



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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PUBLIC CHARTER SCHOOL COMMISSION MEETING

February 12, 2015
304 N. 8th Street, Room 242
Boise, ID

AGENDA

Thursday, February 12, 2015 – 304 N. 8th Street, Boise, ID, Room 242 – 9:00 a.m.

A. COMMISSION WORK

1. Agenda Review / Approval
2. Minutes Review / Approval

B. CHARTER and PERFORMANCE CERTIFICATE AMENDMENTS

1. ISTCS Proposed Charter Amendment
2. Richard McKenna Charter High School Proposed Charter Amendment
3. Compass Public Charter School Proposed Charter Amendment

C. OTHER

1. Commission Discussion: Draft Policies, First Reading

1. Agenda Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

COMMISSION ACTION

A motion to approve the agenda as submitted.

2. Minutes Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the meeting minutes from December 10, 2014?

COMMISSION ACTION

A motion to approve the meeting minutes from December 10, 2014.

PUBLIC CHARTER SCHOOL COMMISSION MEETING

A regular meeting of the Public Charter School Commission (PCSC) was held Thursday, December 11, 2014, at 700 West Jefferson Street, in the East Wing of the State Capital Building (EW 41). Chairman Alan Reed called the Commission to order at 9:01 a.m. The following Commissioners attended or were excused:

Alan Reed	Phone	<input type="checkbox"/>	Person	<input checked="" type="checkbox"/>	Not present	<input type="checkbox"/>
Gayle O'Donahue	Phone	<input type="checkbox"/>	Person	<input checked="" type="checkbox"/>	Not present	<input type="checkbox"/>
Nick Hallett	Phone	<input type="checkbox"/>	Person	<input checked="" type="checkbox"/>	Not present	<input type="checkbox"/>
Brian Scigliano	Phone	<input type="checkbox"/>	Person	<input checked="" type="checkbox"/>	Not present	<input type="checkbox"/>
Wanda Quinn	Phone	<input type="checkbox"/>	Person	<input checked="" type="checkbox"/>	Not present	<input type="checkbox"/>
Esther Van Wart	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Gayann DeMordaunt	Phone	<input type="checkbox"/>	Person	<input checked="" type="checkbox"/>	Not present	<input type="checkbox"/>

Kirsten Pochop, new Charter Schools Program Manager, was introduced to the Commission.

A. COMMISSION WORK

1. Agenda Review / Approval

M/S (Quinn/Scigliano): To approve the agenda as presented. *The motion carried unanimously.*

Minutes Review / Approval

Commissioner Quinn advised that the minutes should reflect that she was present for the PCSC meeting on October 9, 2014.

M/S (Quinn/O'Donahue): To approve the minutes for August 12, 2014, and October 9, 2014, as corrected to reflect Commissioner Quinn's presence at the October 9, 2014, meeting. *The motion carried unanimously.*

2. Commission Education: Impact of Fiscal Letters of Concern

Tim Hill, Deputy Superintendent of Public School Finance for the State Department of education, provided information regarding the funding disbursement schedule applicable to public charter schools and how it is modified by issuance of fiscal letters of concern. He noted that, since funding decisions are based on estimates due to the timing of the payments, the state must look for additional ways to protect taxpayer monies.

The PCSC and Mr. Hill discussed whether the situation could be addressed through closure procedures or modifications during a charter school's early years. They also discussed the effectiveness of notices of concern, since early school closure could be based on non-fiscal issues. It was agreed that all parties are willing to work together toward a solution.

B. CONSIDERATION OF PROPOSED CHARTER PETITIONS

1. Coeur d'Alene Charter Academy (CCA) Transfer Petition – Second Hearing

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Dan Nicklay, administrator, and Paul Franz, board chairman, represented CCA in person. Amy Verhaeghe, board member, attended by phone, and Glenn Mabile, business manager, joined the meeting by phone at a later point in the proceedings.

Mr. Nicklay briefly discussed CCA's response to remaining issues cited in the Petition Evaluation Rubric (PER).

Commissioner DeMordaunt noted that the PCSC encourages newly authorized schools to use a variety of avenues to advertise their enrollment lotteries, ensuring reach into a variety of communities. She emphasized that every student should have the opportunity to participate in CCA's lottery.

Commissioner Hallett inquired regarding the differences between CCA's original, amended, and projected year end general fund balance.

Commissioner DeMordaunt encouraged CCA to consider offering student transportation, particularly in light of their strong financial position.

Mr. Nicklay agreed that CCA would perform a feasibility analysis regarding the provision of student transportation to students in its large attendance area.

Commissioner O'Donahue noted that many schools with smaller budgets than CCA's do provide bussing across large areas.

Commissioner Quinn inquired whether CCA could accommodate an increase in their special education budget, should enrollment of special needs students increase to the more typical level of about 7%.

Commissioner Van Wart emphasized the importance of community perception, stating that families with special needs students must feel welcome to attend. She advised that bussing opens up the possibility of attending CCA to more diverse students.

Commissioner Hallett inquired of counsel whether the law prohibits schools from transferring money from general funds to building funds.

Deputy Attorney General Swartz stated that she would need to research the issue.

M/S (DeMordaunt/Van Wart): To approve CCA's transfer petition and performance certificate contingent upon the finalization of all revisions necessary to bring all elements of the PER up to a score of 2 or higher (Meets or Exceeds Expectations), as evaluated by PCSC staff, prior to 8:00 a.m. MT on February 12, 2015. *The motion carried unanimously.*

M/S (DeMordaunt/Hallett): To ask staff to request that CCA provide a feasibility analysis regarding student transportation. *The motion carried unanimously.*

2. Hayden Canyon Charter School of Expeditionary Learning New Charter Petition – First Hearing

Glen Lanker, HCCSEL board chair, appeared in person. Board members Terry Wright, Charlene Beach, Jason Ball, Cynthia Reyburn, and Bonnie Russell Hunt appeared by phone.

Mr. Lanker introduced the HCCSEL new charter petition.

Commissioner Hallett clarified with Mr. Lanker that the developer would own the land and school building, and the school would lease the facility.

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Commissioners DeMordaunt and O'Donahue raised questions regarding attendance-area growth projections and accessibility of the school to the broader community beyond the Hayden Canyon development.

Commissioner Scigliano expressed concern that HCCSEL would not achieve adequate enrollment if homes within the development did not sell as anticipated.

Chairman Reed inquired about the accuracy of the lease numbers provided in the budgets.

Mr. Lanker said that HCCSEL could gather additional information regarding community interest, as well as develop a draft facility lease.

The PCSC requested specific growth projections for the primary attendance area, as well as budgets reflecting various enrollment scenarios and a timeline coordinated with the development. They noted that many, significant questions about the nature and viability of the petition remained outstanding.

Mr. Lanker acknowledged that HCCSEL would need more than 30 days to revise the petition adequately. He asked how a denial would impact the petition.

Ms. Swartz explained the appeal process described in statute. She noted that HCCSEL also has the option to withdraw, then resubmit the petition when they are ready.

Chairman Reed allowed a 15 minute break for the petitioners to discuss their options.

Mr. Lanker stated that HCCSEL wished to withdraw the petition, and agreed to provide a letter to that effect.

M/S (Quinn/Hallett): To accept HCCSEL's withdrawal of the petition for Hayden Canyon Charter School of Expeditionary Learning. *The motion carried unanimously.*

C. CHARTER SCHOOL UPDATES

1. Bingham Academy Fiscal Status Update

Holly Lilya, board chair; Jeff Robbins, board member; Patricia Kolbet, business manager; and Fred Ball, administrator, attended on behalf of Bingham Academy.

Mr. Ball expressed BA's agreement with the recommendation for issuance of a letter of concern. He stated that BA is facing a significant shortfall in FY15.

M/S (O'Donahue/Hallett): To direct staff to provide the SDE with written notice of concern that the PCSC has reason to believe that Idaho STEM Academy DBA Bingham Academy cannot remain fiscally sound for the remainder of its certificate term. *The motion carried unanimously.*

D. OTHER

1. Commission Discussion: Implementation of NACSA Recommendations

The PCSC discussed recommendations provided in NACSA's formative evaluation, which was presented by NACSA at the August meeting. It was acknowledged that the PCSC lacks adequate funding and staffing resources to follow up on many of the recommendations. Obtaining additional resources to increase capacity is the top priority.

The PCSC and counsel discussed the possibility of implementing a temporary moratorium on approval of transfer petitions, due to lack of resources. It was noted that district-authorized schools would be able to continue operating under their current authorizers. An additional 1.5 FTE for PCSC staff would likely be adequate to enable the PCSC to lift the moratorium.

M/S (Quinn/O'Donahue): To establish a temporary moratorium on the approval of transfer petitions until such time as the PCSC has adequate resources to manage their consideration and oversight. *The motion carried unanimously.*

The PCSC expressed agreement with the priorities recommended by staff in the materials. They requested an estimate of how much staff will be needed to sustain PCSC operations over the long term.

M/S (O'Donahue/Hallett): To adjourn the meeting. *The motion carried unanimously.*

The meeting adjourned at 1:47 p.m.

SUBJECT

Idaho Science and Technology Charter School Proposed Charter Amendments and Performance Certificate.

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

Idaho Science and Technology Charter School (ISTCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Blackfoot since 2009. ISTCS serves approximately 311 students in grades 4-8.

DISCUSSION

ISTCS will present proposed charter amendments to make permanent the 2014-2015 upper elementary (4th and 5th grade) pilot program that was approved by the PCSC on August 12, 2014.

The pilot program currently in operation allows for 50 upper elementary students (25 in each grade) and will sunset in May 2015, unless the PCSC approves the current proposal to make it permanent.

The elementary program has proved popular with stakeholders. Student retention has been over 95%. Enrollment is nearly 100% and there is a waiting list for this year's 4th grade and for both classrooms for next year.

As anticipated, the pilot program has been revenue negative by \$40,000 in its first year due to one-time curriculum and facility costs. In future years, ISTCS projects that the program will be revenue positive. The projected FY15 year-end balance for the school is \$52,687. ISTCS also projects maintaining positive cash flow balances throughout FY16, regardless of whether the pilot program is made permanent.

ISTCS's current accountability designation is Good Standing, and the school's operational and financial outcomes are also strong.

In accordance with statute, Blackfoot School District #55 and Snake River School District #52 were notified of ISTCS's proposed permanent enrollment increase and invited to provide comment. Neither district provided written comment.

Modifications to the performance certificate, which are aligned with the proposed changes to the charter, are included with these materials.

IMPACT

If the PCSC approves the proposed amendments, ISTCS will immediately begin operating under the amended charter and performance certificate. If the PCSC denies the amendments, ISTCS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

In light of ISTCS's successful implementation of the pilot program, staff recommends approval of the proposed amendments.

COMMISSION ACTION

A motion to approve the proposed charter and performance certificate amendments as submitted by Idaho Science and Technology Charter School.

