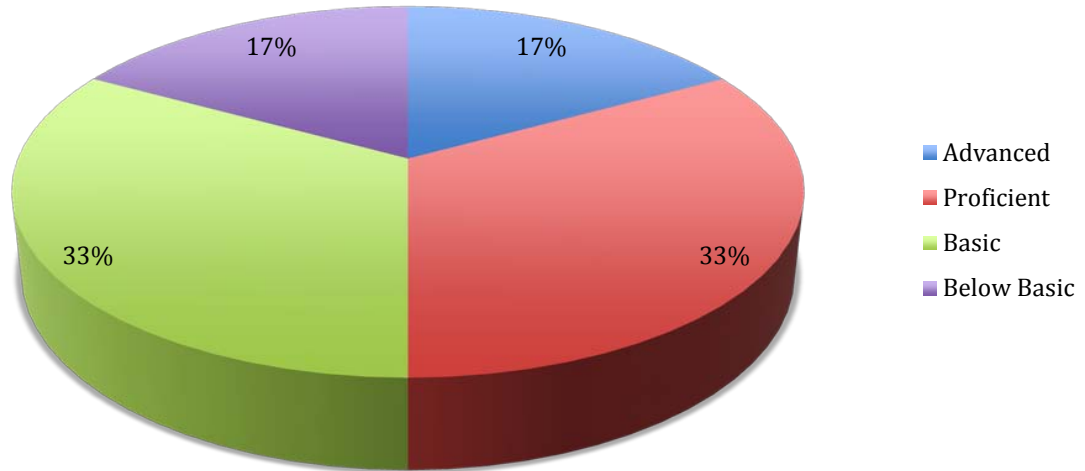
9th Grade Reading Proficiency 2012



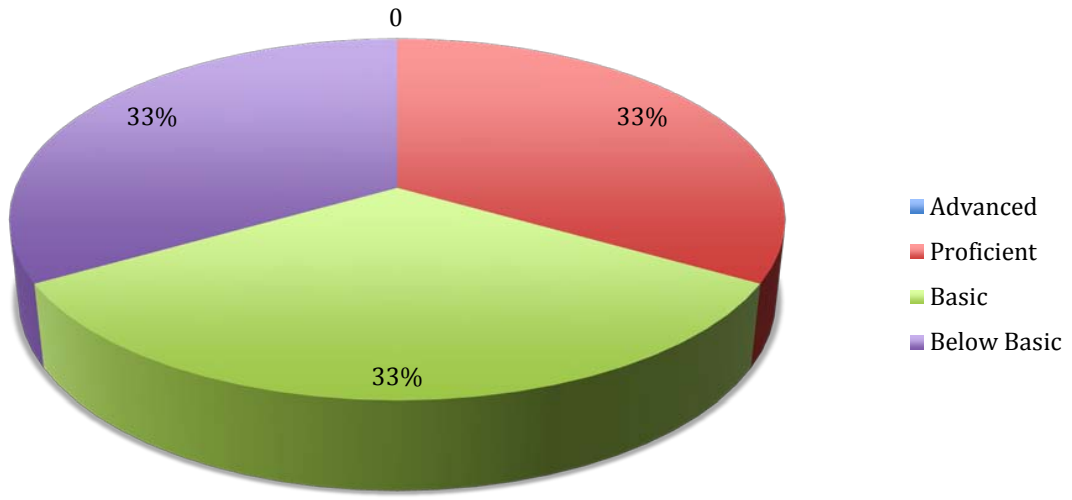
10th Grade Reading Proficiency 2011



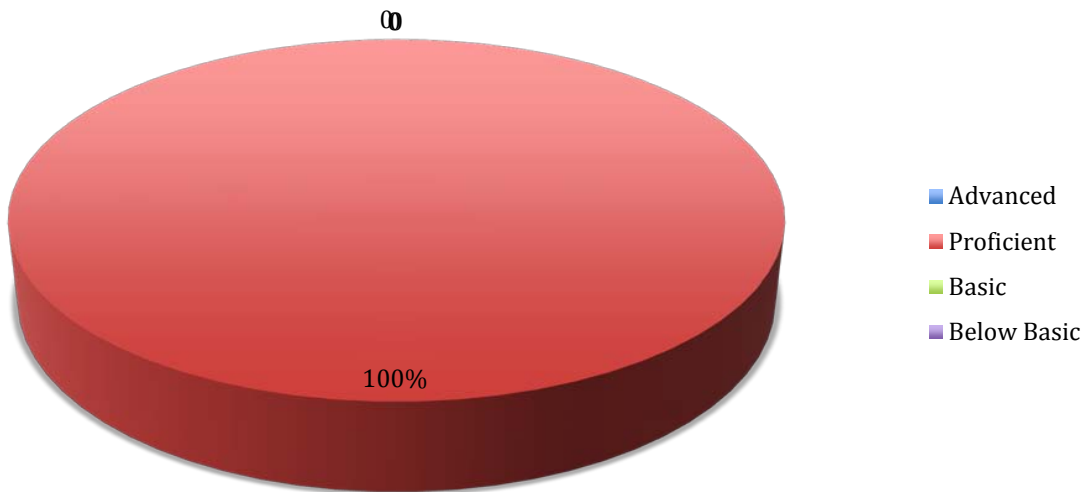
10th Grade Reading Proficiency 2012



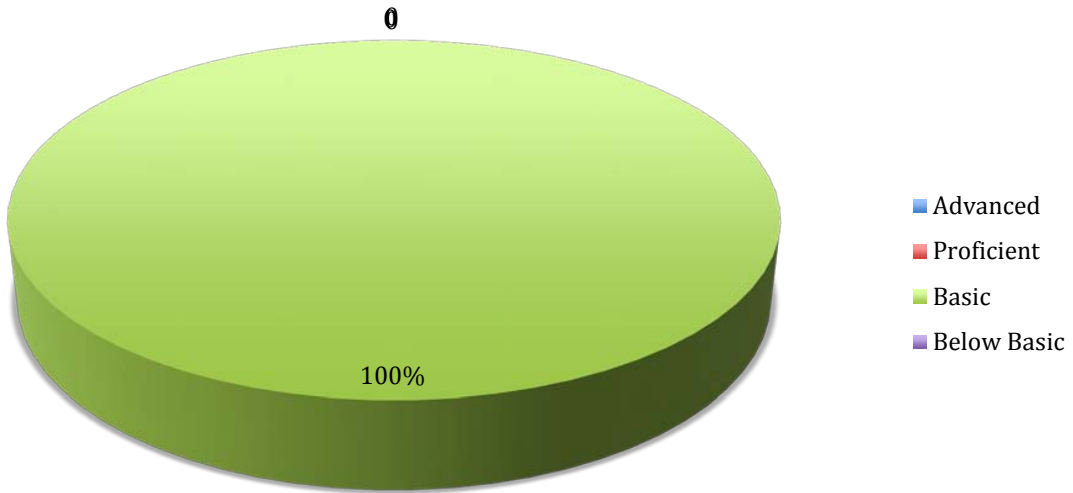
11th Grade Reading Proficiency 2011



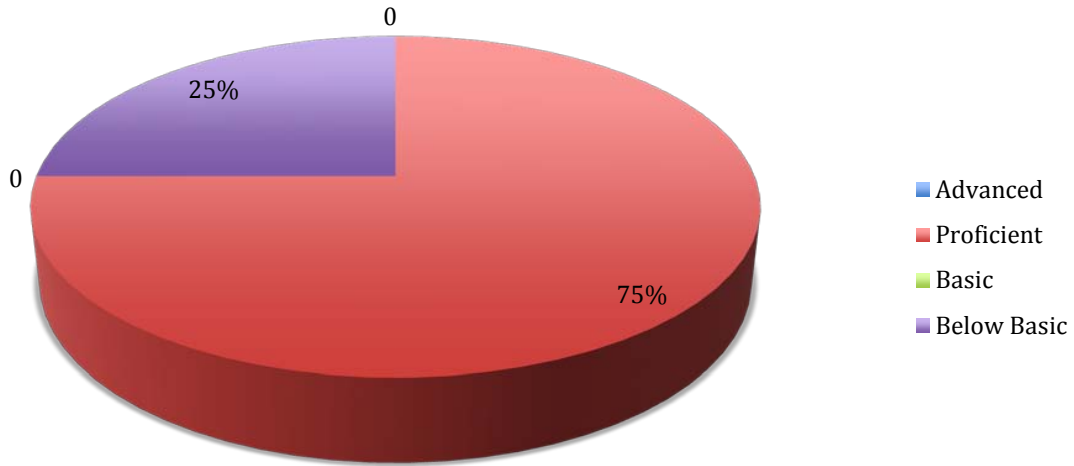
11th Grade Reading Proficiency 2012



12th Grade Reading Proficiency 2011

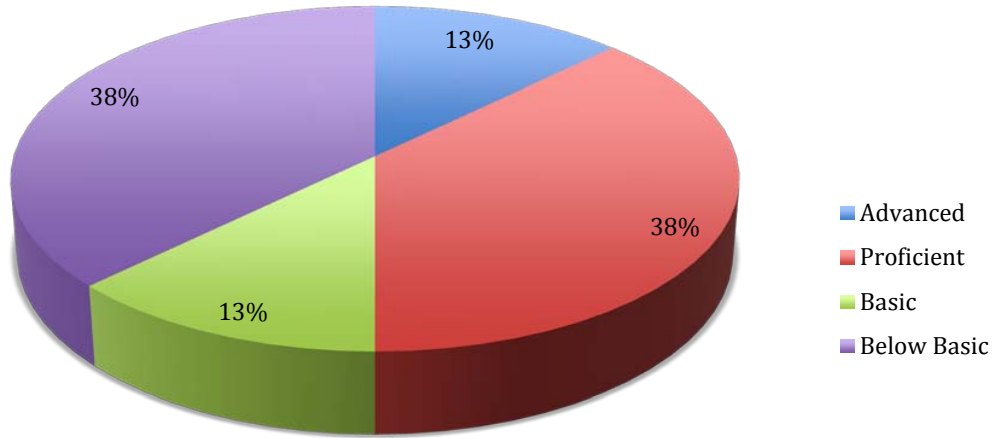


12th Grade Reading Proficiency 2012

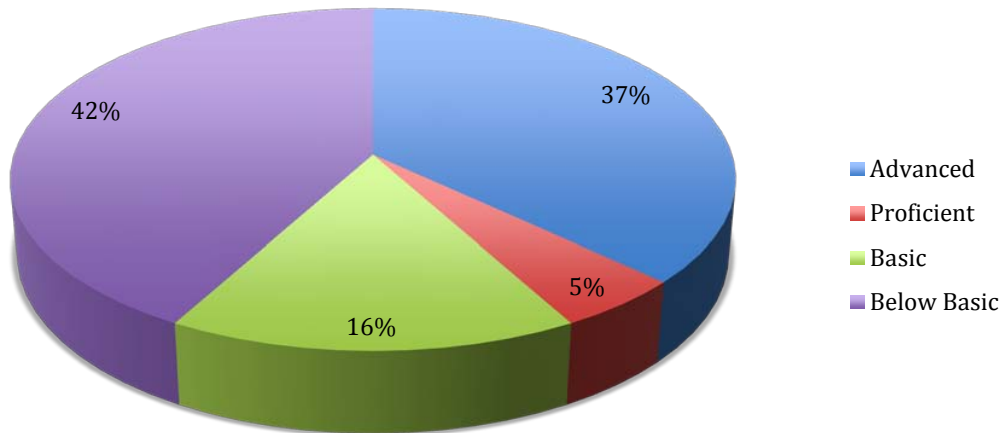


ISAT Language Proficiency Comparisons Grades 3-12 2010-2012

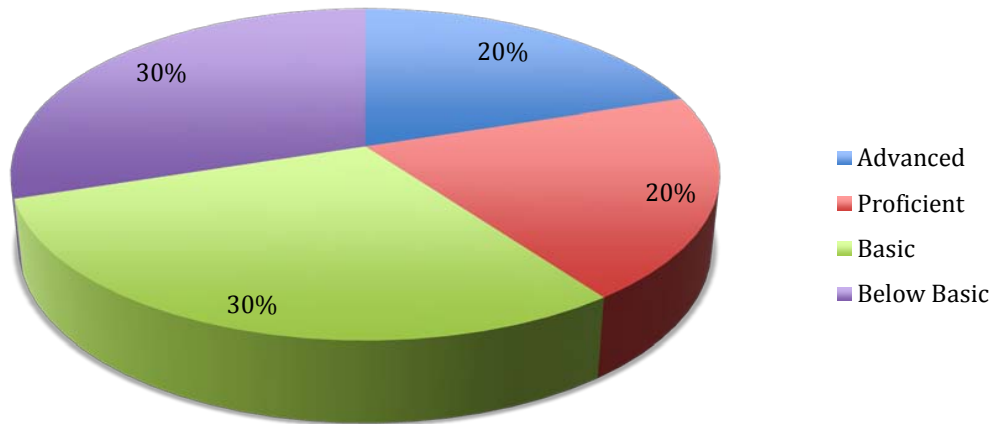
3rd Grade Language Proficiency 2011



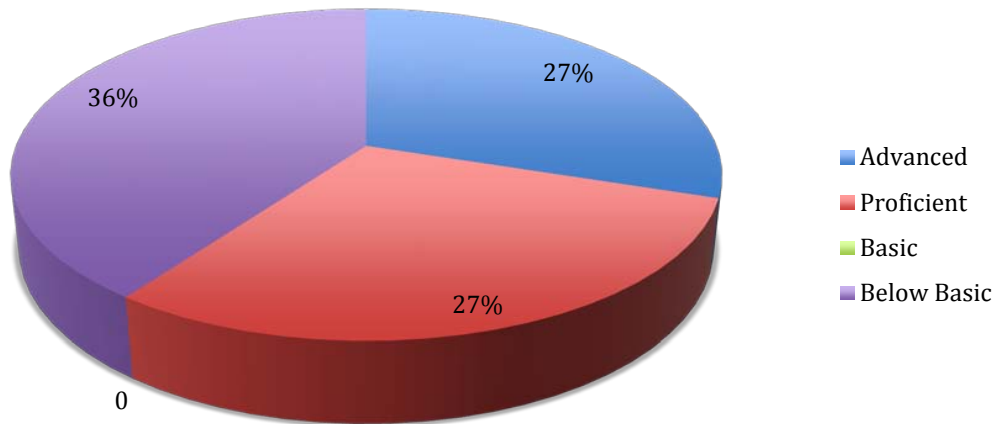
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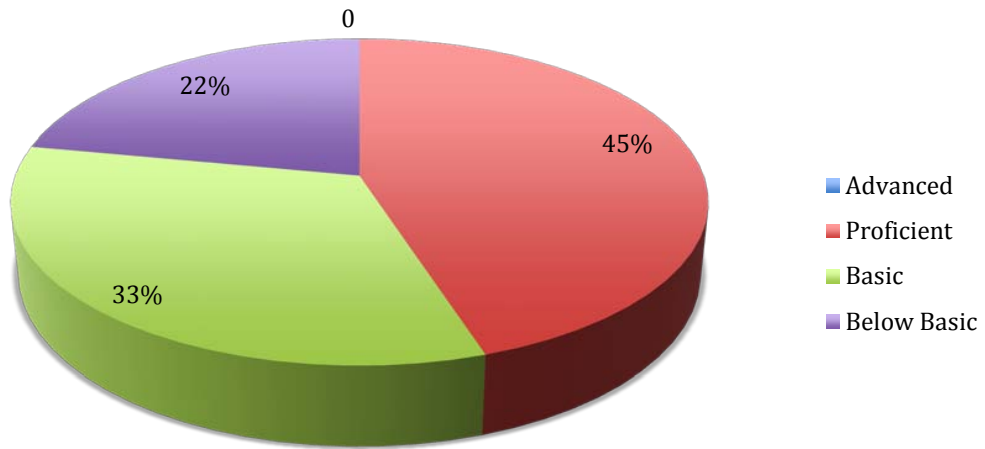
4th Grade Language Proficiency 2011



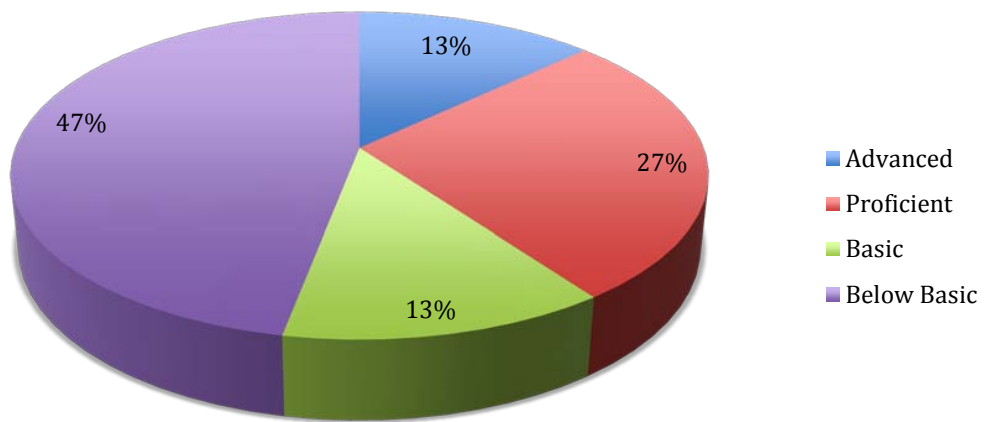
4th Grade Language Proficiency 2012



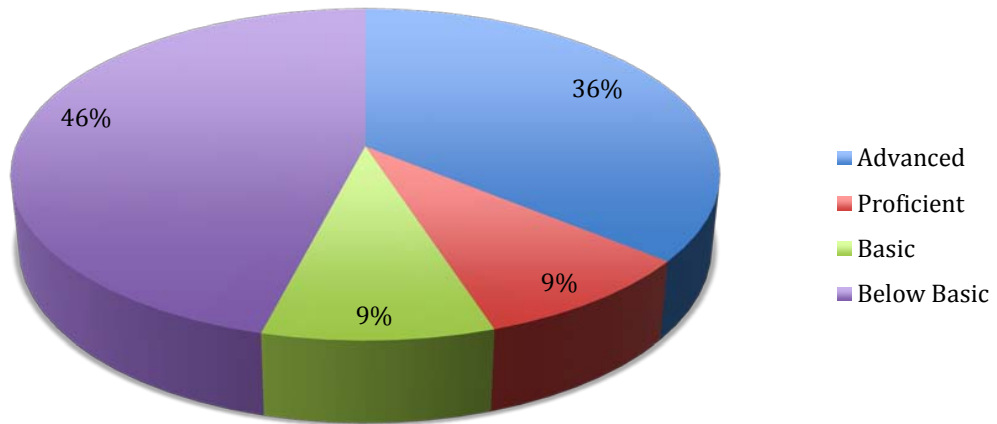
5th Grade Language Proficiency 2011



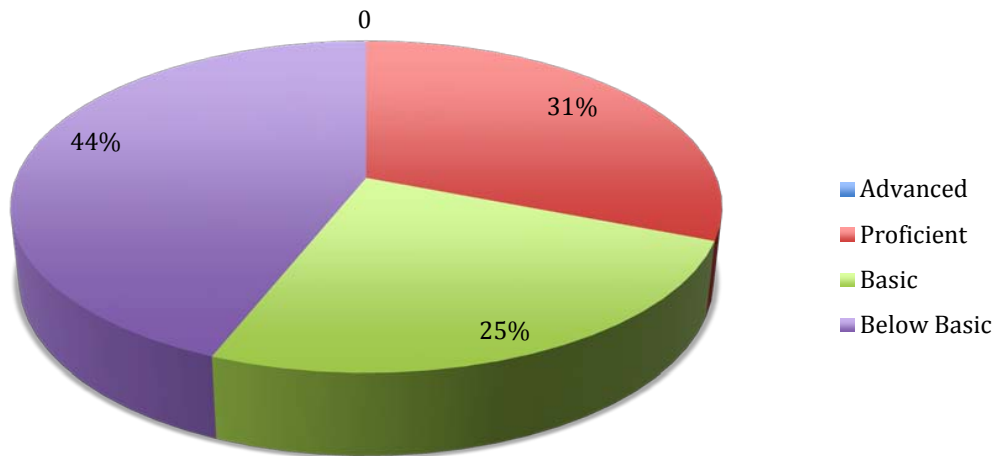
5th Grade Language Proficiency 2012



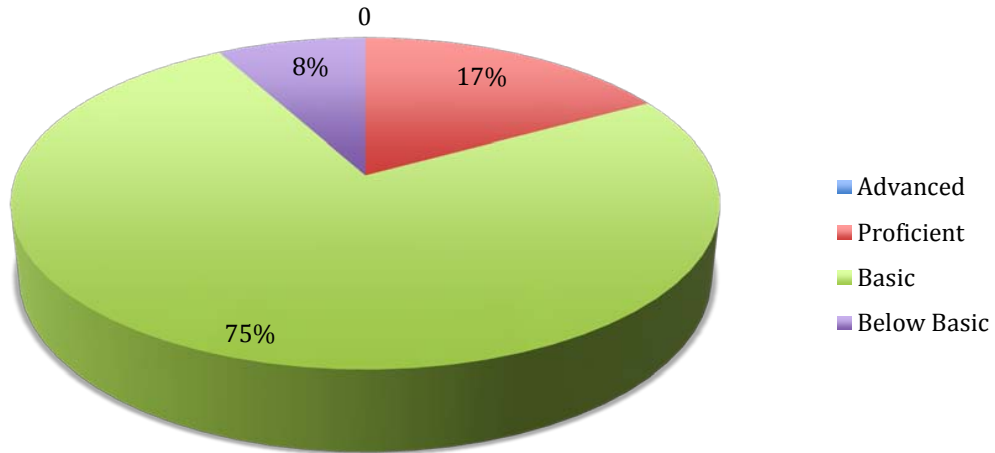
6th Grade Language Proficiency 2011



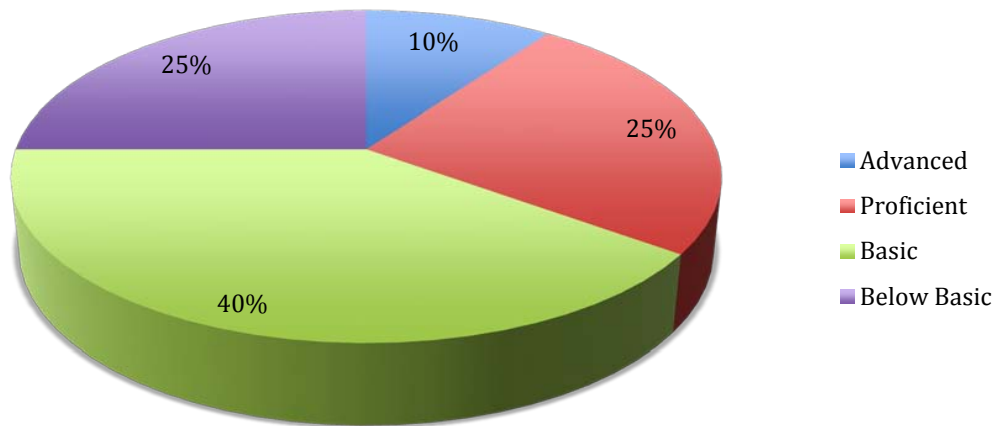
6th Grade Language Proficiency 2012



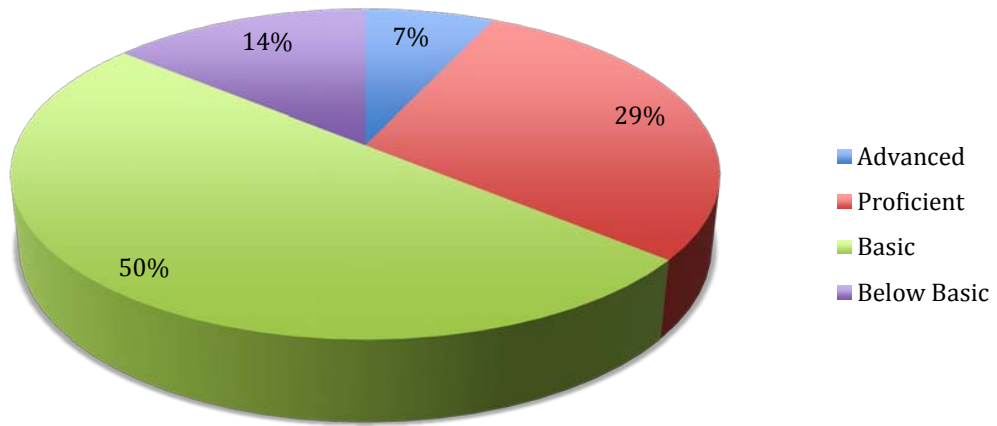
7th Grade Language Proficiency 2011



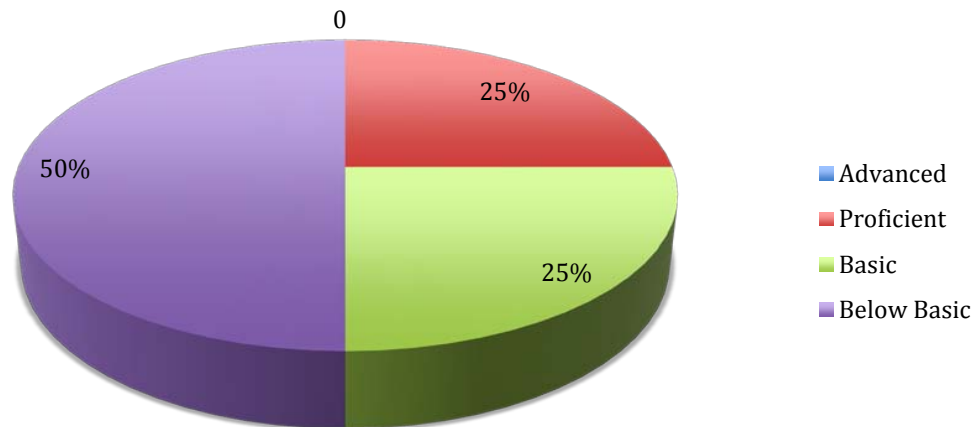
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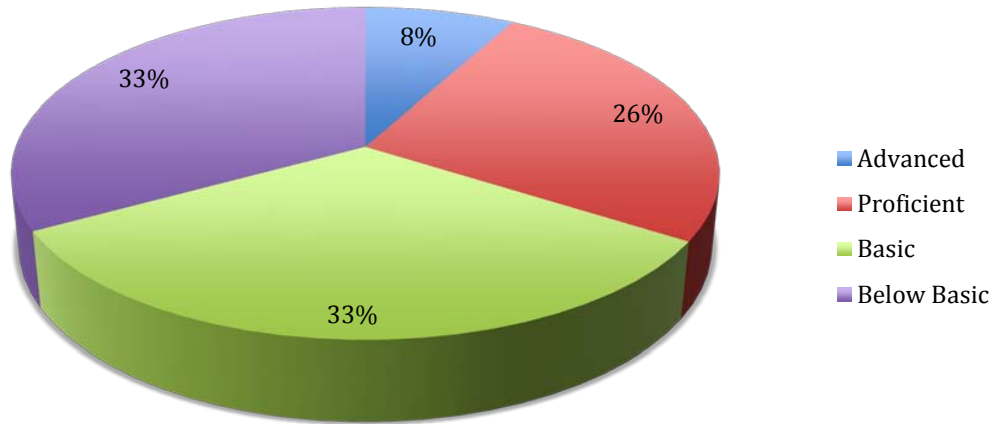
8th Grade Language Proficiency 2011