OR

A motion to deny the proposed charter and performance certificate amendments as submitted by Idaho Science and Technology Charter School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Charter Amendment Proposals

Idaho Science and Technology Charter School (ISTCS) is requesting charter amendments to transition its current 4th-5th grades from a pilot program to an integral part of its educational program. The amendments mirror the changes approved by the commission in August, 2014.

ISTCS ran a successful pilot upper-elementary program for the 2014-15 school year. The program consisted of one (1) 4th grade class and one (1) 5th grade class. The school continued to operate its full middle school program during the year. Elementary classes were taught by K-8 certified teachers in self-contained classrooms with the following exceptions:

- Music (band and choir) were taught by K-12 certified music teachers. Students were taught in an elementary setting with no middle-school students in the classroom; however, some performances included 4th – 8th grade students.
- PE was taught by a PE specialist (currently a K-8 certified teacher who is assigned only PE classes).
- SPED services were offered by a K-12 SPED certified teacher.

The program offered by ISTCS during the 2014-15 school year proved successful. Stakeholder satisfaction has been high, student retention has been over 95%, the school has been able to maintain a waiting list for the program, ADA has been over 96%, and initial academic testing shows increased skills. The school is anticipating full enrollment next year based on returning students, the waiting list, and parent inquiries for next year. By the February commission meeting, the school will be able to provide a list of anticipated students.

While the pilot program was revenue negative, continuing the elementary program will be revenue neutral or slightly positive. Several one-time expenses including start-up curriculum and facilities were expended by the school during the pilot program in 2014-15 school year. Those one-time expenses will not impact the school moving forward.

Overall, ISTCS believes that the upper elementary pilot program was a success and requests to continue it as a permanent part of its offerings.

Attachments: Facility Plan
Market Analysis
Budget Projection
PCSC Annual Budget Report
SDE Sufficiency Review

Tab 3: Educational Program and Goals

Educational Programs and Services

Education in the middle years is a time of transition for students. During those years, students are expected to become more independent learners who will be capable of making educational, career, and personal choices that impact their entire lives. ISTCS will provide a scaffolded approach to these transitional years, giving students increased opportunities to make independent choices as they progress through the school. As part of this scaffolded approach, the school will offer the following educational programs:

Upper Elementary

ISTCS's upper elementary program has the same emphasis on science, technology, and applied skills as its middle school programs; however, it is delivered in self-contained classrooms, similar to traditional elementary classrooms. Students in upper elementary grades are housed in separate facilities from middle school students and have limited contact with them. Students are given opportunities to choose specific "specials" such as music or targeted sports and PE programs. The curriculum will be differentiated to meet the needs of a variety of learners; however, on an as-needed basis, students will be given opportunities to "rotate" into different upper elementary classrooms that may better serve their needs. These classes may include core curriculum support offered through Title 1 programs or advanced opportunities offered through Gifted and Talented programs.

6th grade

ISTCS's 6th grade program ~~will be~~ are considered part of the middle school program. Students ~~will~~ attend multiple classes taught by teachers certified in content areas as part of the middle-school configuration; however, they ~~will be~~ are assigned a "core rotation" group. These groups of students ~~will be~~ are assigned all core classes in a block. This configuration allows students to experience a middle-school schedule without the distraction of changing classmates in every class period. Students in the 6th grade program ~~will~~ return to their first hour, home-room class for a short homeroom time near the end of the day. Homeroom teachers will monitor homework and act as general advocates for their students throughout the 6th-grade program. The curriculum ~~will be~~ is differentiated to meet the needs of a variety of learners, and an honors track ~~will be~~ is available. Students ~~will~~ each have one elective choice per semester.

7th-8th grade

ISTCS's 7th and 8th grade program ~~will be~~ is based entirely on a middle-school configuration. Students ~~will~~ request classes based on academic preparation and preference. All students ~~will be~~ are required to complete content-specific requirements as outlined by Idaho Statute, project classes, and electives. Students will have the opportunity to take 2 electives per semester. Honors classes ~~will be~~ are available in core subjects, and qualified 8th grade students ~~will be~~ are given advanced opportunities for high-school credit.

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The chart below summarizes the scaffolded educational program at ISTCS designed to help students transition through the middle years of their education.

	Core Classes	Project Classes	Electives	Homework Support
Upper Elementary 4 th – 5 th grade	<u>Reading, language arts, math, science, and social studies are taught in self-contained classrooms.</u>	<u>Projects are integrated into core curriculum classes, often as whole-class or group activities. Students follow a modeled process.</u>	<u>Students are given opportunities to choose a few “specials” such as band, choir, team sports, etc.</u>	<u>All homework assignments are monitored closely by the student’s core classroom teacher. The classroom teacher will intervene immediately if homework begins to impact grades.</u>
Middle 6 th grade	Students will be <u>are</u> assigned to a core group who will attend content-specific classes together in a middle-school configuration. As a group, they will follow a class schedule that includes a minimum of 4 core classes and passing time in the halls.	Students will attend project-specific classes as part of their core curriculum rotation. Projects will be <u>are</u> usually be completed in small groups and will be displayed at a project fair.	Students will have one elective per semester. Students will be <u>are</u> allowed to register for electives of their choice.	Students will return to their first hour class during a dedicated homeroom time after their core class block. Homeroom teachers will help them monitor their homework assignments and intervene if necessary.
Middle 7 th -8 th grade	Classes will be <u>are</u> delivered in a middle-school configuration. Student schedules will be <u>are</u> based on preference and academic preparation. All students will be <u>are</u> required to complete core classes as outlined by Idaho Statute. Advanced opportunities and honors classes will be <u>are</u> available.	Project classes based on real-world careers will be <u>are</u> offered in a variety of fields. All students will complete a minimum of 2 courses per year and will be are required to present projects in a project fair or other suitable venue.	Students will have two electives per semester. Students may elect to take additional project classes in place of electives.	Students will be <u>are</u> required to complete homework as outlined by ISTCS policy. They will not be assigned teachers as homework advocates unless a specific individual need is identified.

Students in all educational programs who qualify for services and/or educational accommodations under IDEA, ADA, or Title 1, ~~will be~~ are served under those programs.

Provision for educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through either private professionals or in conjunction with a local school district.

TAB 7: Admission Procedures

Enrollment Capacity

The maximum enrollment capacity for the school is ~~320~~ 370 with 25 students in both 4th and 5th grade, 120 students in 6th grade and 100 students in both 7th and 8th grades. ~~For the 2014-15 school year only, this capacity will be expanded to accommodate a pilot program that will include 25 students in each 4th and 5th grades. Enrollment capacity will return to 320 students in the 2015-16 school year unless ISTCS petitions to make its pilot upper elementary program permanent.~~ It is recognized that enrollment consistently drops 20 – 25% between 6th and 7th grade; however, in the event that more than 100 students choose to return in 7th or 8th grade, ISTCS will adjust the number of student openings in 6th grade to ensure that total student enrollment remains 320. When grade-based caps must be adjusted based on returning enrollment, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS's lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of June, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Science and Technology Charter School (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on August 21, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2009. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school

year.

- C. **Term of Agreement.** This Certificate is effective as of June 17, 2014, and shall continue through June 30, 2018, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. **School Mission.** The mission of the School is as follows: The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.
- B. **Grades Served.** The School may serve students in grades 4 through grade 8. For the 2014-2015 school year only, the School may serve students in grades 4 and 5 in the Upper Elementary Pilot Program.
- C. **Design Elements.** The School shall implement and maintain the following essential design

elements of its educational program:

- Idaho Science and Technology Charter School (ISTCS) will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes during their 3 years at the school. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming. ISTCS will provides students with a technology-rich environment across the curriculum using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.
- ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.
- ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourages collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISCTS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to

establish the process by which the School achieves the outcomes sought.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has

reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be ~~320~~ 370 students. ~~For the 2014-2015 school year only, this capacity will be expanded to a total of 370 students to accommodate an upper elementary pilot program.~~ The maximum number of students who may be enrolled per class/grade level shall be as follows:

4th grade (2014-2015 school year only): 25 students

5th grade (2014-2015 school year only): 25 students

6th Grade: 120 students

7th Grade: 100 students

8th Grade: 100 students

In the event that more than 100 students choose to return in 7th or 8th grade, ISTCS will adjust the number of student openings in 6th grade to ensure that total student enrollment remains ~~320~~ 370. When grade-based caps must be adjusted based on returning enrollment, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS's lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there

are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

- D. School Facilities.** 21 N 550 W, Blackfoot, ID 83221. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Blackfoot and Snake River School Districts.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

February 12, 2015

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **June 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, Idaho Science and Technology Charter School Board

February 12, 2015

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F: School Performance Framework

Appendix G: Authorizer Policies

Appendix H: Enrollment Policy

Appendix I: Public Charter School Closure Protocol

Market Analysis

Current Statistics

ISTCS is currently offering the proposed 4th – 5th grade program as a pilot program. The school anticipates similar results in coming years. Student enrollment statistics for the pilot program are listed in the table below.

	4 th grade	5 th grade
Enrollment CAP	25	25
Actual Enrollment	25	22
Actual Enrollment August 25, 2014	25	19
ADA	95.7%	96.1%
Waiting List	8	0
Student with Sibling or Employee Priority Enrollment	22	14

Parent Focus Groups

ISTCS conducted two (2) parent focus groups on October 21, 2014 and October 27, 2014. During these focus groups parents identified the following strengths and weaknesses of the current pilot program:

Strengths

- Curriculum
- Everyone (administration, teachers, parents) working for the same goal
- Culture (“Teachers do whatever it takes to help students be successful”)
- Class size
- Teachers
- Music
- PE
- Students and parents who want a good education

Weaknesses

- Transportation
- Space
- Playground
- Communication

Anticipated Retention Rates

Every parent who attended a focus group indicated the intention to enroll their child at ISTCS during the 2015-16 school year.

Faculty Survey

Fifteen faculty members (70%) responded to a survey conducted December 12, 2014 in faculty meeting with the following results.

Should ISTCS continue to offer 4th – 5th grade?

- 100% favor continuing the program.

Is the 4th – 5th grade program contributing to the overall success of ISTCS?

- 60% believe the program has had an overall positive impact on the school.
- 27% believe the program has had no impact on the school.
- 13% believe the program has had some negative impact to the school (Respondents cited issues with facilities during the first 2 weeks and music scheduling issues).

How is the 4th – 5th grade program impacting your job?

- 53% have not been impacted personally by the additional students.
- 40% have seen a positive impact.
- 7% have seen a negative impact, but believes that the issues have been resolved.

Comments

Note: While there were over 40 comments, most of them were similar. The comments below are representative of the overall comments.

- “I haven’t had much interaction with the younger grades and to be honest, I barely notice they are there.”
- “I would like to have it next year as an option for my own kids.”
- “Love, love, love the 4th – 5th grade program!”
- “The beginning of the year was a rough start.”
- “I would like to maintain it as it is, but I worry about expanding it . . . especially too quickly. The stress on resources and administration would worry me.”
- “Don’t care. They are cute and the hard work has already been done.”