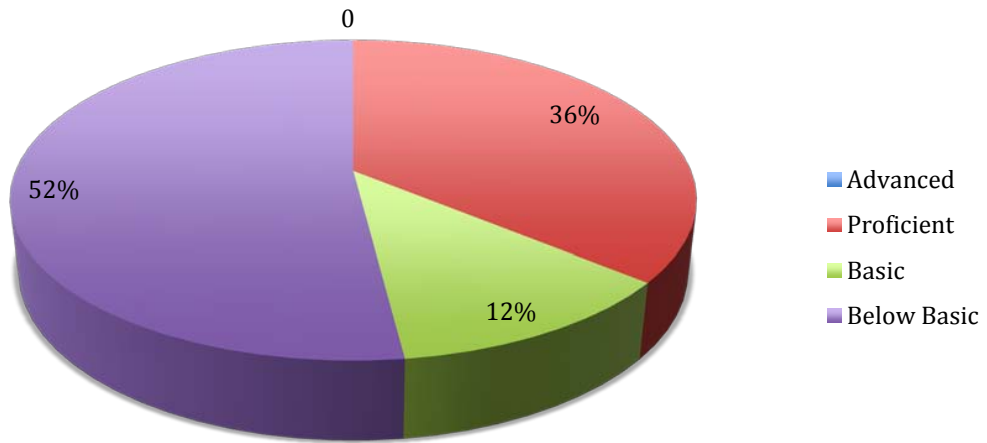
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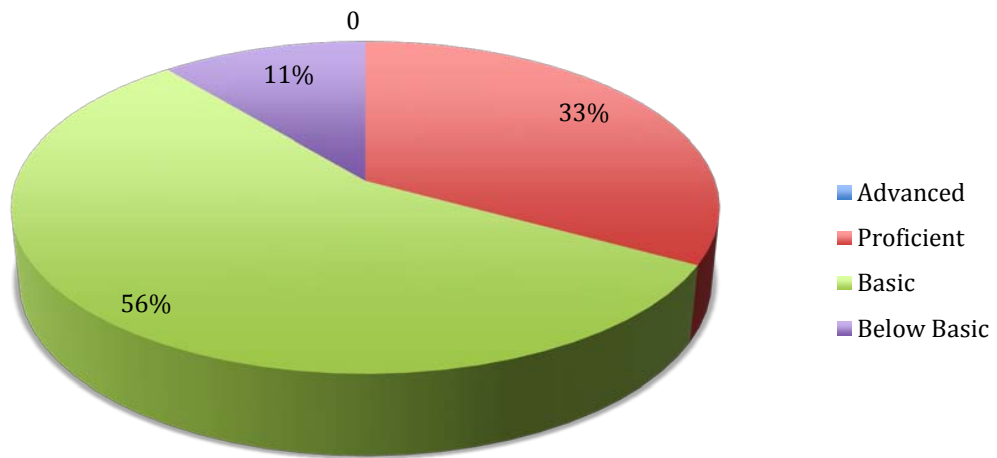
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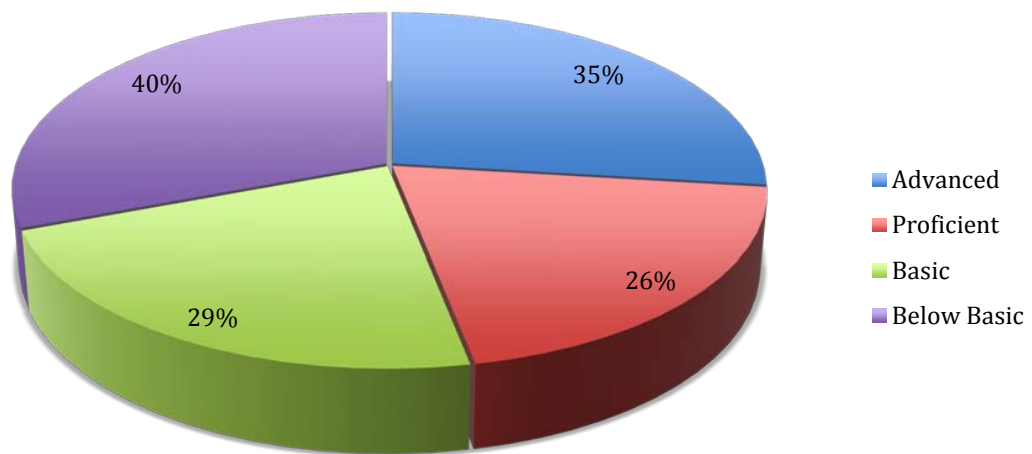
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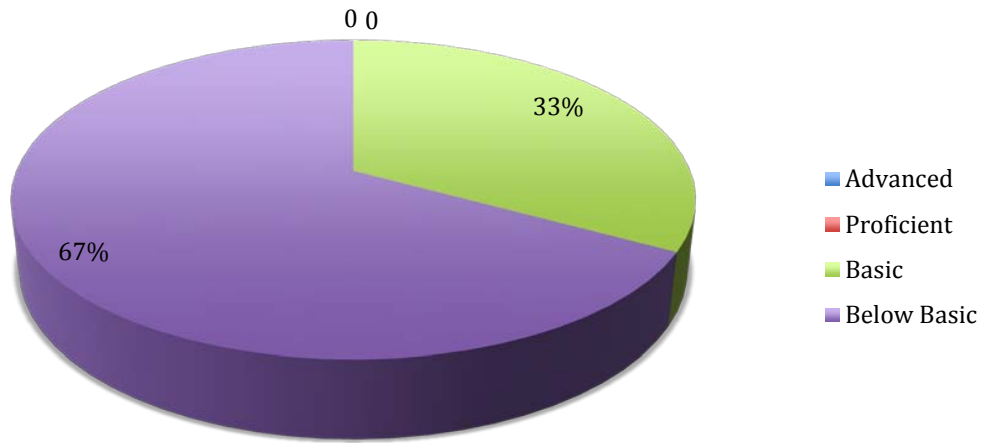
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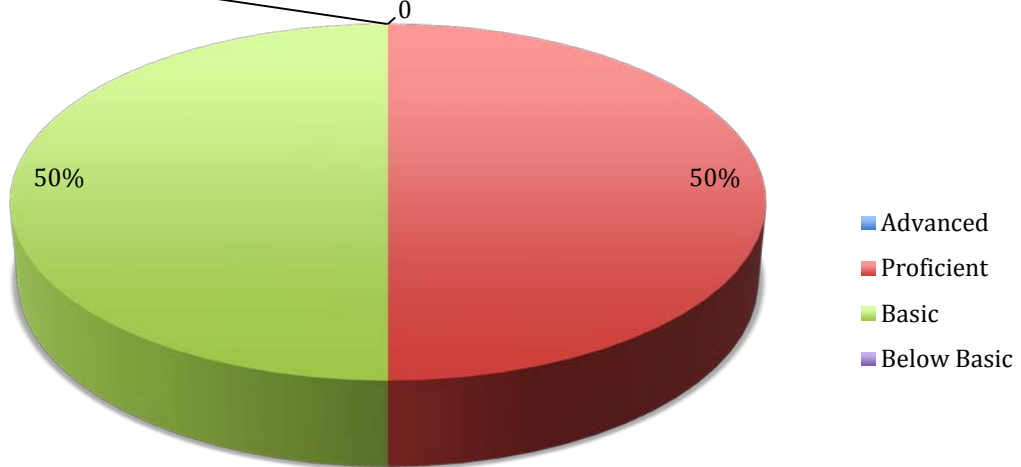
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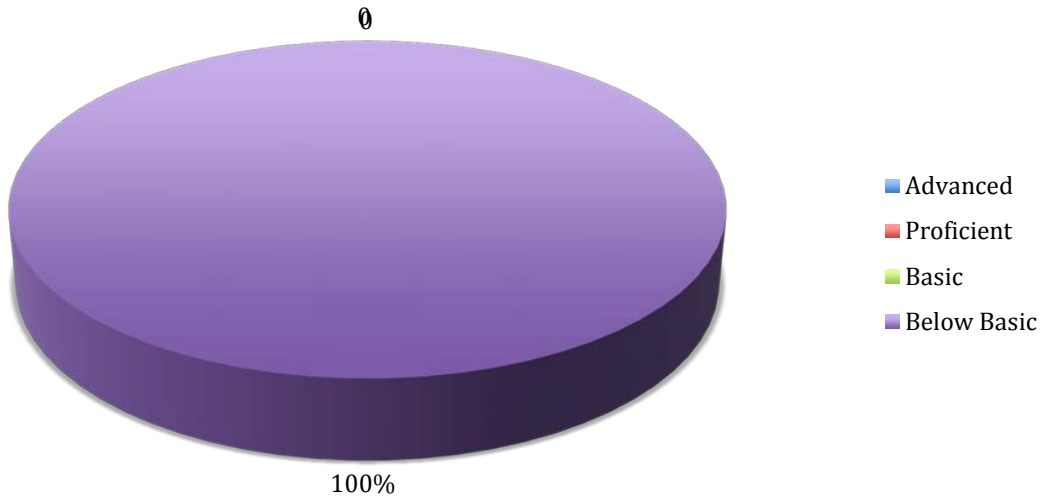
11th Grade Language Proficiency 2011