Facility Plan

ISTCS currently has the facilities to accommodate all of the students in this proposal. The school is requesting that a pilot program in operation be made permanent, but it is already using facilities as part of the pilot program. There will not be additional facility costs for this proposal.

The school currently has 12 full classroom spaces, 2 half classroom spaces, and a gym in the building as well as 7 classroom spaces in modular units outside. Elementary students are housed in 2 of the modular classrooms and are completely separated from middle school students.

The school currently sits on 15 acres of land. Approximately 4 of those acres are currently utilized by the main building and modular. Approximately 4 acres are used for PE and as a playground.

Elementary students use bathroom facilities inside the main building. Educational assistants accompany them into the building to maintain appropriate supervision of elementary students.

Elementary students eat lunch in the ISTCS lunch room. They are assigned a lunch schedule separate from middle school students.

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-	#DIV/0!	-	
415000 Earnings on Investments	300.00	300.00	120.00	180.00	40%	300.00	
416100 School Food Service	-	-	-	-	#DIV/0!	-	
416200 Meal sales: non-reimbursable	36,000.00	36,000.00	21,775.75	14,224.25	60%	-	
416900 Other Food Sales	-	-	-	-	#DIV/0!	-	
417100 Admissions / Activities	-	-	-	-	#DIV/0!	-	
417200 Bookstore Sales	-	-	-	-	#DIV/0!	-	
417300 Clubs / Organization Fees, etc.	-	-	-	-	#DIV/0!	-	
417400 School Fees & Charges/Fundraising	-	-	-	-	#DIV/0!	-	
417900 Other Student Revenue	-	-	-	-	#DIV/0!	-	
419100 Rentals	-	-	-	-	#DIV/0!	-	
419200 Contributions/Donations	-	-	-	-	#DIV/0!	-	
419900 Other Local Revenue	-	51,447.72	52,551.27	(1,103.55)	102%	52,551.27	
431100 Base Support Program	1,442,161.00	1,469,768.00	958,674.00	511,094.00	65%	1,469,768.00	
431200 Transportation Support	129,000.00	129,000.00	50,000.00	79,000.00	39%	129,000.00	
431400 Exceptional Child Support	-	-	-	-	#DIV/0!	-	
431600 Tuition Equivalency	-	-	-	-	#DIV/0!	-	
431800 Benefit Apportionment	163,229.00	183,117.00	99,984.00	83,133.00	55%	183,117.00	
431900 Other State Support	93,100.00	106,037.00	2,000.00	104,037.00	2%	106,037.00	
437000 Lottery / Addtl State Maintenance	12,600.00	12,600.00	9,996.00	2,604.00	79%	12,600.00	
439000 Other State Revenue	9,570.00	9,570.00	-	9,570.00	0%	-	
442000 Indirect Unrestricted Federal	-	-	-	-	#DIV/0!	-	
443000 Direct Restricted Federal	-	-	-	-	#DIV/0!	-	
445000 Title I - ESEA	30,805.00	30,805.00	8,645.18	22,159.82	28%	-	
445500 Child Nutrition Reimbursement	-	-	-	-	#DIV/0!	-	
445600 Title VI-B IDEA	39,489.00	39,489.00	13,905.45	25,583.55	35%	-	
445900 Other Indirect Restricted Federal	27,810.00	27,810.00	1,607.97	26,202.03	6%	-	
451000 Proceeds	-	-	-	-	#DIV/0!	-	
460000 Transfers In	-	-	-	-	#DIV/0!	-	
TOTAL REVENUE	\$1,984,064.00	\$2,095,943.72	\$1,219,259.62	\$876,684.10	58%	\$1,953,373.27	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	1,021,173.00	1,003,294.00	449,785.69	553,508.31	45%	941,430.00	
200 EMPLOYEE BENEFITS	259,039.00	317,762.00	146,970.38	170,791.62	46%	305,100.00	
300 PURCHASED SERVICES	464,381.00	506,230.72	235,882.23	270,348.49	47%	470,339.72	
400 SUPPLIES	105,567.00	146,027.00	105,526.81	40,500.19	72%	110,100.00	
500 CAPITAL OUTLAY	10,000.00	17,000.00	20,476.94	(3,476.94)	120%	22,000.00	
600 DEBT RETIREMENT	32,100.00	32,800.00	17,458.38	15,341.62	53%	32,800.00	
700 INSURANCE	17,000.00	72,790.00	74,076.20	(1,286.20)	102%	78,000.00	
920000 TRANSFERS OUT	-	-	-	-	#DIV/0!	-	
TOTAL EXPENDITURES	\$1,909,260.00	\$2,095,903.72	\$1,050,176.63	\$1,045,727.09	50%	\$1,959,769.72	
TOTAL FUND REVENUES OVER EXPENDITURES	\$74,804.00	\$40.00	\$169,082.99			(\$6,396.45)	
TOTAL BEGINNING BALANCE (All Funds)	\$59,083.63	\$59,083.63	\$59,083.63			\$59,083.63	
TOTAL CHANGES (All Funds)	\$74,804.00	\$40.00	\$169,082.99			(\$6,396.45)	
ENDING BALANCE (All Funds)	\$133,887.63	\$59,123.63	\$228,166.62			\$52,687.18	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	\$56,969.48	\$56,969.48	\$56,969.48			\$56,969.48	
100 Changes in Fund Balance	\$77,804.00	\$0.00	\$168,356.69			(\$6,396.45)	
100 Ending Fund Balance	\$134,773.48	\$56,969.48	\$225,326.17			\$50,573.03	
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
23x Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
23x Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
245 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
245 Changes in Fund Balance	\$0.00	\$0.00	(\$1,909.37)			\$0.00	
245 Ending Fund Balance	\$0.00	\$0.00	(\$1,909.37)			\$0.00	
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Changes in Fund Balance	\$0.00	\$0.00	(\$107.98)			\$0.00	
251 Ending Fund Balance	\$0.00	\$0.00	(\$107.98)			\$0.00	
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Changes in Fund Balance	(\$3,000.00)	\$0.00	(\$2,315.00)			\$0.00	
257 Ending Fund Balance	(\$3,000.00)	\$0.00	(\$2,315.00)			\$0.00	
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Changes in Fund Balance	\$0.00	\$0.00	(\$2,500.00)			\$0.00	
262 Ending Fund Balance	\$0.00	\$0.00	(\$2,500.00)			\$0.00	
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Changes in Fund Balance	\$0.00	\$0.00	\$100.00			\$0.00	
271 Ending Fund Balance	\$0.00	\$0.00	\$100.00			\$0.00	
27X-28X Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Fed Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Beginning Fund Balance	\$2,114.15	\$2,114.15	\$2,114.15			\$2,114.15	
290 Changes in Fund Balance	\$0.00	\$40.00	\$7,458.65			\$0.00	
290 Ending Fund Balance	\$2,114.15	\$2,154.15	\$9,572.80			\$2,114.15	
300 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
310 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
310 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
310 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-	#DIV/0!		
100.415000	Earnings on Investments	300.00	300.00	120.00	180.00	40%	300.00	
100.417100	Admissions / Activities				-	#DIV/0!		
100.417200	Bookstore Sales				-	#DIV/0!		
100.417300	Clubs / Organization Dues, etc.				-	#DIV/0!		
100.417400	School Fees & Charges				-	#DIV/0!		
100.417900	Other Student Revenue				-	#DIV/0!		
100.419100	Rentals				-	#DIV/0!		
100.419200	Contributions/Donations				-	#DIV/0!		
100.419900	Other Local Revenue		51,447.72	52,551.27	(1,103.55)	102%	52,551.27	
100.431100	Base Support	1,442,161.00	1,469,768.00	958,674.00	511,094.00	65%	1,469,768.00	
100.431200	Transportation Support	129,000.00	129,000.00	50,000.00	79,000.00	39%	129,000.00	Actuals posted in Feb
100.431400	Exceptional Child Support				-	#DIV/0!		
100.431600	Tuition Equivalency				-	#DIV/0!		
100.431800	Benefit Apportionment	163,229.00	183,117.00	99,984.00	83,133.00	55%	183,117.00	
100.431900	Other State Support	93,100.00	106,037.00	2,000.00	104,037.00	2%	106,037.00	
100.437000	Lottery / Addtl State Maintenance	12,600.00	12,600.00	9,996.00	2,604.00	79%	12,600.00	
100.439000	Other State Revenue				-	#DIV/0!		
100.442000	Indirect Unrestricted Federal				-	#DIV/0!		
100.443000	Direct Restricted Federal				-	#DIV/0!		
100.445900	Other Indirect Restricted Federal				-	#DIV/0!		
100.460000	Transfers In				-	#DIV/0!		
TOTAL GENERAL FUND REVENUES		\$1,840,390.00	\$1,952,269.72	\$1,173,325.27	778,944.45	60%	\$1,953,373.27	
EXPENDITURES								
100.512100	Elementary Salaries		67,250.00	22,242.00	45,008.00	33%	67,250.00	
100.512200	Elementary Benefits		25,130.00	6,337.92	18,792.08	25%	25,130.00	
100.512300	Elementary Purchased Services				-	#DIV/0!		
100.512400	Elementary Supplies		5,000.00	4,053.52	946.48	81%	5,000.00	
100.512500	Elementary Capital Outlay		2,000.00	781.87	1,218.13	39%	2,000.00	
100.512600	Elementary Debt Retirement				-	#DIV/0!		
100.512700	Elementary Insurance				-	#DIV/0!		
100.515100	Secondary Salaries	821,309.00	732,180.00	344,776.49	387,403.51	47%	732,180.00	
100.515200	Secondary Benefits	204,377.00	232,970.00	115,306.52	117,663.48	49%	232,970.00	
100.515300	Secondary Purchased Services				-	#DIV/0!		
100.515400	Secondary Supplies	22,500.00	26,000.00	13,004.27	12,995.73	50%	21,000.00	
100.515500	Secondary Capital Outlay	10,000.00	15,000.00	19,695.07	(4,695.07)	131%	20,000.00	
100.515600	Secondary Debt Retirement				-	#DIV/0!		
100.515700	Secondary Insurance				-	#DIV/0!		
100.517100	Alternative School Program Salaries				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.517200	Alternative School Program Benefits				-	#DIV/0!		
100.517300	Alternative School Program Purchased Services				-	#DIV/0!		
100.517400	Alternative School Program Supplies				-	#DIV/0!		
100.517500	Alternative School Program Capital Outlay				-	#DIV/0!		
100.517600	Alternative School Program Debt Retirement				-	#DIV/0!		
100.517700	Alternative School Program Insurance				-	#DIV/0!		
100.521100	Exceptional Child Salaries	12,000.00	12,000.00		12,000.00	0%	12,000.00	
100.521200	Exceptional Child Benefits	3,000.00	3,000.00		3,000.00	0%	3,000.00	
100.521300	Exceptional Child Purchased Services	6,000.00	6,000.00	451.20	5,548.80	8%	6,000.00	
100.521400	Exceptional Child Supplies				-	#DIV/0!		
100.521500	Exceptional Child Capital Outlay				-	#DIV/0!		
100.521600	Exceptional Child Debt Retirement				-	#DIV/0!		
100.521700	Exceptional Child Insurance				-	#DIV/0!		
100.524100	Gifted and Talented Program Salaries				-	#DIV/0!		
100.524200	Gifted and Talented Program Benefits				-	#DIV/0!		
100.524300	Gifted and Talented Program Purchased Services				-	#DIV/0!		
100.524400	Gifted and Talented Program Supplies				-	#DIV/0!		
100.524500	Gifted and Talented Program Capital Outlay				-	#DIV/0!		
100.524600	Gifted and Talented Program Debt Retirement				-	#DIV/0!		
100.524700	Gifted and Talented Program Insurance				-	#DIV/0!		
100.531100	Interscholastic Program Salaries				-	#DIV/0!		
100.531200	Interscholastic Program Benefits				-	#DIV/0!		
100.531300	Interscholastic Program Purchased Services				-	#DIV/0!		
100.531400	Interscholastic Program Supplies				-	#DIV/0!		
100.531500	Interscholastic Program Capital Outlay				-	#DIV/0!		
100.531600	Interscholastic Program Debt Retirement				-	#DIV/0!		
100.531700	Interscholastic Program Insurance				-	#DIV/0!		
100.532100	School Activity Program Salaries				-	#DIV/0!		
100.532200	School Activity Program Benefits				-	#DIV/0!		
100.532300	School Activity Program Purchased Services				-	#DIV/0!		
100.532400	School Activity Program Supplies				-	#DIV/0!		
100.532500	School Activity Program Capital Outlay				-	#DIV/0!		
100.532600	School Activity Program Debt Retirement				-	#DIV/0!		
100.532700	School Activity Program Insurance				-	#DIV/0!		
100.541100	Summer School Program Salaries				-	#DIV/0!		
100.541200	Summer School Program Benefits				-	#DIV/0!		
100.541300	Summer School Program Purchased Services				-	#DIV/0!		
100.541400	Summer School Program Supplies				-	#DIV/0!		
100.541500	Summer School Program Capital Outlay				-	#DIV/0!		
100.541600	Summer School Program Debt Retirement				-	#DIV/0!		
100.541700	Summer School Program Insurance				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
Subtotals: Instruction		1,079,186.00	1,126,530.00	526,648.86	599,881.14	47%	1,126,530.00	
100.611100	Attendance-Guidance-Health Salaries				-	#DIV/0!		
100.611200	Attendance-Guidance-Health Benefits				-	#DIV/0!		
100.611300	Attendance-Guidance-Health Purchased Services				-	#DIV/0!		
100.611400	Attendance-Guidance-Health Supplies				-	#DIV/0!		
100.611500	Attendance-Guidance-Health Capital Outlay				-	#DIV/0!		
100.611600	Attendance-Guidance-Health Debt Retirement				-	#DIV/0!		
100.611700	Attendance-Guidance-Health Insurance				-	#DIV/0!		
100.616100	Special Services Program Salaries				-	#DIV/0!		
100.616200	Special Services Program Benefits				-	#DIV/0!		
100.616300	Special Services Program Purchased Services				-	#DIV/0!		
100.616400	Special Services Program Supplies				-	#DIV/0!		
100.616500	Special Services Program Capital Outlay				-	#DIV/0!		
100.616600	Special Services Program Debt Retirement				-	#DIV/0!		
100.616700	Special Services Program Insurance				-	#DIV/0!		
100.621100	Instruction Improvement Salaries				-	#DIV/0!		
100.621200	Instruction Improvement Benefits				-	#DIV/0!		
100.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
100.621400	Instruction Improvement Supplies				-	#DIV/0!		
100.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
100.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
100.621700	Instruction Improvement Insurance				-	#DIV/0!		
100.622100	Educational Media Salaries				-	#DIV/0!		
100.622200	Educational Media Benefits				-	#DIV/0!		
100.622300	Educational Media Purchased Services				-	#DIV/0!		
100.622400	Educational Media Supplies				-	#DIV/0!		
100.622500	Educational Media Capital Outlay				-	#DIV/0!		
100.622600	Educational Media Debt Retirement				-	#DIV/0!		
100.622700	Educational Media Insurance				-	#DIV/0!		
100.623100	Instruction-Related Technology Salaries				-	#DIV/0!		
100.623200	Instruction-Related Technology Benefits				-	#DIV/0!		
100.623300	Instruction-Related Technology Purchased Services				-	#DIV/0!		
100.623400	Instruction-Related Technology Supplies				-	#DIV/0!		
100.623500	Instruction-Related Technology Capital Outlay				-	#DIV/0!		
100.623600	Instruction-Related Technology Debt Retirement				-	#DIV/0!		
100.623700	Instruction-Related Technology Insurance				-	#DIV/0!		
100.631100	Board of Education Program Salaries				-	#DIV/0!		
100.631200	Board of Education Program Benefits				-	#DIV/0!		
100.631300	Board of Education Program Purchased Services				-	#DIV/0!		
100.631400	Board of Education Program Supplies				-	#DIV/0!		
100.631500	Board of Education Program Capital Outlay				-	#DIV/0!		
100.631600	Board of Education Program Debt Retirement				-	#DIV/0!		
100.631700	Board of Education Program Insurance				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.632100	District Administration Program Salaries				-	#DIV/0!		
100.632200	District Administration Program Benefits				-	#DIV/0!		
100.632300	District Administration Program Purchased Services				-	#DIV/0!		
100.632400	District Administration Program Supplies				-	#DIV/0!		
100.632500	District Administration Program Capital Outlay				-	#DIV/0!		
100.632600	District Administration Program Debt Retirement				-	#DIV/0!		
100.632700	District Administration Program Insurance				-	#DIV/0!		
100.641100	School Administration Program Salaries	60,000.00	60,000.00	30,000.00	30,000.00	50%	60,000.00	
100.641200	School Administration Program Benefits	15,000.00	18,000.00	8,559.00	9,441.00	48%	18,000.00	
100.641300	School Administration Program Purchased Services	19,000.00	20,000.00	7,750.05	12,249.95	39%	14,790.00	
100.641400	School Administration Program Supplies	4,500.00	4,500.00	833.47	3,666.53	19%	4,500.00	
100.641500	School Administration Program Capital Outlay				-	#DIV/0!		
100.641600	School Administration Program Debt Retirement				-	#DIV/0!		
100.641700	School Administration Program Insurance	17,000.00	72,790.00	74,076.20	(1,286.20)	102%	78,000.00	insurance, legal fees, judgements
100.651100	Business Operation Program Salaries	36,000.00	40,000.00	19,116.64	20,883.36	48%	40,000.00	
100.651200	Business Operation Program Benefits	12,000.00	15,000.00	6,078.25	8,921.75	41%	15,000.00	
100.651300	Business Operation Program Purchased Services	6,000.00	6,000.00	4,925.00	1,075.00	82%	6,000.00	
100.651400	Business Operation Program Supplies	300.00	300.00	280.33	19.67	93%	300.00	
100.651500	Business Operation Program Capital Outlay				-	#DIV/0!		
100.651600	Business Operation Program Debt Retirement				-	#DIV/0!		
100.651700	Business Operation Program Insurance				-	#DIV/0!		
100.655100	Central Service Program Salaries				-	#DIV/0!		
100.655200	Central Service Program Benefits				-	#DIV/0!		
100.655300	Central Service Program Purchased Services				-	#DIV/0!		
100.655400	Central Service Program Supplies				-	#DIV/0!		
100.655500	Central Service Program Capital Outlay				-	#DIV/0!		
100.655600	Central Service Program Debt Retirement				-	#DIV/0!		
100.655700	Central Service Program Insurance				-	#DIV/0!		
100.656100	Administrative Technology Service Salaries				-	#DIV/0!		
100.656200	Administrative Technology Service Benefits				-	#DIV/0!		
100.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
100.656400	Administrative Technology Service Supplies				-	#DIV/0!		
100.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
100.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
100.656700	Administrative Technology Service Insurance				-	#DIV/0!		
100.661100	Buildings - Care Program Salaries	31,500.00	31,500.00	14,969.22	16,530.78	48%	30,000.00	
100.661200	Buildings - Care Program Benefits	7,500.00	9,500.00	5,405.75	4,094.25	57%	11,000.00	
100.661300	Buildings - Care Program Purchased Services	2,800.00	2,800.00	2,858.96	(58.96)	102%	3,000.00	
100.661400	Buildings - Care Program Supplies	9,500.00	9,500.00	5,596.94	3,903.06	59%	9,300.00	
100.661500	Buildings - Care Program Capital Outlay				-	#DIV/0!		
100.661600	Buildings - Care Program Debt Retirement				-	#DIV/0!		
100.661700	Buildings - Care Program Insurance				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.663100	Maintenance - Non-Student Occupied Salaries				-	#DIV/0!		
100.663200	Maintenance - Non-Student Occupied Benefits				-	#DIV/0!		
100.663300	Maintenance - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.663400	Maintenance - Non-Student Occupied Supplies				-	#DIV/0!		
100.663500	Maintenance - Non-Student Occupied Capital Outlay				-	#DIV/0!		
100.663600	Maintenance - Non-Student Occupied Debt Retirement				-	#DIV/0!		
100.663700	Maintenance - Non-Student Occupied Insurance				-	#DIV/0!		
100.664100	Maintenance - Student Occupied Salaries				-	#DIV/0!		
100.664200	Maintenance - Student Occupied Benefits				-	#DIV/0!		
100.664300	Maintenance - Student Occupied Purchased Services	298,200.00	279,000.00	137,296.85	141,703.15	49%	279,000.00	
100.664400	Maintenance - Student Occupied Supplies	30,000.00	62,000.00	68,159.58	(6,159.58)	110%	68,500.00	
100.664500	Maintenance - Student Occupied Capital Outlay				-	#DIV/0!		
100.664600	Maintenance - Student Occupied Debt Retirement				-	#DIV/0!		
100.664700	Maintenance - Student Occupied Insurance				-	#DIV/0!		
100.665100	Maintenance - Grounds Salaries				-	#DIV/0!		
100.665200	Maintenance - Grounds Benefits				-	#DIV/0!		
100.665300	Maintenance - Grounds Purchased Services	1,000.00	1,000.00	1,348.87	(348.87)	135%	1,500.00	
100.665400	Maintenance - Grounds Supplies	1,000.00	1,000.00	1,192.81	(192.81)	119%	1,500.00	
100.665500	Maintenance - Grounds Capital Outlay				-	#DIV/0!		
100.665600	Maintenance - Grounds Debt Retirement				-	#DIV/0!		
100.665700	Maintenance - Grounds Capital Insurance				-	#DIV/0!		
100.667100	Security Program Salaries				-	#DIV/0!		
100.667200	Security Program Benefits				-	#DIV/0!		
100.667300	Security Program Purchased Services				-	#DIV/0!		
100.667400	Security Program Supplies				-	#DIV/0!		
100.667500	Security Program Capital Outlay				-	#DIV/0!		
100.667600	Security Program Debt Retirement				-	#DIV/0!		
100.667700	Security Program Insurance				-	#DIV/0!		
100.681100	Pupil-to-School Transportation Salaries				-	#DIV/0!		
100.681200	Pupil-to-School Transportation Benefits				-	#DIV/0!		
100.681300	Pupil-to-School Transportation Purchased Services	100,000.00	160,049.72	72,413.42	87,636.30	45%	160,049.72	Still negotiating mileage
100.681400	Pupil-to-School Transportation Supplies				-	#DIV/0!		
100.681500	Pupil-to-School Transportation Capital Outlay				-	#DIV/0!		
100.681600	Pupil-to-School Transportation Debt Retirement				-	#DIV/0!		
100.681700	Pupil-to-School Transportation Insurance				-	#DIV/0!		
100.682100	Pupil-Activity Transportation Salaries				-	#DIV/0!		
100.682200	Pupil-Activity Transportation Benefits				-	#DIV/0!		
100.682300	Pupil-Activity Transportation Purchased Services				-	#DIV/0!		
100.682400	Pupil-Activity Transportation Supplies				-	#DIV/0!		
100.682500	Pupil-Activity Transportation Capital Outlay				-	#DIV/0!		
100.682600	Pupil-Activity Transportation Debt Retirement				-	#DIV/0!		
100.682700	Pupil-Activity Transportation Insurance				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.683100	General Transportation Salaries				-	#DIV/0!		
100.683200	General Transportation Benefits				-	#DIV/0!		
100.683300	General Transportation Purchased Services				-	#DIV/0!		
100.683400	General Transportation Supplies				-	#DIV/0!		
100.683500	General Transportation Capital Outlay				-	#DIV/0!		
100.683600	General Transportation Debt Retirement				-	#DIV/0!		
100.683700	General Transportation Insurance				-	#DIV/0!		
100.691100	Other Support Services Program Salaries				-	#DIV/0!		
100.691200	Other Support Services Program Benefits				-	#DIV/0!		
100.691300	Other Support Services Program Purchased Services				-	#DIV/0!		
100.691400	Other Support Services Program Supplies				-	#DIV/0!		
100.691500	Other Support Services Program Capital Outlay				-	#DIV/0!		
100.691600	Other Support Services Program Debt Retirement				-	#DIV/0!		
100.691700	Other Support Services Program Insurance				-	#DIV/0!		
Subtotals: Support Services		651,300.00	792,939.72	460,861.34	332,078.38	58%	800,439.72	
100.710100	Child Nutrition Salaries				-	#DIV/0!		
100.710200	Child Nutrition Benefits				-	#DIV/0!		
100.710300	Child Nutrition Purchased Services				-	#DIV/0!		
100.710400	Child Nutrition Supplies				-	#DIV/0!		
100.710500	Child Nutrition Capital Outlay				-	#DIV/0!		
100.710600	Child Nutrition Debt Retirement				-	#DIV/0!		
100.710700	Child Nutrition Insurance				-	#DIV/0!		
100.720100	Community Services Program Salaries				-	#DIV/0!		
100.720200	Community Services Program Benefits				-	#DIV/0!		
100.720300	Community Services Program Purchased Services				-	#DIV/0!		
100.720400	Community Services Program Supplies				-	#DIV/0!		
100.720500	Community Services Program Capital Outlay				-	#DIV/0!		
100.720600	Community Services Program Debt Retirement				-	#DIV/0!		
100.720700	Community Services Program Insurance				-	#DIV/0!		
100.730100	Enterprise Operations Program Salaries				-	#DIV/0!		
100.730200	Enterprise Operations Program Benefits				-	#DIV/0!		
100.730300	Enterprise Operations Program Purchased Services				-	#DIV/0!		
100.730400	Enterprise Operations Program Supplies				-	#DIV/0!		
100.730500	Enterprise Operations Program Capital Outlay				-	#DIV/0!		
100.730600	Enterprise Operations Program Debt Retirement				-	#DIV/0!		
100.730700	Enterprise Operations Program Capital Insurance				-	#DIV/0!		
100.810300	Capital Assets - Student Occupied Purchased Services				-	#DIV/0!		
100.810400	Capital Assets - Student Occupied Supplies				-	#DIV/0!		
100.810500	Capital Assets - Student Occupied Capital Outlay				-	#DIV/0!		
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.811400	Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!		
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.911500	Principal Capital Outlay				-	#DIV/0!		
100.911600	Principal Debt Retirement	32,100.00	32,800.00	17,458.38	15,341.62	53%	32,800.00	
100.912500	Interest Capital Outlay				-	#DIV/0!		
100.912600	Interest Debt Retirement				-	#DIV/0!		
100.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
100.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
Subtotals: Non-Instruction		32,100.00	32,800.00	17,458.38	15,341.62	53%	32,800.00	
100.920000	Transfers Out				-	#DIV/0!		
100.950000	Contingency Reserve				-	#DIV/0!		
Subtotals: Other		-	-	-	-	#DIV/0!	-	
TOTAL GENERAL FUND EXPENDITURES		\$1,762,586.00	\$1,952,269.72	\$1,004,968.58	\$947,301.14	51%	\$1,959,769.72	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		\$77,804.00	\$0.00	\$168,356.69			(\$6,396.45)	
BEGINNING FUND BALANCE (July 1, 2013)		\$56,969.48	\$56,969.48	\$56,969.48			\$56,969.48	
CHANGES IN FUND BALANCE		\$77,804.00	\$0.00	\$168,356.69			(\$6,396.45)	
ENDING FUND BALANCE AS OF _____		\$134,773.48	\$56,969.48	\$225,326.17			\$50,573.03	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUNDS 230-239 (Local Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
23X.419200	Contributions/Donations				-	#DIV/0!		
23X.419900	Other Local Revenue				-	#DIV/0!		
23X.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
23X.512100	Elementary Salaries				-	#DIV/0!		
23X.512200	Elementary Benefits				-	#DIV/0!		
23X.512300	Elementary Purchased Services				-	#DIV/0!		
23X.512400	Elementary Supplies				-	#DIV/0!		
23X.512500	Elementary Capital Outlay				-	#DIV/0!		
23X.512600	Elementary Debt Retirement				-	#DIV/0!		
23X.512700	Elementary Insurance				-	#DIV/0!		
23X.515100	Secondary Salaries				-	#DIV/0!		
23X.515200	Secondary Benefits				-	#DIV/0!		
23X.515300	Secondary Purchased Services				-	#DIV/0!		
23X.515400	Secondary Supplies				-	#DIV/0!		
23X.515500	Secondary Capital Outlay				-	#DIV/0!		
23X.515600	Secondary Debt Retirement				-	#DIV/0!		
23X.515700	Secondary Insurance				-	#DIV/0!		
23X.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUNDS 242, 244, 247, 248, 249 (State Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
24X.431900	Other State Support				-	#DIV/0!		
24X.439000	Other State Revenue				-	#DIV/0!		
24X.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
24X.512100	Elementary Salaries				-	#DIV/0!		
24X.512200	Elementary Benefits				-	#DIV/0!		
24X.512300	Elementary Purchased Services				-	#DIV/0!		
24X.512400	Elementary Supplies				-	#DIV/0!		
24X.512500	Elementary Capital Outlay				-	#DIV/0!		
24X.512600	Elementary Debt Retirement				-	#DIV/0!		
24X.512700	Elementary Insurance				-	#DIV/0!		
24X.515100	Secondary Salaries				-	#DIV/0!		
24X.515200	Secondary Benefits				-	#DIV/0!		
24X.515300	Secondary Purchased Services				-	#DIV/0!		
24X.515400	Secondary Supplies				-	#DIV/0!		
24X.515500	Secondary Capital Outlay				-	#DIV/0!		
24X.515600	Secondary Debt Retirement				-	#DIV/0!		
24X.515700	Secondary Insurance				-	#DIV/0!		
24X.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support				-	#DIV/0!		
245.439000	Other State Revenue	9,570.00	9,570.00		9,570.00	0%		
245.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$9,570.00	\$9,570.00	\$0.00	\$9,570.00	0%	\$0.00	
EXPENDITURES								
245.512100	Elementary Salaries				-	#DIV/0!		
245.512200	Elementary Benefits				-	#DIV/0!		
245.512300	Elementary Purchased Services				-	#DIV/0!		
245.512400	Elementary Supplies				-	#DIV/0!		
245.512500	Elementary Capital Outlay				-	#DIV/0!		
245.512600	Elementary Debt Retirement				-	#DIV/0!		
245.512700	Elementary Insurance				-	#DIV/0!		
245.515100	Secondary Salaries				-	#DIV/0!		
245.515200	Secondary Benefits				-	#DIV/0!		
245.515300	Secondary Purchased Services	9,570.00	9,570.00	1,909.37	7,660.63	20%		
245.515400	Secondary Supplies				-	#DIV/0!		
245.515500	Secondary Capital Outlay				-	#DIV/0!		
245.515600	Secondary Debt Retirement				-	#DIV/0!		
245.515700	Secondary Insurance				-	#DIV/0!		
245.622100	Educational Media Salaries				-	#DIV/0!		
245.622200	Educational Media Benefits				-	#DIV/0!		
245.622300	Educational Media Purchased Services				-	#DIV/0!		
245.622400	Educational Media Supplies				-	#DIV/0!		
245.622500	Educational Media Capital Outlay				-	#DIV/0!		
245.622600	Educational Media Debt Retirement				-	#DIV/0!		
245.622700	Educational Media Insurance				-	#DIV/0!		
245.623100	Instruction-Related Technology Salaries				-	#DIV/0!		
245.623200	Instruction-Related Technology Benefits				-	#DIV/0!		
245.623300	Instruction-Related Technology Purchased Services				-	#DIV/0!		
245.623400	Instruction-Related Technology Supplies				-	#DIV/0!		
245.623500	Instruction-Related Technology Capital Outlay				-	#DIV/0!		
245.623600	Instruction-Related Technology Debt Retirement				-	#DIV/0!		
245.623700	Instruction-Related Technology Insurance				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
245.656100	Administrative Technology Service Salaries				-	#DIV/0!		
245.656200	Administrative Technology Service Benefits				-	#DIV/0!		
245.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
245.656400	Administrative Technology Service Supplies				-	#DIV/0!		
245.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
245.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
245.656700	Administrative Technology Service Insurance				-	#DIV/0!		
245.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$9,570.00	\$9,570.00	\$1,909.37	\$7,660.63	20%	\$0.00	
TOTAL REVENUE OVER EXPENDITURES		\$0.00	\$0.00	(\$1,909.37)			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	(\$1,909.37)			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	(\$1,909.37)			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-	#DIV/0!		
251.445100	Title I - ESEA	30,805.00	30,805.00	8,645.18	22,159.82	28%		
251.445900	Other Indirect Restricted Federal				-	#DIV/0!		
251.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$30,805.00	\$30,805.00	\$8,645.18	\$22,159.82	28%	\$0.00	
EXPENDITURES								
251.512100	Elementary Salaries				-	#DIV/0!		
251.512200	Elementary Benefits				-	#DIV/0!		
251.512300	Elementary Purchased Services				-	#DIV/0!		
251.512400	Elementary Supplies				-	#DIV/0!		
251.512500	Elementary Capital Outlay				-	#DIV/0!		
251.512600	Elementary Debt Retirement				-	#DIV/0!		
251.512700	Elementary Insurance				-	#DIV/0!		
251.515100	Secondary Salaries	15,875.00	15,875.00	6,400.12	9,474.88	40%		
251.515200	Secondary Benefits	4,762.00	4,762.00	2,051.93	2,710.07	43%		
251.515300	Secondary Purchased Services				-	#DIV/0!		
251.515400	Secondary Supplies	10,168.00	10,168.00	301.11	9,866.89	3%		
251.515500	Secondary Capital Outlay				-	#DIV/0!		
251.515600	Secondary Debt Retirement				-	#DIV/0!		
251.515700	Secondary Insurance				-	#DIV/0!		
251.621100	Instruction Improvement Program Salaries				-	#DIV/0!		
251.621200	Instruction Improvement Program Benefits				-	#DIV/0!		
251.621300	Instruction Improvement Program Purchased Services				-	#DIV/0!		
251.621400	Instruction Improvement Program Supplies				-	#DIV/0!		
251.621500	Instruction Improvement Program Capital Outlay				-	#DIV/0!		
251.621600	Instruction Improvement Program Debt Retirement				-	#DIV/0!		
251.621700	Instruction Improvement Program Insurance				-	#DIV/0!		
251.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$30,805.00	\$30,805.00	\$8,753.16	\$22,051.84	28%	\$0.00	
TOTAL FUND REVENUE OVER EXPENDITURES		\$0.00	\$0.00	(\$107.98)			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	(\$107.98)			\$0.00	
ENDING FUND BALANCE AS OF _____		\$0.00	\$0.00	(\$107.98)			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-	#DIV/0!		
257.445600	Title VI-B IDEA Federal Revenue	39,489.00	39,489.00	13,905.45	25,583.55	35%		
257.445900	Other Indirect Restricted Federal				-	#DIV/0!		
257.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$39,489.00	\$39,489.00	\$13,905.45	\$25,583.55	35%	\$0.00	
EXPENDITURES								
257.512100	Elementary Salaries				-	#DIV/0!		
257.512200	Elementary Benefits				-	#DIV/0!		
257.512300	Elementary Purchased Services				-	#DIV/0!		
257.512400	Elementary Supplies				-	#DIV/0!		
257.512500	Elementary Capital Outlay				-	#DIV/0!		
257.512600	Elementary Debt Retirement				-	#DIV/0!		
257.512700	Elementary Insurance				-	#DIV/0!		
257.515100	Secondary Salaries	31,489.00	31,489.00	10,583.32	20,905.68	34%		
257.515200	Secondary Benefits	8,000.00	5,000.00	3,101.13	1,898.87	62%		
257.515300	Secondary Purchased Services	3,000.00	3,000.00	2,536.00	464.00	85%		
257.515400	Secondary Supplies				-	#DIV/0!		
257.515500	Secondary Capital Outlay				-	#DIV/0!		
257.515600	Secondary Debt Retirement				-	#DIV/0!		
257.515700	Secondary Insurance				-	#DIV/0!		
257.521100	Exceptional Child Salaries				-	#DIV/0!		
257.521200	Exceptional Child Benefits				-	#DIV/0!		
257.521300	Exceptional Child Purchased Services				-	#DIV/0!		
257.521400	Exceptional Child Supplies				-	#DIV/0!		
257.521500	Exceptional Child Capital Outlay				-	#DIV/0!		
257.521600	Exceptional Child Debt Retirement				-	#DIV/0!		
257.521700	Exceptional Child Insurance				-	#DIV/0!		
257.616100	Special Services Certified Salaries				-	#DIV/0!		
257.616200	Special Services Benefits				-	#DIV/0!		
257.616300	Special Services Purchased Services				-	#DIV/0!		
257.616400	Special Services Supplies				-	#DIV/0!		
257.616500	Special Services Capital Outlay				-	#DIV/0!		
257.616600	Special Services Debt Retirement				-	#DIV/0!		
257.616700	Special Services Insurance				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
257.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$42,489.00	\$39,489.00	\$16,220.45	\$23,268.55	41%	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		(\$3,000.00)	\$0.00	(\$2,315.00)			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		(\$3,000.00)	\$0.00	(\$2,315.00)			\$0.00	
ENDING FUND BALANCE AS OF		(\$3,000.00)	\$0.00	(\$2,315.00)			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
262.443000	Direct Restricted Federal				-	#DIV/0!		
262.445900	Other Indirect Restricted Federal	10,128.00	10,128.00		10,128.00	0%		
262.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$10,128.00	\$10,128.00	\$0.00	\$10,128.00	0%	\$0.00	
EXPENDITURES								
262.512100	Elementary Salaries				-	#DIV/0!		
262.512200	Elementary Benefits				-	#DIV/0!		
262.512300	Elementary Purchased Services				-	#DIV/0!		
262.512400	Elementary Supplies				-	#DIV/0!		
262.512500	Elementary Capital Outlay				-	#DIV/0!		
262.512600	Elementary Debt Retirement				-	#DIV/0!		
262.512700	Elementary Insurance				-	#DIV/0!		
262.515100	Secondary Salaries				-	#DIV/0!		
262.515200	Secondary Benefits				-	#DIV/0!		
262.515300	Secondary Purchased Services	10,128.00	10,128.00	2,500.00	7,628.00	25%		
262.515400	Secondary Supplies				-	#DIV/0!		
262.515500	Secondary Capital Outlay				-	#DIV/0!		
262.515600	Secondary Debt Retirement				-	#DIV/0!		
262.515700	Secondary Insurance				-	#DIV/0!		
262.621100	Exceptional Child Salaries				-	#DIV/0!		
262.621200	Exceptional Child Benefits				-	#DIV/0!		
262.621300	Exceptional Child Purchased Services				-	#DIV/0!		
262.621400	Exceptional Child Supplies				-	#DIV/0!		
262.621500	Exceptional Child Capital Outlay				-	#DIV/0!		
262.621600	Exceptional Child Debt Retirement				-	#DIV/0!		
262.621700	Exceptional Child Insurance				-	#DIV/0!		
262.621100	Instruction Improvement Salaries				-	#DIV/0!		
262.621200	Instruction Improvement Benefits				-	#DIV/0!		
262.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
262.621400	Instruction Improvement Supplies				-	#DIV/0!		
262.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
262.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
262.621700	Instruction Improvement Insurance				-	#DIV/0!		
262.920000	Transfers Out				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
TOTAL FUND EXPENDITURES		\$10,128.00	\$10,128.00	\$2,500.00	\$7,628.00	25%	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	(\$2,500.00)			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	(\$2,500.00)			\$0.00	
	ENDING FUND BALANCE AS OF _____	\$0.00	\$0.00	(\$2,500.00)			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-	#DIV/0!		
271.445900	Other Indirect Restricted Federal	17,682.00	17,682.00	1,607.97	16,074.03	9%		
271.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$17,682.00	\$17,682.00	\$1,607.97	\$16,074.03	9%	\$0.00	
EXPENDITURES								
271.512100	Elementary Salaries				-	#DIV/0!		
271.512200	Elementary Benefits				-	#DIV/0!		
271.512300	Elementary Purchased Services				-	#DIV/0!		
271.512400	Elementary Supplies				-	#DIV/0!		
271.512500	Elementary Capital Outlay				-	#DIV/0!		
271.512600	Elementary Debt Retirement				-	#DIV/0!		
271.512700	Elementary Insurance				-	#DIV/0!		
271.515100	Secondary Salaries	9,000.00	9,000.00	150.00	8,850.00	2%		
271.515200	Secondary Benefits	4,000.00	4,000.00	11.47	3,988.53	0%		
271.515300	Secondary Purchased Services	2,682.00	2,682.00	1,346.50	1,335.50	50%		
271.515400	Secondary Supplies	2,000.00	2,000.00		2,000.00	0%		
271.515500	Secondary Capital Outlay				-	#DIV/0!		
271.515600	Secondary Debt Retirement				-	#DIV/0!		
271.515700	Secondary Insurance				-	#DIV/0!		
271.621100	Instruction Improvement Salaries				-	#DIV/0!		
271.621200	Instruction Improvement Benefits				-	#DIV/0!		
271.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
271.621400	Instruction Improvement Supplies				-	#DIV/0!		
271.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
271.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
271.621700	Instruction Improvement Insurance				-	#DIV/0!		
271.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$17,682.00	\$17,682.00	\$1,507.97	\$16,174.03	9%	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$100.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$100.00			\$0.00	
ENDING FUND BALANCE AS OF _____		\$0.00	\$0.00	\$100.00			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
2XX.442000	Indirect Unrestricted Federal				-	#DIV/0!		
2XX.443000	Direct Restricted Federal				-	#DIV/0!		
2XX.445900	Other Indirect Restricted Federal				-	#DIV/0!		
271.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
2XX.512100	Elementary Salaries				-	#DIV/0!		
2XX.512200	Elementary Benefits				-	#DIV/0!		
2XX.512300	Elementary Purchased Services				-	#DIV/0!		
2XX.512400	Elementary Supplies				-	#DIV/0!		
2XX.512500	Elementary Capital Outlay				-	#DIV/0!		
2XX.512600	Elementary Debt Retirement				-	#DIV/0!		
2XX.512700	Elementary Insurance				-	#DIV/0!		
2XX.515100	Secondary Salaries				-	#DIV/0!		
2XX.515200	Secondary Benefits				-	#DIV/0!		
2XX.515300	Secondary Purchased Services				-	#DIV/0!		
2XX.515400	Secondary Supplies				-	#DIV/0!		
2XX.515500	Secondary Capital Outlay				-	#DIV/0!		
2XX.515600	Secondary Debt Retirement				-	#DIV/0!		
2XX.515700	Secondary Insurance				-	#DIV/0!		
2XX.621100	Exceptional Child Salaries				-	#DIV/0!		
2XX.621200	Exceptional Child Benefits				-	#DIV/0!		
2XX.621300	Exceptional Child Purchased Services				-	#DIV/0!		
2XX.621400	Exceptional Child Supplies				-	#DIV/0!		
2XX.621500	Exceptional Child Capital Outlay				-	#DIV/0!		
2XX.621600	Exceptional Child Debt Retirement				-	#DIV/0!		
2XX.621700	Exceptional Child Insurance				-	#DIV/0!		
2XX.621100	Instruction Improvement Salaries				-	#DIV/0!		
2XX.621200	Instruction Improvement Benefits				-	#DIV/0!		
2XX.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
2XX.621400	Instruction Improvement Supplies				-	#DIV/0!		
2XX.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
2XX.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
2XX.621700	Instruction Improvement Insurance				-	#DIV/0!		