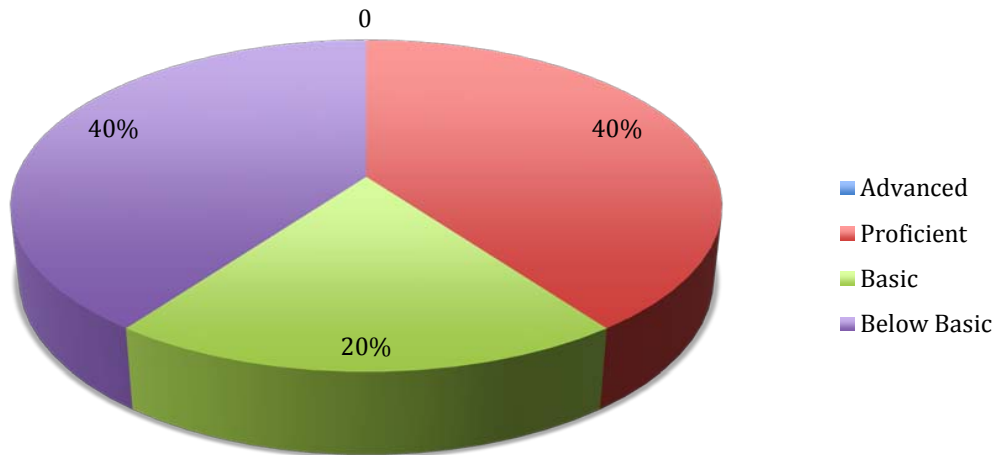
11th Grade Language Proficiency 2012



12th Grade Language Proficiency 2011

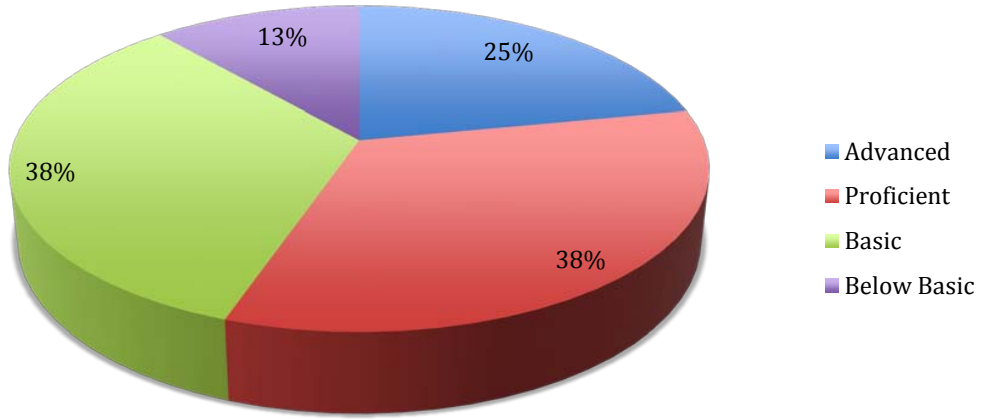


12th Grade Language Proficiency 2012

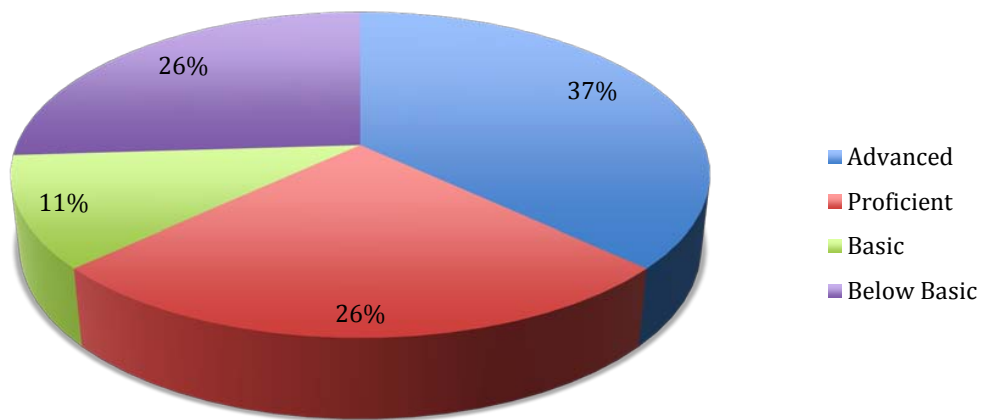


ISAT Math Proficiency Comparisons Grades 3-12 2010-2012

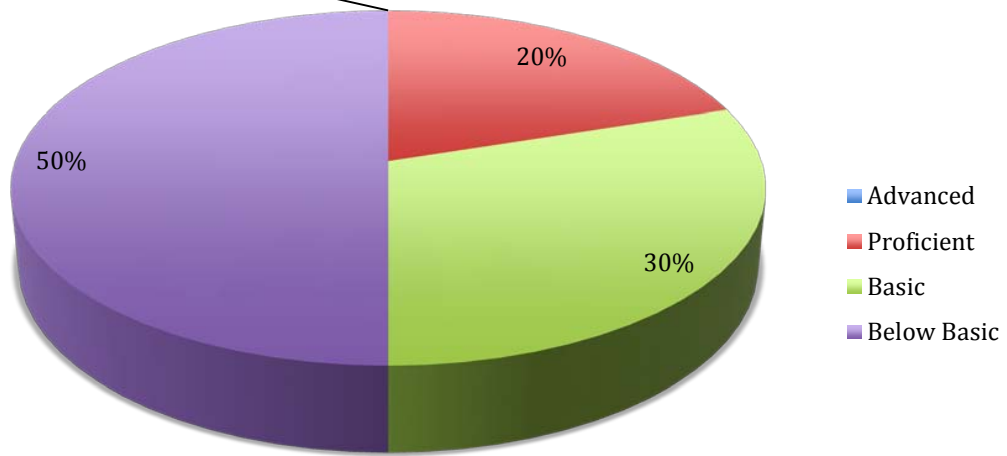
3rd Grade Math Proficiency 2011



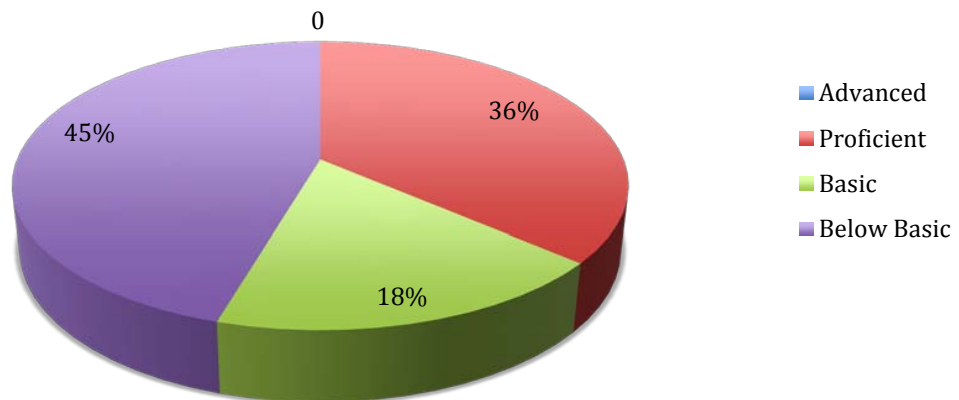
3rd Grade Math Proficiency 2012



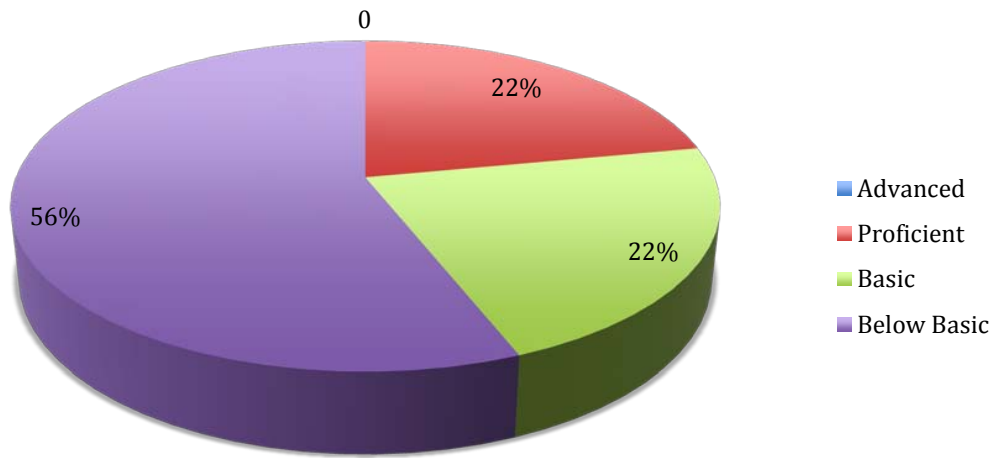
4th Grade Math Proficiency 2011



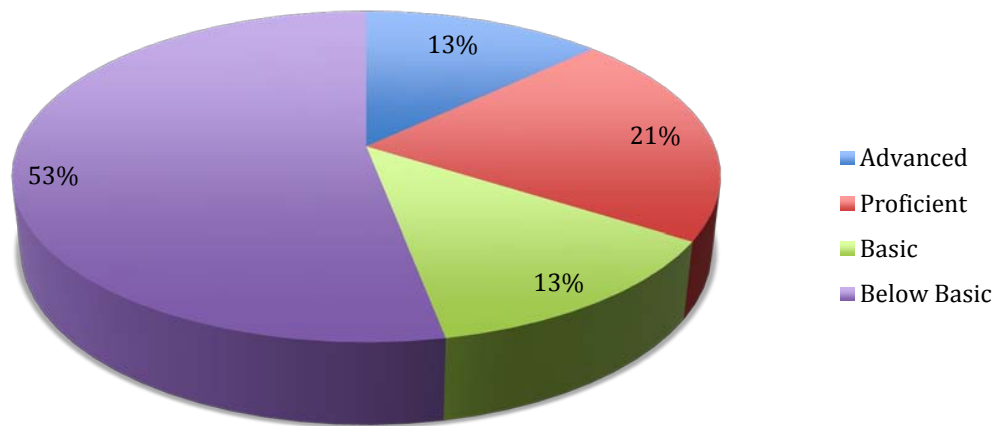
4th Grade Math Proficiency 2012



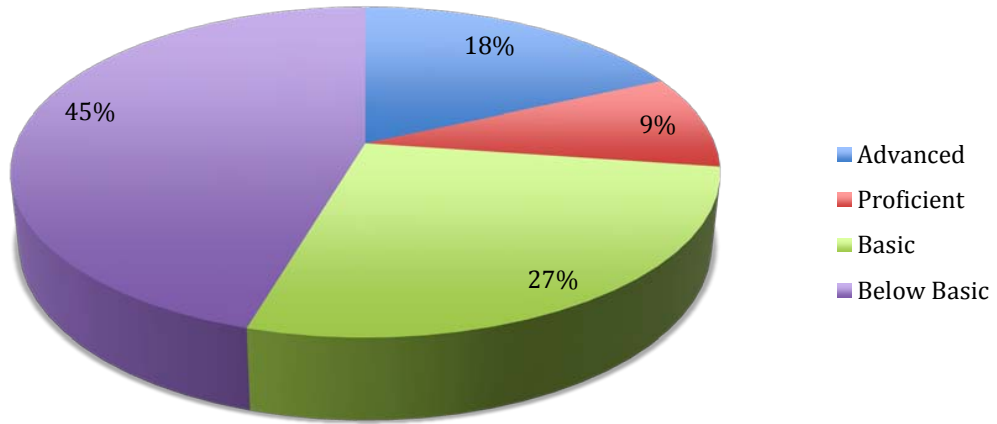
5th Grade Math Proficiency 2011



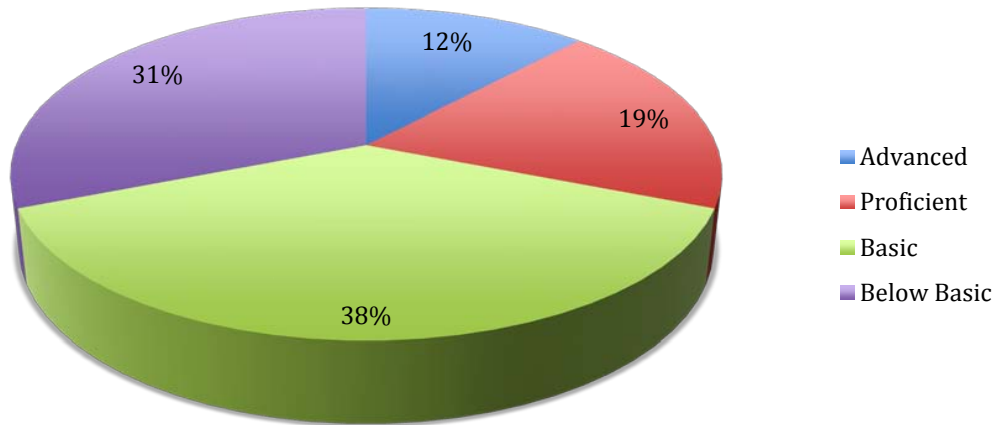
5th Grade Math Proficiency 2012



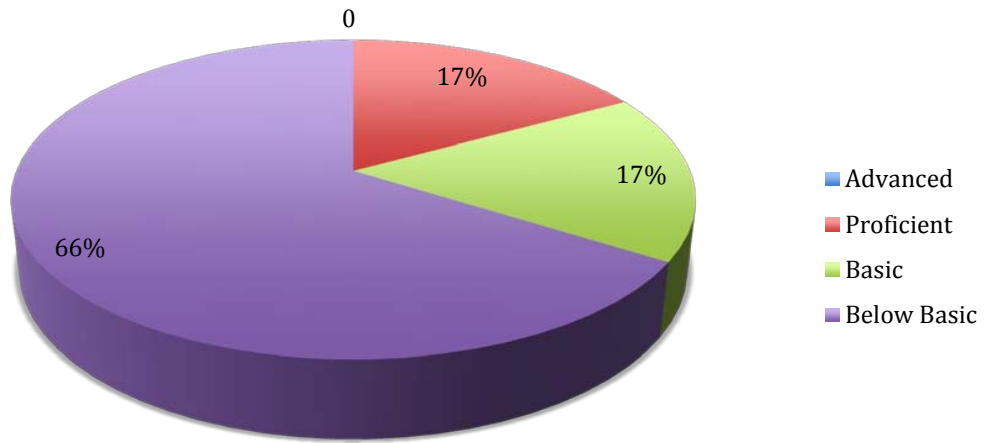
6th Grade Math Proficiency 2011



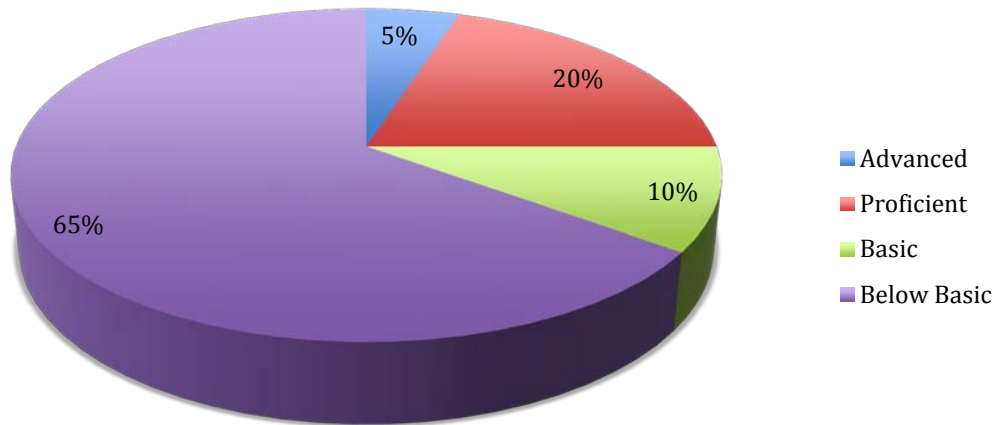
6th Grade Math Proficiency 2012



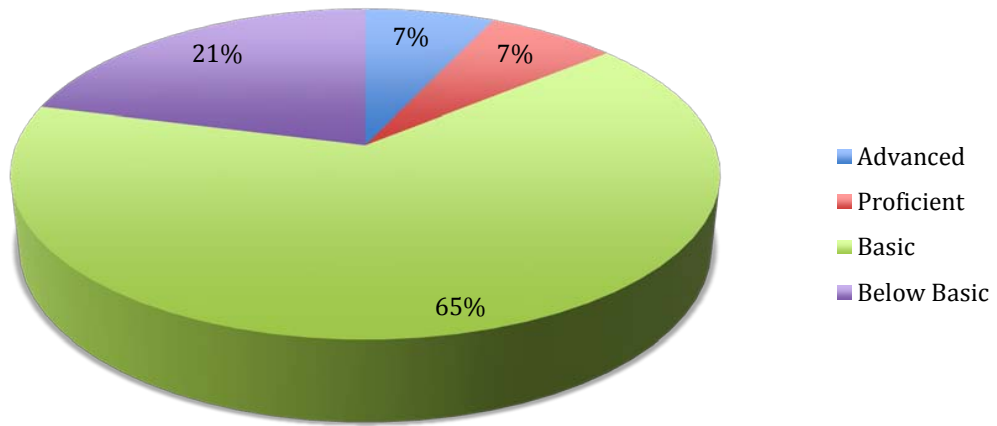
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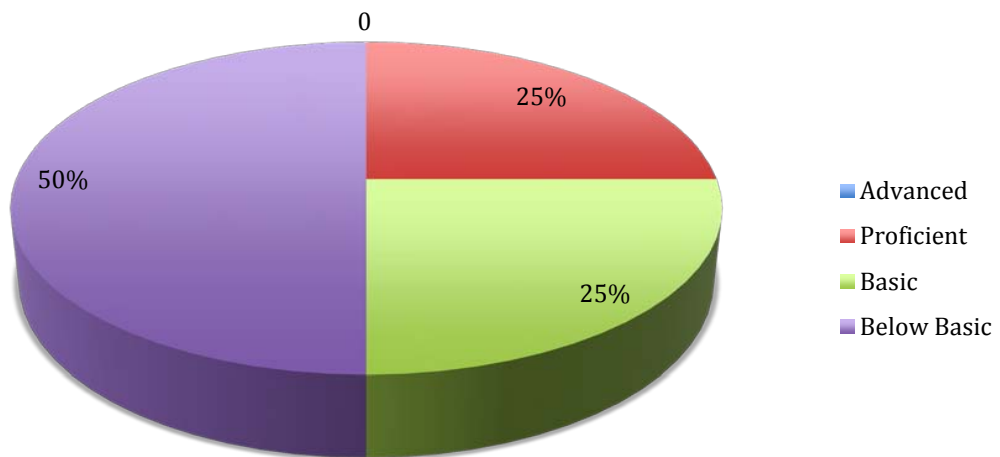
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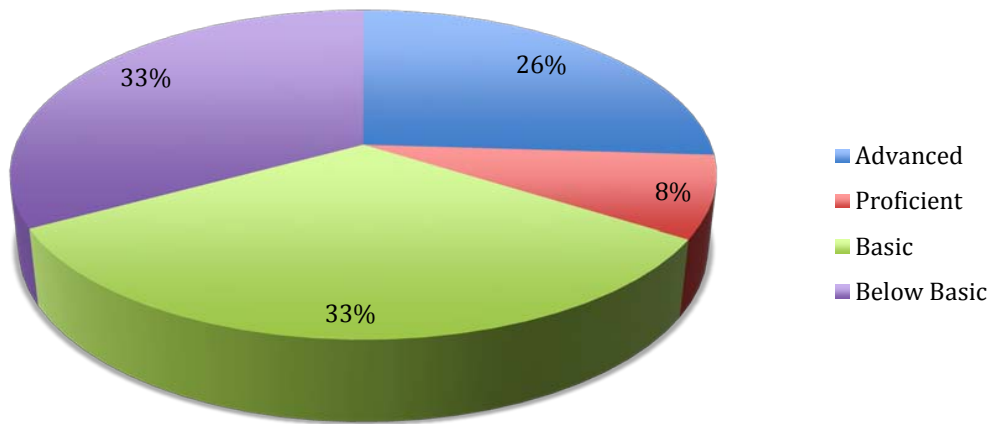
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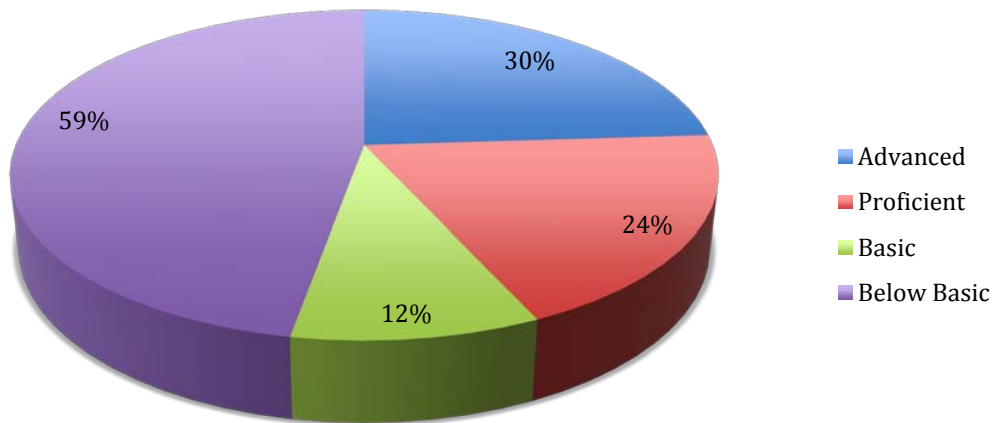
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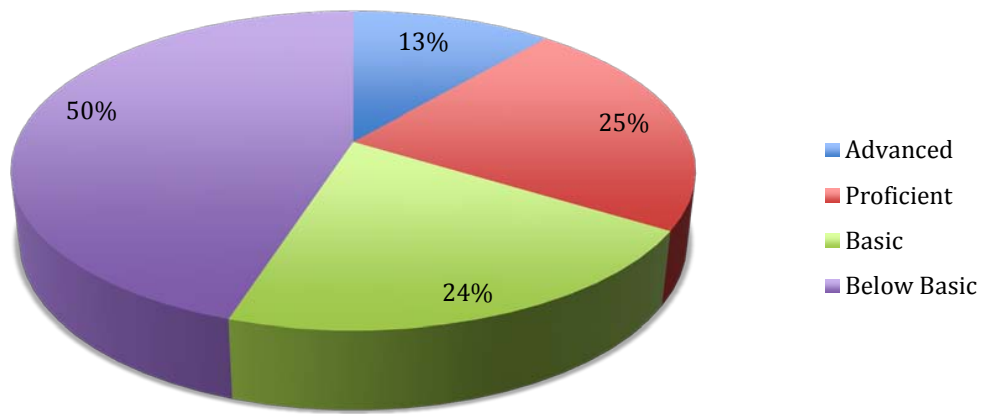
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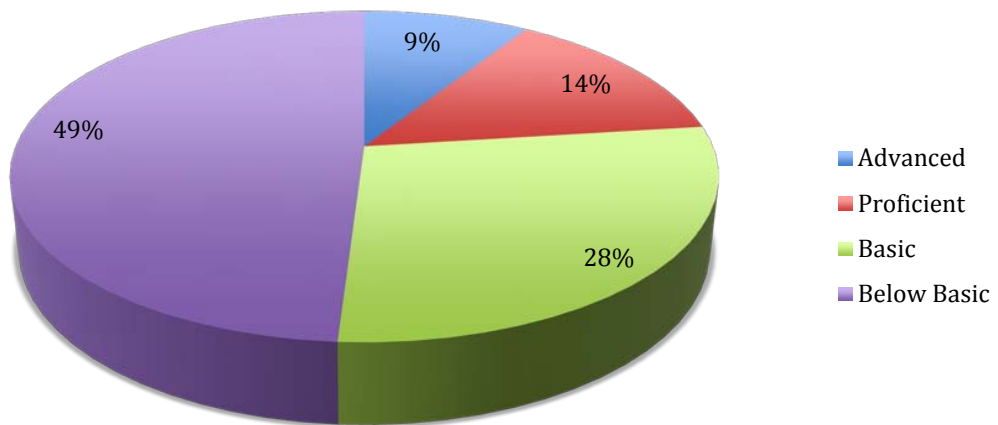
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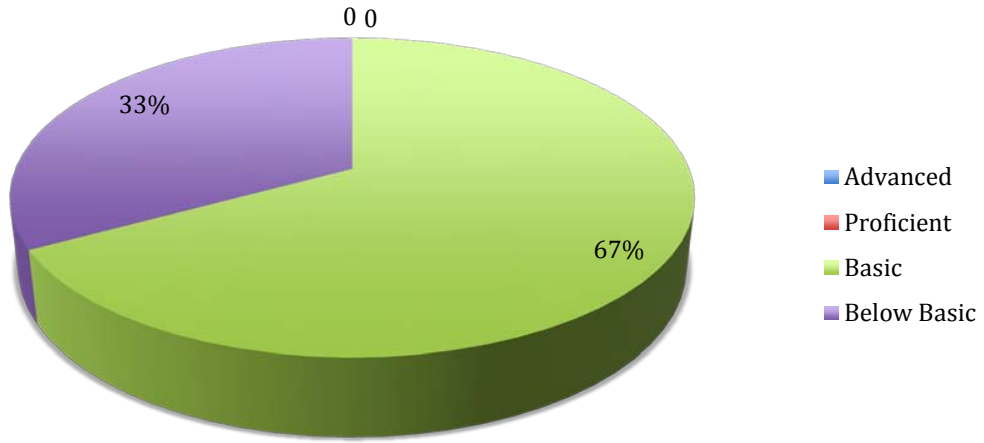
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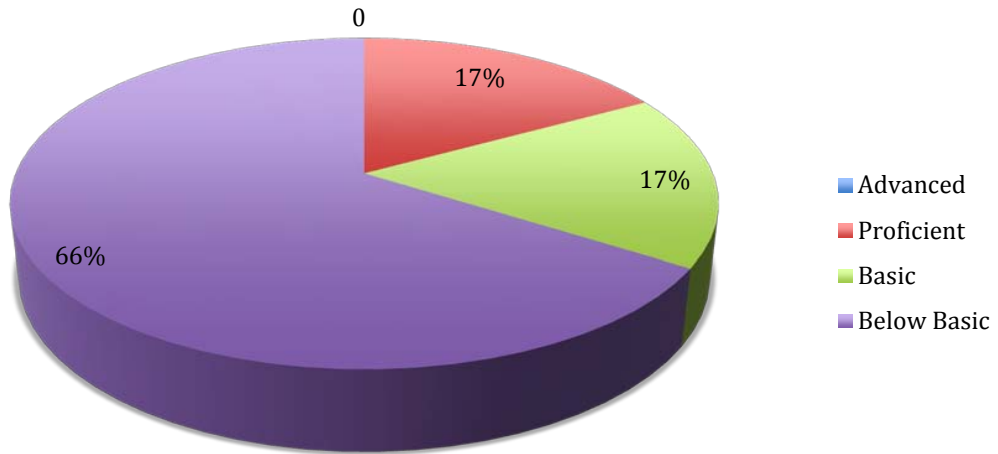
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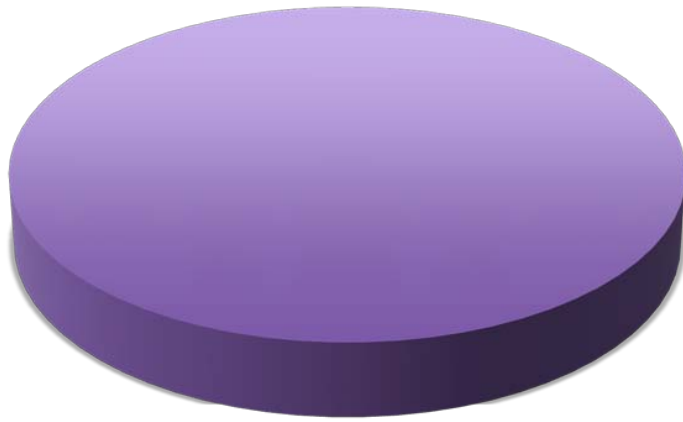
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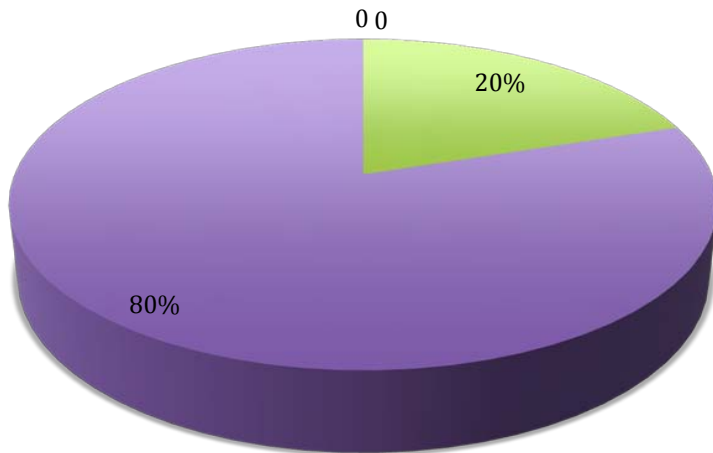
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12th Grade Math Proficiency 2011