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
	2XX.920000 Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF _____	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service				-	#DIV/0!		
290.416200	Meal sales: non-reimbursable	36,000.00	36,000.00	21,775.75	14,224.25	60%		
290.416900	Other Food Sales				-	#DIV/0!		
290.443000	Direct Restricted Federal				-	#DIV/0!		
290.445500	Child Nutrition Reimbursement				-	#DIV/0!		
290.445900	Other Indirect Restricted Federal				-	#DIV/0!		
290.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$36,000.00	\$36,000.00	\$21,775.75	\$14,224.25	60%	\$0.00	
EXPENDITURES								
290.710100	Food Service Salaries	4,000.00	4,000.00	1,547.90	2,452.10	39%		
290.710200	Food Service Benefits	400.00	400.00	118.41	281.59	30%		
290.710300	Food Service Purchased Services	6,001.00	6,001.00	546.01	5,454.99	9%		
290.710400	Food Service Supplies	25,599.00	25,599.00	12,104.78	13,454.22	47%		
290.710500	Food Service Capital Outlay				-	#DIV/0!		
290.710600	Food Service Debt Retirement				-	#DIV/0!		
290.710700	Food Service Insurance				-	#DIV/0!		
290.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$36,000.00	\$35,960.00	\$14,317.10	\$21,642.90	40%	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$40.00	\$7,458.65			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$2,114.15	\$2,114.15	\$2,114.15			\$2,114.15	
CHANGES IN FUND BALANCE		\$0.00	\$40.00	\$7,458.65			\$0.00	
ENDING FUND BALANCE AS OF _____		\$2,114.15	\$2,154.15	\$9,572.80			\$2,114.15	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 300 (Debt Service)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
300.419900	Other Local Revenue				-	#DIV/0!		
300.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
300.911500	Principal Capital Outlay				-	#DIV/0!		
300.911600	Principal Debt Retirement				-	#DIV/0!		
300.912500	Interest Capital Outlay				-	#DIV/0!		
300.912600	Interest Debt Retirement				-	#DIV/0!		
300.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
300.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
300.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
310.451000	Proceeds				-	#DIV/0!		
310.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
310.911500	Principal Capital Outlay				-	#DIV/0!		
310.911600	Principal Debt Retirement				-	#DIV/0!		
310.912500	Interest Capital Outlay				-	#DIV/0!		
310.912600	Interest Debt Retirement				-	#DIV/0!		
310.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
310.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
310.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF _____		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FUND 400 (Capital Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
400.451000	Proceeds				-	#DIV/0!		
400.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
400.810300	Capital Assets - Student Occupied Purchased Services				-	#DIV/0!		
400.810400	Capital Assets - Student Occupied Supplies				-	#DIV/0!		
400.810500	Capital Assets - Student Occupied Capital Outlay				-	#DIV/0!		
400.811300	Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!		
400.811400	Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!		
400.811500	Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!		
400.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF _____	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL FISCAL YEAR 2014 - 2015 CASH FLOW (All Funds)

DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
CASH ON HAND (Beginning Cash)	N/A	213,980	128,334	895,460	729,751	531,814	532,082	360,443	220,474	779,406	616,957	456,508	433,851	N/A
RECEIPTS														
Base Support	1,469,768	0	858,674	0	0	100,000	0	0	423,094	0	0	88,000	0	1,469,768
Benefit Apportionment	183,117	0	0	0	0	99,984	0	0	83,133	0	0	0	0	183,117
Lottery / Maintenance	12,600	0	0	9,996	0	0	0	0	0	0	0	2,604	0	12,600
Transportation	129,000	0	50,000	0	0	0	0	0	79,000	0	0	0	0	129,000
Exceptional Child Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuition Equivalency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Support	106,037	0	0	0	0	0	0	0	100,000	0	0	4,037	0	104,037
Other State Revenue	9,570	0	0	0	0	2,000	0	0	9,570	0	0	0	0	11,570
Nutrition	36,000	2,114	3,901	5,143	3,838	3,659	5,235	3,500	3,500	3,500	3,500	3,500	0	41,390
Title I	30,805	0	0	0	0	0	8,645	0	0	0	0	22,160	0	30,805
Federal Revenue	67,299	0	0	0	0	0	15,513	0	26,584	0	0	26,202	0	68,299
Local Revenue	51,448	51,448	0	429	41	231	403	0	0	0	0	0	0	52,552
Fees & Fundraising	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue	300	11	22	22	12	7	46	30	30	30	30	30	30	299
TOTAL RECEIPTS	2,095,944	53,573	912,597	15,589	3,890	205,881	29,842	3,530	724,911	3,530	3,530	146,533	30	2,103,437
OUTFLOW														
Salaries	1,003,294	57,845	58,845	80,236	88,741	82,133	82,655	82,530	82,530	82,530	82,530	85,177	84,727	950,479
Benefits	317,762	19,067	19,621	24,973	25,741	32,340	25,229	24,856	24,856	24,856	24,856	25,656	25,621	297,672
Subtotal - Payroll	1,321,056	76,912	78,467	105,208	114,482	114,473	107,884	107,386	107,386	107,386	107,386	110,833	110,348	1,248,151
Facility Costs (All)	355,300	46,821	55,315	37,773	25,755	24,109	46,888	917	23,417	23,417	23,417	23,417	23,417	354,663
Subtotal - Occupancy	355,300	46,821	55,315	37,773	25,755	24,109	46,888	917	23,417	23,417	23,417	23,417	23,417	354,663
Elementary Supplies & Services	5,000	0	989	1,935	972	158	0	0	0	0	0	946	0	5,000
Secondary Supplies & Services	63,548	1,884	2,996	11,095	1,325	394	6,525	3,100	3,100	3,100	3,100	3,100	0	39,719
Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exceptional Child	6,000	0	0	0	0	175	277	916	916	916	916	916	916	5,947
Transportation	160,050	0	0	0	0	50,774	21,639	20,000	20,000	20,000	20,000	15,000	0	167,413
Nutrition	31,560	0	617	2,544	2,016	3,701	3,774	3,150	3,150	3,150	3,150	3,150	0	28,401
Support Services	30,800	4,127	408	5,320	264	1,771	860	2,020	2,000	2,000	0	4,600	6,000	29,370
Other Program Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Educational Program	296,958	6,011	5,009	20,894	4,577	56,972	33,075	29,186	29,166	29,166	27,166	27,712	6,916	275,851
Capital Outlay	17,000	561	3,771	14,201	737	1,580	1,900	2,100	2,100	2,100	2,100	3,318	2,100	36,568
Debt Retirement	32,800	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	34,918
Insurance	72,790	6,005	0	312	53,367	5,568	8,825	1,000	1,000	1,000	1,000	1,000	1,000	80,076
Other Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Other Costs	122,590	9,475	6,680	17,423	57,014	10,058	13,635	6,010	6,010	6,010	6,010	7,228	6,010	151,562
Other loan payments/obligations	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OUTFLOW	2,095,904	139,219	145,471	181,298	201,828	205,612	201,481	143,499	165,979	165,979	163,979	169,190	146,691	2,030,227
CHANGE IN CASH	40	(85,646)	767,126	(165,708)	(197,938)	269	(171,639)	(139,969)	558,932	(162,449)	(160,449)	(22,657)	(146,661)	
ENDING CASH	N/A	128,334	895,460	729,751	531,814	532,082	360,443	220,474	779,406	616,957	456,508	433,851	287,190	
ASSUMPTIONS / NOTES:														