- Advanced
- Proficient
- Basic
- Below Basic

100%

12th Grade Math Proficiency 2012

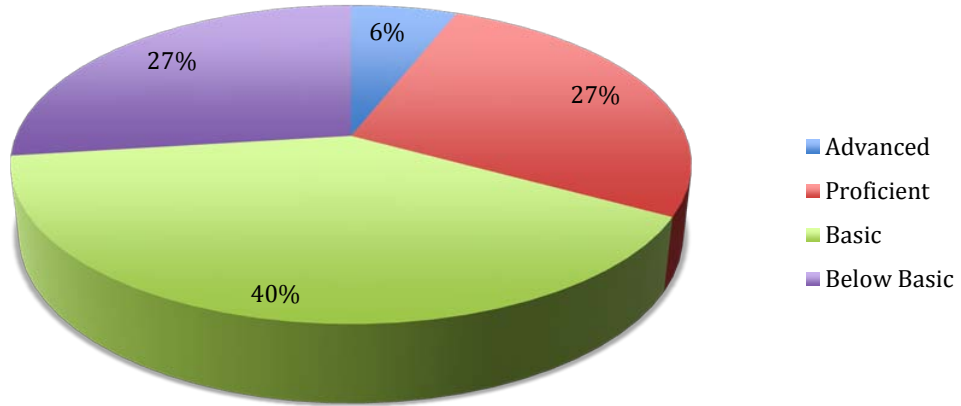


- Advanced
- Proficient
- Basic
- Below Basic

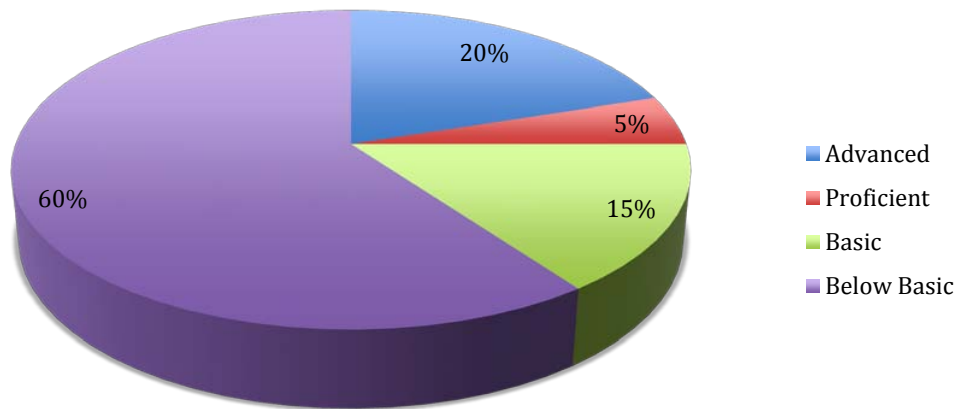
80%

20%

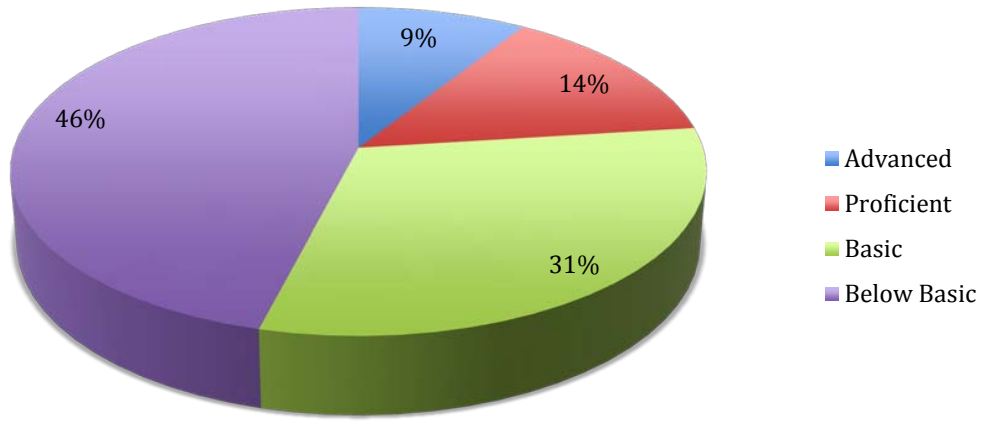
5th Grade Science Proficiency 2012



7th Grade Science Proficiency 2012



10th Grade Science Proficiency 2012



**Goal Attainment Report
Another Choice Virtual Charter School, Fall 2012**

<p>A. Standard A: A safe environment conducive to learning is provided.</p>	
<p><i>Goal.</i> Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others. Each student has the right to participate in their school and learning experience without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe and supportive learning environment for his/her student. The philosophy of ACVS is grounded in the belief that when individual differences are taken into consideration, there is a low threat of physical or mental harm, and when curricular content is highly engaging and challenging, accelerated learning takes place for all. ACVS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness, empathy, being able to articulate and verbalize emotions and tapping into each student’s innate need to know the limitations or boundaries that are continually put on an individual in any setting, all while facilitating and protecting their dignity.</p>	<p><i>Results.</i> ACVS believes we are have achieved this goal at this point in our history. However, it is a worthwhile goal that would need to be continued in the future.</p> <p>ACVS has established procedures, policies, and protocols as appropriate to ensure safety for students virtually and on site at the computer lab.</p> <p>ACVS promotes character education via our “Good Morning ACVS” segment that is available on line to all students every day school is in operation. We have also incorporated computer safety in this format as well.</p>
<p><i>Objectives.</i> ACVS will regardless of setting location:</p> <ul style="list-style-type: none"> a. Provide a learning environment which may include facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes to ensure the safety of students and staff. b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs. c. Create an environment that encourages parents and other adults to 	<ul style="list-style-type: none"> a. Achieved – the City of Nampa has approved our current location. b. Achieved – every student signs the acknowledgement of the student handbook and is given a copy at student orientation. Additionally the computer lab and internet policies are signed and kept in the student files. Lab rules are posted in the lab.

<p>participate fully in their child’s education and to participate in the school’s activities. There will be advertised opportunities.</p> <p>d. Develop a staff/student handbook to provide rules and guidelines for on-line and physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parents’ rights, and staff monitoring responsibilities.</p>	<p>c. Parents are encouraged and supported when ever possible. Parents are emailed student progress for all classes every two weeks. Parents have PowerSchool available to them. There are multiple activities monthly for parents to join in on. They are invited via BlackBoard (our LMS system) and via email.</p> <p>d. Achieved. There is a student/parent handbook that students and parents sign. Additionally a staff handbook is provided to the staff at each year’s orientation.</p>
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<p>B. Standard B: Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.</p>	
<p><i>Goal.</i> Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior. The atmosphere created by our focus on empathy and kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with students as students will not be afraid to take academic risks, such as asking or answering questions in front of peers, or in the virtual environment, because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is an environment that is warm and friendly, filled with mutual respect, orderly, and free from chaos.</p>	<p><i>Results.</i> ACVS believes we are have achieved this goal at this point in our history. However, it is a worthwhile goal that would need to be continued in the future.</p> <p>ACVS has established procedures, policies, and protocols as appropriate to ensure safety for students virtually and on site at the computer lab.</p> <p>ACVS promotes character education via our “Good Morning ACVS” segment that is available on line to all students every day school is in operation. We have also incorporated computer safety in this format as well.</p>
<p><i>Objectives.</i> ACVS will:</p> <p>a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the educational setting. This will be available on line at all times.</p> <p>b. Teach appropriate behaviors and</p>	<p>a. Achieved. The student handbook is on line. Additionally, many students have a behavioral intervention plan that is developed in conjunction with the teachers and parents if applicable and that is available to all staff as necessary.</p> <p>b. In process, staff has been instructed on</p>

<p>foster responsible decision-making skills by using Ron Clark’s “Essential 55,” “Excellent 11” and “Great Expectations”; “The Daily Five: Fostering Literacy Independence in the Elementary Grades” by Gail Boushey and Joan Moser; “Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series)” by Rita-Marie Conrad and J. Ana Donaldson; and “The Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism” by Temple Grandin, and Sean Barron.</p> <p>c. Establish and maintain rules to be used consistently throughout the learning environment.</p>	<p>these materials via our weekly PLC times. All staff is invited to the PLC and the sessions are recorded if staff is not able to attend. Attendance is mandatory for full time staff. Additionally, our school uses these materials and others to promote positive interactions within our school. Our teachers are encouraged and supported to access a variety of professional development materials. We have incorporated within our plan a procedure to reinforce staff that continues their education on line.</p> <p>c. Achieved. Through our PLC process our staff is fully instructed in our procedures and discussions occur within this group format to ensure consistency of application.</p>
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<p>C. Standard C: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.</p>	
<p><i>Goal.</i> Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.</p>	<p><i>Results.</i> ACVS believes we are have achieved this goal at this point in our history. However, it is a worthwhile goal that would need to be continued in the future.</p> <p>ACVS has many clubs that promote socialization and positive character traits as well as academic development. Some of our clubs are a Geography Bee, Chess Club, Drama Club, Reader’s Theater to name but a few.</p> <p>Through our “Good Morning ACVS” segment that is available on line to all students every day school is in operation we have been able to “showcase” students in order to promote team pride and to encourage all students.</p>
<p><i>Objectives.</i> ACVS will:</p> <p>a. Emphasize the importance of adults modeling important values in the learning environment. This is done through expectation training in which</p>	<p>a. Achieved. There are many activities that support this objective. We have work-study and work placement opportunities for students. We have volunteer activities as well. As part</p>

<p>teachers clearly illustrate and define what empathy and kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school’s emphasis on empathy and kindness. The student will have a variety of opportunities for social interaction both on line and through community service projects.</p> <p>b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.</p> <p>c. Evaluate and report student service hours to teachers and/or advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.</p>	<p>of our evaluation procedures our staff are recognized for their exemplary work with students and parents alike. Adults are often recognized for their great works for all to see. Students have continual opportunities for social interactions via computer service projects, clubs, school events, and field trips.</p> <p>b. Again this is incorporated within our school system – we often send out announcements via our school wide system to recognize students, staff, and others that have gone above and beyond. We are in the process of making that information available on our web site if appropriate permission has been obtained.</p> <p>c. Students do report their service hours to their teachers, which are incorporated within their classes. We have a variety of classes, especially at the secondary level, that incorporate outside community service hours.</p>
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<p>D. Standard D: The skills necessary to communicate effectively are taught.</p>	
<p><i>Goal.</i> Teach students a range of effective verbal and nonverbal communication skills.</p>	<p><i>Results.</i> As would be expected, ACVS offers the typical range of academic classes that promote verbal and nonverbal communication skills. ACVS offers speech and language therapy as well to students that qualify for those services. However beyond those ACVS offers a wide range of activities, including Reader’s Theater and Drama Club as well as exposure within the community in order to promote and teach students a range of effective communication skills.</p>
<p><i>Objectives.</i> ACVS will:</p> <p>a. Emphasize meaningful language and social interaction experiences. This</p>	<p>a. Students are monitored weekly with their social interactions that are incorporated within</p>

<p>will be measured through weekly evaluations.</p> <p>b. Emphasize meaningful language experience in reading, writing, spelling, and core content materials with enhanced dramatization and memorization. This will be measured through weekly evaluations.</p> <p>c. Use an age-appropriate curriculum that supports development of a variety of communication skills, including written and verbal.</p> <p>d. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Students in grades 9-12 will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced language study if courses are not available directly through ACVS.</p> <p>e. Provide instruction in music, dance, and art as budget permits. This will provide many opportunities for social interaction with peers.</p>	<p>their participation grades for their classes.</p> <p>b. As stated, students have their course work that is graded as well as their extracurricular activities that also promote dramatization and memorization. This is monitored continually.</p> <p>c. ACVS provides a placement test for every student as they enter their classes, the learning plan is developed from that point. ACVS uses the Core Standards for education and students are graded accordingly.</p> <p>d. Grades K – 8 do not have a foreign language class offering at this time. However, we do have a multicultural club that is well attended by all grades. Students 7th grade and above are provided an opportunity to take a second language via IDLA. ACVS allows all students to have that opportunity. ACVS does offer English-as-a-Second-Language class.</p> <p>e. ACVS offers a secondary course for credit in Art. Additionally, elementary students are offered a variety of “specials” that incorporate art. ACVS has a parent volunteer that teaches a variety of instruments weekly. Students are able to come in and get recorder lessons as well as guitar lessons weekly at no cost to them. ACVS has a music club with performances that are offered to the public twice a year. The Drama club also provides public performances, often more than twice a year.</p>
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E. Standard E: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided. ACVS will utilize approved curriculum choices that will follow Idaho adoption protocol, which has its basis in Idaho Code and is defined in the Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.

<p><i>Goal.</i> Develop an educated citizenry that is prepared for the 21st century, and beyond, through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks and or grade levels. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies as well as in technology while being able to access current information. ACVS has determined that an educated person in the 21st century has the following characteristics:</p> <ul style="list-style-type: none"> a. Understands that learning is personally driven and publicly demonstrated. b. Can use a variety of technologies to promote, maintain, and advance learning. c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner. d. Have a positive and interdisciplinary view towards learning. 	<p><i>Results.</i> ACVS feels that we have achieved this goal but it obviously would need to be continued. Students are provided an excellent standard's based education through a variety of curriculum. A team was sent to the iNacol conference in 2012 to review new curriculum to ensure that ACVS was incorporating curriculum that is challenging and engaging for our students. Our Technology team meets weekly to ensure that students are able to access the curriculum in a user friendly way. Students have the opportunity to demonstrate their learning in a variety of ways. Our school using current state of the art technology as we are an on-line school. Students have a variety of programs available to them as needed and necessary to allow them to be successful in their learning.</p>
<p><i>Objectives.</i> ACVS will:</p> <ul style="list-style-type: none"> a. Use the Idaho State Department of Education's Academic Standards as a starting point to be enhanced by the Core Knowledge® Sequence and a variety of other creative methods. b. Use a variety of methods, both digital and tangible, to ensure student learning, including, but not limited to, the Core Knowledge® Sequence. c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations. d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot will be determined by the first year's student body.) 	<ul style="list-style-type: none"> a. ACVS used the Idaho State Department of Education Academic Standards every year and we have utilized Core Knowledge and creative methods. This year as the State has encouraged, we are moving to Core Standards. b. We use digital methods as much as possible to ensure equal access for all students. When necessary we have developed materials for students to use in a tangible way. c. We have an annual Clean Up day. Additionally, we have tried to incorporate civic responsibility within our clubs as much as possible. d. ACVS has field trips monthly, these trips are at times for the entire school, but often are broken up between elementary and secondary interests. We go to the Capitol annually and have encouraged a variety of patriotic trips when appropriate. Our first year student body selected our school mascot to be the WOLVES

	<p>and our colors are black, royal blue, and silver also selected by our student body. Our Mascot and colors have been incorporated within our BlackBoard learning management system as well. All students are offered daily opportunities to learn about patriotism by visualizing the flag while saying the Pledge of Allegiance on “Good Morning ACVS”.</p>
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<p>F. Standard F: The skills necessary for the students to enter the workforce are taught.</p>	
<p><i>Goal.</i> Provide students with basic skills that prepare them for future employment. By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. Vocational education opportunities will be available and required by students in grades higher than 9th grade.</p>	<p><i>Results.</i> ACVS offers a variety of basic skills that will help prepare our students for the future. With courses ranging from keyboarding to Introduction to Health Occupations we are offering and preparing our students for the next transition. Besides offering courses that focus on general life skills we also offer and require courses that specifically focus in the exploration of career options and opportunities by utilizing skills and interest inventories along with meeting individuals in a variety of fields. These courses start in Middle School and go throughout High School.</p> <p>ACVS works diligently to foster intellectual habits that will assist students in their future. Students are part of their educational planning. Enrollment and scheduling, especially for secondary students, really work to include the students needs, likes and overall opinions. Students are shown what is required to graduate and map out a plan of action where they not only have the abilities to select their classes but when and how many they take. Student schedules are then developed based around the learning style and schedule of the student. This is a great tool in allowing students to see first hand how they can take control of their education and be actively involved in the process. We even take it a step farther by allowing students to give input on how they complete their schedules. Some students would prefer to work on one course at a time while others want a more traditional, 7 courses per day. No matter what, we focus on</p>

	<p>the individual student, what is best for them, and what we can do to help them be successful!</p>
<p><i>Objectives.</i> ACVS will:</p> <ul style="list-style-type: none"> a. Provide a strong foundation in basic reading, writing, science, social studies, and written computational skills. b. Provide a strong foundation in the social competencies that will allow individuals to enter the job market and retain successful employment. b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace. c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources. 	<ul style="list-style-type: none"> a. ACVS has a solid foundation that meets the academic needs of its students at the level where they are currently at. With this being said, we have a solid foundation ranging from the most basic levels going all the way through advanced and dual credit options. b. Social skills are something that is incorporated into all curriculums as much as possible. We view social skills as a necessary skill to successfully transition to whatever is next. In order to teach these skills in a virtual environment our teachers focus in by providing social opportunities where our students can not only study and learn but also actually apply these valuable skills. An example of this would be in our bi-monthly field trips, daily synchronous sessions, and weekly club events. c. ACVS is as technology rich as we can get. Not only do students have individual laptops but we also provide a variety of other media that encourage 21st Century skills such as digital cameras, video cameras, ipads, voice recorders, transcription pens, and a variety of other Web 2.0 resources. We often seek out new technology that meets a need and will offer that to our students as applicable.