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL -- Cash Flow Details

ACCOUNT DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
REVENUE													
414100 Tuition	0												
415000 Earnings on Investments	300	11	22	22	12	7	46	30	30	30	30	30	30
416100 School Food Service	0												
416200 Meal Sales - non reimbursable	36,000	2,114	3,901	5,143	3,838	3,659	5,235	3,500	3,500	3,500	3,500	3,500	0
416900 Other Food Sales	0												
417100 Admissions / Activities	0												
417200 Bookstore Sales	0												
417300 Clubs / Organization Dues, etc.	0												
417400 School Fees & Charges	0												
417900 Other Student Revenue	0												
419100 Rentals	0												
419200 Contributions/Donations	0												
419900 Other Local Revenue	51,448	51,448	0	429	41	231	403	0	0	0	0	0	0
431100 Base Support	1,469,768		858,674			100,000			423,094			88,000	
431200 Transportation Support	129,000		50,000						79,000				
431400 Exceptional Child Support	0		0										
431600 Tuition Equivalency	0		0										
431800 Benefit Apportionment	183,117		0			99,984			83,133				
431900 Other State Support	106,037								100,000			4,037	
437000 Lottery / Addtl State Maintenance	12,600			9,996								2,604	
439000 Other State Revenue	9,570					2,000			9,570				
442000 Indirect Unrestricted Federal	0												
443000 Direct Restricted Federal	0												
445100 Title I	30,805						8,645					22,160	
445500 Child Nutrition Reimbursement	0												
445600 Title VI-B	39,489						13,905		26,584				
445900 Other Indirect Restricted Federal	27,810						1,608					26,202	
451000 Proceeds	0												
N/A OTHER Revenue (any funds not included above)													
TOTAL REVENUES	\$2,095,944	\$53,573	\$912,597	\$15,589	\$3,890	\$205,881	\$29,842	\$3,530	\$724,911	\$3,530	\$3,530	\$146,533	\$30
EXPENDITURES													
Instruction / Educational Program													
512100 Elementary Salaries	67,250			5,354	5,629	5,611	5,648	5,600	5,600	5,600	5,600	5,600	5,600
512200 Elementary Benefits	25,130			806	1,833	1,848	1,851	1,830	1,830	1,830	1,830	1,830	1,830
512300 Elementary Purchased Services	0												
512400 Elementary Supplies	5,000		989	1,935	972	158						946	
512500 Elementary Capital Outlay	2,000		390	392								1,218	
512600 Elementary Debt Retirement	0												
512700 Elementary Insurance	0												