<p>G. Standard G: The students are introduced to current technology.</p>	
<p><i>Goal.</i> Provide students with basic skills in technology; by using learning tools such as computers and a wide variety of learning networks linked to local and nationwide resources, students learn how to access current technology and apply that learning in a variety of situations.</p>	<p><i>Results.</i> ACVS has achieved this goal and there is no question it will be a continued goal. Our students use computers daily. They are all provided their choice of a laptop or desktop. All students have the opportunity to log on and communicate with their teachers via Elluminate, which is available all school hours we are open. Additionally, some students need additionally technology, which is provided to them as needed. Training for all students is</p>

	<p>completed at either new or returning student orientation that all students are required to participate in. Parents are also encouraged to attend these orientations.</p>
<p><i>Objectives.</i> ACVS will:</p> <ul style="list-style-type: none"> a. Provide a strong foundation in technology skills by using a virtual format to deliver education. b. Develop a technology team that is composed of representatives from all segments of the school and the community, administrators, teachers, parents, and local businesspeople that have expertise in technology and telecommunications. A team leader will be designated who is able to delegate responsibility to individuals or committees and keep the team on task. The team’s responsibility is to develop a plan for integrating technology into the school based on the school’s educational vision. The plan will be a part of an overall school-improvement plan. After development, this plan is periodically reviewed and updated. c. The technology plan aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them for future careers. d. Professional development and support for staff will be provided on an ongoing basis. e. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace. 	<ul style="list-style-type: none"> a. Our school achieves this by our very nature. All students use a computer. b. An IT team is established. This IT team consists of business professionals, parents, and board members. The team makes recommendations that feed into the School Improvement Team. The decisions that are made there impact policy as approved by the Board. c. This plan has been written and is revised continually in order to ensure that we are providing the most current education for our students. d. ACVS offers a stipend for staff that go on in their education specifically in the area of online learning and teaching. e. There is no question that our school does this. Our full system is set up to be technology-rich, which is used as a tool in any workplace including ours.

<p>H. Standard H: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.</p>	
<p><i>Goal.</i> Provide students with basic skills that will enable them to be responsible citizens in their home, school, and community.</p>	<p><i>Results.</i> ACVS feels this is a goal that is always in process. Education by nature promotes this goal and ACVS values</p>

	<p>responsible contributing citizens. Therefore we make every effort to be a part of our communities.</p>
<p><i>Objectives.</i> ACVS will:</p> <ul style="list-style-type: none"> a. Provide students with basic skills in understanding what it means to be a responsible citizen in their home, school, and community by specifically using the Idaho Standards standard in Civics and Government and Global Perspectives and linking those standards with on-going school based activities. b. Document the level of civic engagement and the linking of civic education knowledge and skills to service learning or community service, in grade levels four (4) and higher. c. Professional development and support for staff will be provided on an ongoing basis that will allow all teachers to understand the impact of civic engagement on student learning and provide opportunities for students to engage in civic life, politics, and government. 	<ul style="list-style-type: none"> a. Students are taught through their classes and through their civic opportunities what it is to be a responsible citizen. ACVS utilizes the Idaho and Core Standards for all our Government, History, and Social Studies classes. Clubs such as Geography Bee and the Multicultural club also encourage students to think outside of themselves. b. All students are encouraged and students over third grade are offered the opportunity to have civic engagement by offering extra curricular and curricular service learning projects within their course work. c. As part of our PLC our staff is encouraged to promote student’s awareness and engagement in civic life. We provide students with the opportunity to meet with civic leaders through assignments within classes and taking advantage of opportunities within our community.

This was provided to ALL families of students in Another Choice Virtual Charter School.

1. One of the goals of ACVS is to provide parents with meaningful information. Please rate the following items on how important they are to you.

	Not important	Somewhat important	Important	Very Important	Rating Average
Learning how to navigate Compass	0.0% (0)	28.6% (2)	14.3% (1)	57.1% (4)	3.29
Learning how to navigate SuccessMaker	25.0% (1)	25.0% (1)	50.0% (2)	0.0% (0)	2.25
Learning how to navigate Blackboard	12.5% (1)	50.0% (4)	25.0% (2)	12.5% (1)	2.38
Setting up Waterford	83.3% (5)	16.7% (1)	0.0% (0)	0.0% (0)	1.17
Setting up your own email account	66.7% (4)	0.0% (0)	33.3% (2)	0.0% (0)	1.67
Learning how to forward your student's emails	0.0% (0)	50.0% (1)	50.0% (1)	0.0% (0)	2.50
Learning how to check your student's grades	0.0% (0)	0.0% (0)	37.5% (3)	62.5% (5)	3.63
Learning how to get involved	0.0% (0)	50.0% (1)	50.0% (1)	0.0% (0)	2.50
Learning how to contact your student's teachers	0.0% (0)	0.0% (0)	33.3% (2)	66.7% (4)	3.67
answered question					1
skipped question					

2. ACVS is working hard to improve upon our communication skills. Please rank the following items based on how important they are to you and your family.

	Not important	Somewhat important	Important	Very Important	Rating Average	
Electronic Progress Reports every two weeks	5.9% (1)	11.8% (2)	17.6% (3)	64.7% (11)	3.41	1
Phone calls from your students adviser every two weeks	11.8% (2)	11.8% (2)	41.2% (7)	35.3% (6)	3.00	1
Lack of activity emails notifying you when your student has not accessed materials for more than 5 consecutive days.	0.0% (0)	17.6% (3)	23.5% (4)	58.8% (10)	3.41	1
Monthly face to face parent meetings	17.6% (3)	23.5% (4)	23.5% (4)	35.3% (6)	2.76	1
Family Activities and Field Trips	5.6% (1)	16.7% (3)	44.4% (8)	33.3% (6)	3.06	1
				answered question		1
				skipped question		1

3. How can ACVS better support you and your student(s)?

1. I would like to see more feedback on assignments particularly writing for my student to help him better his writing skills and grammar. I would also like to see more assignments on blackboard to make sure they are really mastering the material in Compass.
2. positive feedback from the teacher to the student even when the assignment isn't exactly what they want. I think the teachers should plan together when they are going to require a huge assignment like a research paper or a speech and not schedule them all in the same 2 week period! It's totally overwhelming!!
3. when asking teachers for one on one help for child it would be nice if they got it. Sometimes they don't.
4. Not sure. ACVS is doing a good job overall supporting Rory.
5. I feel that ACVS is already supporting me and my students by staying in contact with me and my children.
6. Many of the options in the first question were of equal importance to me. Others I am not sure what they are or how the school or students would use them, such as Waterford.
7. I just want to see how this data is generated.
3. Provide newer laptops
9. Suggestions or the provision of books and workbooks as additions to online learning. Progress chart to see percent completed in a subject based on yearly goal.

4. What additional programs would you like to see ACVS offer students and families?

	Response Percent
Parenting Classes	5.6%
Adult Computer Classes	11.1%
Adult English Classes	5.6%
PAC (Parent Advisory Council)	16.7%
Foreign Language	33.3%
Professional/Technical Courses	33.3%
Dual Credit College Courses	33.3%
Life Skills Courses	61.1%
18-21 Year Old Program	22.2%
Other:	11.1%

5. Please let us know if there is anything else ACVS can do to better support you and your student.

1. I think you are doing a great job.
2. sending out an email when kids are missing assignments. sometimes the kids don't know they are missing assignments because it's been over a month.
3. My son needs more contact with his teachers. He needs them to respond in a timely manner to his emails (some are very good and others take several days to respond). He needs them to grade what he turns in in a timely manner (again, some are good and others are very slow). It would be very helpful to have the assignments listed like Richard McKenna does so a student knows what is coming up and when things are due. This system is extremely confusing for both my son and for us as parents. My son feels lost in some of his classes and others the teachers are more responsive and helpful. He is thinking of going back to his other school and I right now, I am inclined to let him do that second semester.
4. I can't think of anything here - everyone associated with ACVS is doing a good job. Kudos.
5. I feel that ACVS is doing a great job right now.
6. Right now we are still on a learning curve. We entered after the start of the year so we are playing catch up and keep up. While learning a new routine and system.
7. Doing ok.
8. transition training into the 'BIG WORLD'

Another Choice Virtual Charter School Exit Interviews

At the close of the 2011 - 2012 school year and throughout the summer Exit Interviews were completed for all students who chose to leave Another Choice Virtual Charter School for whatever reason. Additionally, as a matter of protocol all students who exit throughout the year are asked verbally or are given a brief survey in order to allow the Board and Administrative staff to determine why a student is leaving. We are looking for specific trends. Those trends are reviewed and a plan is developed in order to address the situation.

The results of the current Exit Interviews are as follows:

ACVS ended our student enrollment for the 2011 - 2012 school year with full capacity of 300 students. However, between the months of May 2012 and September 2012 we exited a total of 87 students. The reasons for the exits were as follows:

1. 14 students Graduated.
2. 9 moved out of the attendance area.
3. 22 did not return their letter of Intent so no information was available to run data on.
4. 5 students decided to return to their previous home schooling option.
5. 5 were unavailable for comment; therefore there was no data available.
6. 5 older students decided to pursue a GED rather than formal education in hopes of accessing the job market.
7. 27 students returned to a traditional Brick and Mortar school environment with the two main reasons sited being social reasons and because the parent could not get the student to complete their school work.

At the beginning of the 2012 – 2013 school year we have 33 spots to fill, as of the end of October we now have only 9 slots left before we reach full capacity.

Another Choice Virtual Charter School	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
November 1, 2012	2011-2012	Jun-12	Jun-12		
REVENUE					
Salary Apportionment	\$707,002.00	\$682,589.25	\$682,589.25	96.55%	
Benefit Apportionment	\$127,543.00	\$123,139.10	\$123,139.10	96.55%	
Entitlement	\$298,315.00	\$211,621.69	\$211,621.69	70.94%	Budget based on 225 students. Also included is a deduction of overpayment from first year
State Transportation				#DIV/0!	
Lottery	\$10,625.00	\$10,625.00	\$10,625.00	100.00%	
Other State Funds (Specify)	\$1,720.00	\$16,528.55	\$16,528.55	960.96%	LEP, IRI, Remediation, Tech. grant
Special Ed - Regular	\$41,000.00	\$42,246.00	\$42,246.00	103.04%	
Special Ed - ARRA				#DIV/0!	
Title I	\$37,032.00	\$15,091.81	\$15,091.81	40.75%	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement	\$150,000.00	\$60,870.70	\$60,870.70	40.58%	
Title IIA	\$3,639.00	\$1,012.00	\$1,012.00	27.81%	
Local Revenue (Specify)		\$10,907.90	\$10,907.90	#DIV/0!	Melba agreement, Extended reading, mobile device grant
Federal Startup Grant	\$20,000.00	\$20,000.00	\$20,000.00	100.00%	
Other Grants (Specify)				#DIV/0!	
Fundraising				#DIV/0!	
Interest Earned				#DIV/0!	
Other (Specify)	\$449.00	\$449.00	\$449.00	100.00%	Federal Ed JOBS surplus from prior year.
Other (Specify)		\$1,775.00	\$1,775.00	#DIV/0!	Summer School
TOTAL REVENUE	\$1,397,325.00	\$1,196,856.00	\$1,196,856.00	85.65%	
EXPENDITURES					
100 Salaries					
Teachers	\$326,500.00	\$431,698.77	\$431,698.77	132.22%	
Special Education	\$35,000.00	\$35,000.00	\$35,000.00	100.00%	
Instructional Aides				#DIV/0!	
Classified/Office	\$129,700.00	\$99,695.15	\$99,695.15	76.87%	
Administration	\$70,000.00	\$69,999.93	\$69,999.93	100.00%	
Maintenance				#DIV/0!	
Other (Specify)	\$16,500.00	\$3,825.00	\$3,825.00	23.18%	Title I, IIA
Other (Specify)	\$1,320.00	\$337.50	\$337.50	25.57%	LEP
Total Salaries	\$579,020.00	\$640,556.35	\$640,556.35	110.63%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$141,309.00	\$185,026.73	\$185,026.73	130.94%	
Other (Specify)	\$4,775.00	\$871.20	\$871.20	18.25%	Title I, IIA, VIB, and LEP
Total Benefits	\$146,084.00	\$185,897.93	\$185,897.93	127.25%	
300 Purchased Services					
Management Services				#DIV/0!	
Staff Dev/Title IIA	\$11,872.00	\$11,039.00	\$11,039.00	92.98%	including LEP professional development
Legal Pub/Advertising	\$10,000.00	\$7,621.56	\$7,621.56	76.22%	
Legal Services	\$10,000.00	\$4,500.00	\$4,500.00	45.00%	including audit expense
Special Education	\$150,000.00	\$246,589.83	\$246,589.83	164.39%	
Liability & Property Ins	\$1,206.00	\$1,206.00	\$1,206.00	100.00%	
Substitute Teachers	\$0.00	\$0.00	\$0.00	#DIV/0!	
Board Expenses	\$0.00	\$0.00	\$0.00	#DIV/0!	
Computer Services	\$40,000.00	\$25,229.00	\$25,229.00	63.07%	Student Internet Stipends
Transportation	\$0.00	\$0.00	\$0.00	#DIV/0!	
Travel	\$12,010.00	\$9,501.16	\$9,501.16	79.11%	including dues, fees, and Title I
Other (Specify)	\$20,000.00	\$16,726.78	\$16,726.78	83.63%	including Admin and Title I
Other (Specify)	\$2,753.00	\$2,753.00	\$2,753.00	100.00%	Workers compensation insurance
Total Services	\$257,841.00	\$325,166.33	\$325,166.33	126.11%	
Facilities				#DIV/0!	
Building Lease	\$31,500.00	\$30,950.04	\$30,950.04	14.29%	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$46,250.00	\$21,427.86	\$21,427.86	0.00%	

December 4, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Site Preparation				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Facilities	\$77,750.00	\$52,377.90	\$52,377.90	67.37%	
400 Supplies and Maintenance					
Textbooks	\$40,000.00	\$113,605.57	\$113,605.57	284.01%	including tech. curriculum software
School Supplies	\$25,500.00	\$24,902.77	\$24,902.77	97.66%	including Admin tech and instructional
Power School				#DIV/0!	
Custodial Supplies				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)	\$13,914.00	\$13,602.52	\$13,602.52	97.76%	Title I, IIA, and VIB
Total Supplies	\$79,414.00	\$152,110.86	\$152,110.86	191.54%	
500 Capital Objects					
Furniture				#DIV/0!	
Technical AV Equipment				#DIV/0!	
Other (Specify)	\$75,000.00	\$109,020.83	\$109,020.83	145.36%	Student Computers
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Capital Objects	\$75,000.00	\$109,020.83	\$109,020.83	145.36%	
Debt Service					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!	
Grant Purchases					
Specify	\$20,000.00	\$20,000.00	\$20,000.00	100.00%	Student Computers
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Grant Purchases	\$20,000.00	\$20,000.00	\$20,000.00	100.00%	
Reserve Fund	\$63,008.00			0.00%	
Building Fund				#DIV/0!	
Total Expenses	\$1,298,117.00	\$1,485,130.20	\$1,485,130.20	114.41%	
Carryover from Previous FY	\$199,076.00	\$199,076.00	\$199,076.00	100.00%	
Reserve/(Deficit)	\$298,284.00	(\$89,198.20)	(\$89,198.20)	-29.90%	

December 4, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Another Choice Virtual Charter School November 1, 2012	Proposed Budget	Notes
REVENUE		
Local Revenue	YE 2013	
State Revenue		
Entitlement	\$516,012.00	Based on 319 students. Current enrollment is 310 students.
Wages		
Administration	\$95,257.65	
Teachers	\$824,368.63	
Classified	\$163,246.49	
Medicaid	\$285,000.00	
Benefit	\$141,942.00	
Transportation		
Federal Revenue		
Title I	\$94,651.00	
Special Ed	\$57,529.00	
Title II	\$7,212.00	
Startup Grant		
Other Sources (Specify)	\$17,339.00	Lottery
Other Sources (Specify)	\$8,159.00	LEP
Other Sources (Specify)		
Total Revenue before holdback	\$2,210,716.77	
PROPOSED HOLDBACK		
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
Total Holdback	\$0.00	
Total Revenue after holdback	\$2,210,716.77	
EXPENDITURES		
100 Salaries		
Teachers	\$529,901.00	
Admin	\$91,686.00	
Classified	\$149,054.00	
Special education	\$35,000.00	
Other (Specify)	\$57,700.00	Title I, VIB, and LEP
Other (Specify)		
Total Salaries	\$863,341.00	
200 Benefits		
Benefit Dollars	\$188,766.46	Health insurance
PERSI/Payroll taxes	\$61,631.54	
Other (Specify)	\$11,724.00	Title I, VIB, and LEP
Total Benefits	\$262,122.00	
300 Purchased Services		
Transportation		
Special Education	\$250,100.00	
Proctor costs		
Legal	\$10,000.00	including audit expense
Insurance	\$4,672.00	property / liability and workers comp ins
Copier Lease		
Printer Lease		
Facility Lease	\$95,950.00	
Utilities	\$41,400.00	
Professional Development	\$18,725.00	including Title IIA
Technology	\$30,000.00	Student Internet Stipends
Management Services		

December 4, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Legal Publications/Advertising	\$10,000.00		
Substitute Teachers	\$2,250.00		
Board Expenses	\$17,120.00		
Other (Specify)	\$14,000.00	Travel including Title I	
Other (Specify)	\$24,871.00	including Admin, Title I purchased services	
Total Purchased Services	\$519,088.00		
Supplies & Materials			
Teacher/Classroom	\$5,000.00		
Office	\$43,000.00	including admin tech software	
Janitorial	\$2,500.00		
Textbooks	\$89,000.00	including tech curriculum software	
Other (Specify)	\$100,000.00	new building supplies and construction	
Other (Specify)	\$37,531.00	Title I and VIB	
Total Supplies & Materials	\$277,031.00		
Grant Expenditures			
Specify			
Specify			
Specify			
Total Grant Expenditures	\$0.00		
Capital Outlay			
Capital Outlay	\$105,000.00	Student computers and Admin equipment	
Total Capital Outlay	\$105,000.00		
Debt Retirement			
Total Debt Retirement	\$0.00		
Insurance & Judgements			
Total Insurance & Judgements	\$0.00		
Transfers			
Total Transfers	\$0.00		
Contingency Reserve	\$93,360.00		
Building Fund	\$0.00		
Total Expenditures	\$2,119,942.00		
Carryover from Previous FY	(\$89,198.20)	Reflects projected reserve/(deficit) from "current year" worksheet	
Reserve/(Deficit)	\$1,576.57		

December 4, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Another Choice Virtual Charter School	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
School November 1, 2012	2012-2013	Sept. 2012	Jun. 2013		
REVENUE					
Salary Apportionment	\$1,082,872.77	\$659,406.00	\$1,082,872.77	60.89%	
Benefit Apportionment	\$141,942.00		\$141,942.00	0.00%	
Entitlement	\$516,012.00		\$516,012.00	0.00%	Budget based on 319 students. Current enrollment is 310.
State Transportation				#DIV/0!	
Lottery	\$17,339.00	\$17,339.00	\$17,339.00	100.00%	
Other State Funds (Specify)	\$8,159.00	\$3,148.00	\$11,307.00	38.58%	LEP, Technology
Special Ed - Regular	\$57,529.00		\$57,529.00	0.00%	
Special Ed - ARRA				#DIV/0!	
Title I	\$94,651.00		\$94,651.00	0.00%	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement	\$285,000.00	\$82,232.19	\$285,000.00	28.85%	including prior year claims
Title IIA	\$7,212.00		\$7,212.00	0.00%	
Local Revenue (Specify)		\$593.43	\$593.43	#DIV/0!	Refunds from prior year
Federal Startup Grant				#DIV/0!	
Other Grants (Specify)				#DIV/0!	
Fundraising				#DIV/0!	
Interest Earned				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
TOTAL REVENUE	\$2,210,716.77	\$762,718.62	\$2,214,458.20	34.50%	
EXPENDITURES					
100 Salaries					
Teachers	\$529,901.00	\$69,029.96	\$529,901.00	13.03%	including summer pay
Special Education	\$35,000.00	\$5,000.07	\$35,000.00	14.29%	
Instructional Aides				#DIV/0!	
Classified/Office	\$149,054.00	\$39,052.69	\$149,054.00	26.20%	
Administration	\$91,686.00	\$13,057.36	\$91,686.00	14.24%	
Maintenance				#DIV/0!	
Other (Specify)	\$57,700.00	\$6,720.96	\$57,700.00	11.65%	Title I, IIA, LEP
Other (Specify)				#DIV/0!	
Total Salaries	\$863,341.00	\$132,861.04	\$863,341.00	15.39%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$250,398.00	\$35,251.93	\$250,398.00	14.08%	
Other (Specify)	\$11,724.00	\$2,156.06	\$11,724.00	18.39%	Title I, IIA, VIB, and LEP
Total Benefits	\$262,122.00	\$37,407.99	\$262,122.00	14.27%	
300 Purchased Services					
Management Services				#DIV/0!	
Staff Dev/Title IIA	\$18,725.00	\$360.00	\$18,725.00	1.92%	including LEP professional development
Legal Pub/Advertising	\$10,000.00	\$2,637.50	\$10,000.00	26.38%	
Legal Services	\$10,000.00	\$3,375.00	\$5,000.00	33.75%	including audit expense
Special Education	\$250,100.00	\$57,137.62	\$250,100.00	22.85%	
Liability & Property Ins	\$1,335.00	\$1,335.00	\$1,335.00	100.00%	
Substitute Teachers	\$2,250.00	\$0.00	\$2,250.00	0.00%	
Board Expenses	\$17,120.00	\$5,007.87	\$17,120.00	29.25%	
Computer Services	\$30,000.00	(\$965.00)	\$30,000.00	-3.22%	Student Internet Stipends
Transportation	\$0.00	\$0.00		#DIV/0!	
Travel	\$14,000.00	\$3,414.93	\$14,000.00	24.39%	including dues, fees, and Title I
Other (Specify)	\$24,871.00	\$1,381.68	\$24,871.00	5.56%	including Admin and Title I
Other (Specify)	\$3,337.00	\$3,337.00	\$3,337.00	100.00%	Workers compensation insurance
Total Services	\$381,738.00	\$77,021.60	\$376,738.00	20.18%	
Facilities					
Building Lease	\$95,950.00	\$14,278.44	\$95,950.00	3.52%	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$41,400.00	\$8,573.64	\$41,400.00	0.00%	

December 4, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Site Preparation				#DIV/0!	
Other (Specify)	\$100,000.00	\$51,841.89	\$100,000.00	-0.97%	New bldg. supplies and construction
Other (Specify)	\$2,500.00		\$2,500.00	0.00%	Janitorial
Total Facilities	\$239,850.00	\$74,693.97	\$239,850.00	31.14%	
400 Supplies and Maintenance					
Textbooks	\$89,000.00	\$70,651.46	\$89,000.00	79.38%	including tech. curriculum software
School Supplies	\$48,000.00	\$17,246.36	\$48,000.00	35.93%	including Admin tech and instructional
Power School				#DIV/0!	
Custodial Supplies				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)	\$37,531.00	\$4,949.20	\$37,531.00	13.19%	Title I, IIA, and VIB
Total Supplies	\$174,531.00	\$92,847.02	\$174,531.00	53.20%	
500 Capital Objects					
Furniture				#DIV/0!	
Technical AV Equipment				#DIV/0!	
Other (Specify)	\$100,000.00	\$90,902.80	\$100,000.00	90.90%	Student Computers
Other (Specify)	\$5,000.00	\$0.00	\$5,000.00	0.00%	Office Equipment
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Capital Objects	\$105,000.00	\$90,902.80	\$105,000.00	86.57%	
Debt Service					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!	
Grant Purchases					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!	
Reserve Fund	\$93,360.00		\$93,360.00	0.00%	
Building Fund				#DIV/0!	
Total Expenses	\$2,119,942.00	\$505,734.42	\$2,114,942.00	23.86%	
Carryover from Previous FY	(\$89,198.20)	(\$89,198.20)	(\$89,198.20)	100.00%	
Reserve/(Deficit)	\$1,576.57	\$167,786.00	\$10,318.00	10642.47%	

December 4, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Another Choice Virtual Charter School November 1, 2012	Proposed Budget	Notes
REVENUE		
Local Revenue	YE 2014	
State Revenue		
Entitlement	\$516,012.00	Based on 319 students. Current enrollment is 310 students.
Wages		
Administration	\$95,257.65	
Teachers	\$824,368.63	
Classified	\$163,246.49	
Medicaid	\$200,000.00	
Benefit	\$141,942.00	
Transportation		
Federal Revenue		
Title I	\$94,651.00	
Special Ed	\$57,529.00	
Title II	\$7,212.00	
Startup Grant		
Other Sources (Specify)	\$17,339.00	Lottery
Other Sources (Specify)	\$8,159.00	LEP
Other Sources (Specify)		
Total Revenue before holdback	\$2,125,716.77	
PROPOSED HOLDBACK		
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
Total Holdback	\$0.00	
Total Revenue after holdback	\$2,125,716.77	
EXPENDITURES		
100 Salaries		
Teachers	\$529,901.00	
Admin	\$91,686.00	
Classified	\$149,054.00	
Special education	\$35,000.00	
Other (Specify)	\$57,700.00	Title I, VIB, and LEP
Other (Specify)		
Total Salaries	\$863,341.00	
200 Benefits		
Benefit Dollars	\$188,766.46	Health insurance
PERSI/Payroll taxes	\$61,631.54	
Other (Specify)	\$11,724.00	Title I, VIB, and LEP
Total Benefits	\$262,122.00	
300 Purchased Services		
Transportation		
Special Education	\$250,100.00	
Proctor costs		
Legal	\$10,000.00	including audit expense
Insurance	\$4,672.00	property / liability and workers comp ins
Copier Lease		
Printer Lease		
Facility Lease	\$66,000.00	
Utilities	\$41,400.00	
Professional Development	\$18,725.00	including Title IIA
Technology	\$30,000.00	Student Internet Stipends
Management Services		

December 4, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Legal Publications/Advertising	\$10,000.00		
Substitute Teachers	\$2,250.00		
Board Expenses	\$17,120.00		
Other (Specify)	\$14,000.00	Travel including Title I	
Other (Specify)	\$24,871.00	including Admin, Title I purchased services	
Total Purchased Services	\$489,138.00		
Supplies & Materials			
Teacher/Classroom	\$5,000.00		
Office	\$43,000.00	including admin tech software	
Janitorial	\$2,500.00		
Textbooks	\$89,000.00	including tech curriculum software	
Other (Specify)			
Other (Specify)	\$37,531.00	Title I and VIB	
Total Supplies & Materials	\$177,031.00		
Grant Expenditures			
Specify			
Specify			
Specify			
Total Grant Expenditures	\$0.00		
Capital Outlay			
Capital Outlay	\$105,000.00	Student computers and Admin equipment	
Total Capital Outlay	\$105,000.00		
Debt Retirement			
Total Debt Retirement	\$0.00		
Insurance & Judgements			
Total Insurance & Judgements	\$0.00		
Transfers			
Total Transfers	\$0.00		
Contingency Reserve	\$93,360.00		
Building Fund	\$0.00		
Total Expenditures	\$1,989,992.00		
Carryover from Previous FY	\$10,318.00	Reflects projected reserve/(deficit) from "current year" worksheet	
Reserve/(Deficit)	\$146,042.77		