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL -- Cash Flow Details

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
515100	Secondary Salaries	788,544	48,011	49,012	64,245	68,196	67,797	65,267	65,200	65,200	65,200	65,200	65,200	65,200
515200	Secondary Benefits	246,732	15,928	16,482	20,799	20,459	26,950	19,853	19,500	19,500	19,500	19,500	19,500	19,500
515300	Secondary Purchased Services	25,380		1,347	2,500	63	130	5,639	3,100	3,100	3,100	3,100	3,100	0
515400	Secondary Supplies	38,168	1,884	1,649	8,595	1,262	264	886						
515500	Secondary Capital Outlay	15,000	561	3,381	13,809	737	1,580	1,900	2,100	2,100	2,100	2,100	2,100	2,100
515600	Secondary Debt Retirement	0												
515700	Secondary Insurance	0												
517100	Alternative School Program Salaries	0												
517200	Alternative School Program Benefits	0												
517300	Alternative School Program Purchased Services	0												
517400	Alternative School Program Supplies	0												
517500	Alternative School Program Capital Outlay	0												
517600	Alternative School Program Debt Retirement	0												
517700	Alternative School Program Insurance	0												
521100	Exceptional Child Salaries	12,000											2,647	2,647
521200	Exceptional Child Benefits	3,000											800	800
521300	Exceptional Child Purchased Services	6,000					175	277	916	916	916	916	916	916
521400	Exceptional Child Supplies	0												
521500	Exceptional Child Capital Outlay	0												
521600	Exceptional Child Debt Retirement	0												
521700	Exceptional Child Insurance	0												
524100	Gifted and Talented Program Salaries	0												
524200	Gifted and Talented Program Benefits	0												
524300	Gifted and Talented Program Purchased Services	0												
524400	Gifted and Talented Program Supplies	0												
524500	Gifted and Talented Program Capital Outlay	0												
524600	Gifted and Talented Program Debt Retirement	0												
524700	Gifted and Talented Program Insurance	0												
531100	Interscholastic Program Salaries	0												
531200	Interscholastic Program Benefits	0												
531300	Interscholastic Program Purchased Services	0												
531400	Interscholastic Program Supplies	0												
531500	Interscholastic Program Capital Outlay	0												
531600	Interscholastic Program Debt Retirement	0												
531700	Interscholastic Program Insurance	0												
532100	School Activity Program Salaries	0												
532200	School Activity Program Benefits	0												
532300	School Activity Program Purchased Services	0												
532400	School Activity Program Supplies	0												
532500	School Activity Program Capital Outlay	0												
532600	School Activity Program Debt Retirement	0												
532700	School Activity Program Insurance	0												
541100	Summer School Program Salaries	0												

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL -- Cash Flow Details

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
541200	Summer School Program Benefits	0												
541300	Summer School Program Purchased Services	0												
541400	Summer School Program Supplies	0												
541500	Summer School Program Capital Outlay	0												
541600	Summer School Program Debt Retirement	0												
541700	Summer School Program Insurance	0												
Support Services														
611100	Attendance-Guidance-Health Salaries	0												
611200	Attendance-Guidance-Health Benefits	0												
611300	Attendance-Guidance-Health Purchased Services	0												
611400	Attendance-Guidance-Health Supplies	0												
611500	Attendance-Guidance-Health Capital Outlay	0												
611600	Attendance-Guidance-Health Debt Retirement	0												
611700	Attendance-Guidance-Health Insurance	0												
616100	Special Services Program Salaries	0												
616200	Special Services Program Benefits	0												
616300	Special Services Program Purchased Services	0												
616400	Special Services Program Supplies	0												
616500	Special Services Program Capital Outlay	0												
616600	Special Services Program Debt Retirement	0												
616700	Special Services Program Insurance	0												
621100	Instruction Improvement Salaries	0												
621200	Instruction Improvement Benefits	0												
621300	Instruction Improvement Purchased Services	0												
621400	Instruction Improvement Supplies	0												
621500	Instruction Improvement Capital Outlay	0												
621600	Instruction Improvement Debt Retirement	0												
621700	Instruction Improvement Insurance	0												
622100	Educational Media Salaries	0												
622200	Educational Media Benefits	0												
622300	Educational Media Purchased Services	0												
622400	Educational Media Supplies	0												
622500	Educational Media Capital Outlay	0												
622600	Educational Media Debt Retirement	0												
622700	Educational Media Insurance	0												
623100	Instruction-Related Technology Salaries	0												
623200	Instruction-Related Technology Benefits	0												
623300	Instruction-Related Technology Purchased Services	0												
623400	Instruction-Related Technology Supplies	0												
623500	Instruction-Related Technology Capital Outlay	0												
623600	Instruction-Related Technology Debt Retirement	0												
623700	Instruction-Related Technology Insurance	0												

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL -- Cash Flow Details

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
631100	Board of Education Program Salaries	0												
631200	Board of Education Program Benefits	0												
631300	Board of Education Program Purchased Services	0												
631400	Board of Education Program Supplies	0												
631500	Board of Education Program Capital Outlay	0												
631600	Board of Education Program Debt Retirement	0												
631700	Board of Education Program Insurance	0												
632100	District Administration Program Salaries	0												
632200	District Administration Program Benefits	0												
632300	District Administration Program Purchased Services	0												
632400	District Administration Program Supplies	0												
632500	District Administration Program Capital Outlay	0												
632600	District Administration Program Debt Retirement	0												
632700	District Administration Program Insurance	0												
641100	School Administration Program Salaries	60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
641200	School Administration Program Benefits	18,000	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427
641300	School Administration Program Purchased Services	20,000	1,591	408	2,867		1,217	628	2,000	2,000	2,000			6,000
641400	School Administration Program Supplies	4,500	151		333	95	59	196					3,600	
641500	School Administration Program Capital Outlay	0												
641600	School Administration Program Debt Retirement	0												
641700	School Administration Program Insurance	72,790	6,005		312	53,367	5,568	8,825	1,000	1,000	1,000	1,000	1,000	1,000
651100	Business Operation Program Salaries	40,000	2,917	2,917	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
651200	Business Operation Program Benefits	15,000	957	957	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041
651300	Business Operation Program Purchased Services	6,000	2,310		2,120		495						1,000	
651400	Business Operation Program Supplies	300	75			169		36	20					
651500	Business Operation Program Capital Outlay	0												
651600	Business Operation Program Debt Retirement	0												
651700	Business Operation Program Insurance	0												
655100	Central Service Program Salaries	0												
655200	Central Service Program Benefits	0												
655300	Central Service Program Purchased Services	0												
655400	Central Service Program Supplies	0												
655500	Central Service Program Capital Outlay	0												
655600	Central Service Program Debt Retirement	0												
655700	Central Service Program Insurance	0												
656100	Administrative Technology Service Salaries	0												
656200	Administrative Technology Service Benefits	0												
656300	Administrative Technology Service Purchased Services	0												
656400	Administrative Technology Service Supplies	0												
656500	Administrative Technology Service Capital Outlay	0												

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL -- Cash Flow Details

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	Administrative Technology Service Debt													
656600	Retirement	0												
656700	Administrative Technology Service Insurance	0												
661100	Buildings - Care Program Salaries	31,500	1,917	1,917	2,115	6,074		2,947	2,947	2,947	2,947	2,947	2,947	2,947
661200	Buildings - Care Program Benefits	9,500	756	756	885	942	1,044	1,023	1,023	1,023	1,023	1,023	1,023	1,023
661300	Buildings - Care Program Purchased Services	2,800	2	435	1,655	1,028	144	(402)	50	50	50	50	50	50
661400	Buildings - Care Program Supplies	9,500	425	1,252	3,539	256		255	750	750	750	750	750	750
661500	Buildings - Care Program Capital Outlay	0												
661600	Buildings - Care Program Debt Retirement	0												
661700	Buildings - Care Program Insurance	0												
663100	Maintenance - Non-Student Occupied Salaries	0												
663200	Maintenance - Non-Student Occupied Benefits	0												
663300	Maintenance - Non-Student Occupied Purchased Services	0												
663400	Maintenance - Non-Student Occupied Supplies	0												
663500	Maintenance - Non-Student Occupied Capital Outlay	0												
663600	Maintenance - Non-Student Occupied Debt Retirement	0												
663700	Maintenance - Non-Student Occupied Insurance	0												
664100	Maintenance - Student Occupied Salaries	0												
664200	Maintenance - Student Occupied Benefits	0												
664300	Maintenance - Student Occupied Purchased Services	279,000	22,710	22,976	22,152	23,074	22,986	43,473	0	22,500	22,500	22,500	22,500	22,500
664400	Maintenance - Student Occupied Supplies	62,000	23,544	30,652	10,149	452	742	2,620	0	0	0	0	0	0
664500	Maintenance - Student Occupied Capital Outlay	0												
664600	Maintenance - Student Occupied Debt Retirement	0												
664700	Maintenance - Student Occupied Insurance	0												
665100	Maintenance - Grounds Salaries	0												
665200	Maintenance - Grounds Benefits	0												
665300	Maintenance - Grounds Purchased Services	1,000	140		278	786	50	95	50	50	50	50	50	50
665400	Maintenance - Grounds Supplies	1,000				159	187	846	67	67	67	67	67	67
665500	Maintenance - Grounds Capital Outlay	0												
665600	Maintenance - Grounds Debt Retirement	0												
665700	Maintenance - Grounds Capital Insurance	0												
667100	Security Program Salaries	0												
667200	Security Program Benefits	0												
667300	Security Program Purchased Services	0												
667400	Security Program Supplies	0												
667500	Security Program Capital Outlay	0												
667600	Security Program Debt Retirement	0												
667700	Security Program Insurance	0												
681100	Pupil-to-School Transportation Salaries	0												

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL -- Cash Flow Details

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
681200	Pupil-to-School Transportation Benefits	0												
681300	Pupil-to-School Transportation Purchased Services	160,050					50,774	21,639	20,000	20,000	20,000	20,000	15,000	
681400	Pupil-to-School Transportation Supplies	0												
681500	Pupil-to-School Transportation Capital Outlay	0												
681600	Pupil-to-School Transportation Debt Retirement	0												
681700	Pupil-to-School Transportation Insurance	0												
682100	Pupil-Activity Transportation Salaries	0												
682200	Pupil-Activity Transportation Benefits	0												
682300	Pupil-Activity Transportation Purchased Services	0												
682400	Pupil-Activity Transportation Supplies	0												
682500	Pupil-Activity Transportation Capital Outlay	0												
682600	Pupil-Activity Transportation Debt Retirement	0												
682700	Pupil-Activity Transportation Insurance	0												
683100	General Transportation Salaries	0												
683200	General Transportation Benefits	0												
683300	General Transportation Purchased Services	0												
683400	General Transportation Supplies	0												
683500	General Transportation Capital Outlay	0												
683600	General Transportation Debt Retirement	0												
683700	General Transportation Insurance	0												
691100	Other Support Services Program Salaries	0												
691200	Other Support Services Program Benefits	0												
691300	Other Support Services Program Purchased Services	0												
691400	Other Support Services Program Supplies	0												
691500	Other Support Services Program Capital Outlay	0												
691600	Other Support Services Program Debt Retirement	0												
691700	Other Support Services Program Insurance	0												
Non-Instruction														
710100	Child Nutrition Salaries	4,000			188	508	391	460	450	450	450	450	450	
710200	Child Nutrition Benefits	400			14	39	30	35	35	35	35	35	35	
710300	Child Nutrition Purchased Services	6,001			2,544	206	340	125	150	150	150	150	150	
710400	Child Nutrition Supplies	25,559		617		1,810	3,361	3,649	3,000	3,000	3,000	3,000	3,000	
710500	Child Nutrition Capital Outlay	0												
710600	Child Nutrition Debt Retirement	0												
710700	Child Nutrition Insurance	0												
720100	Community Services Program Salaries	0												
720200	Community Services Program Benefits	0												
720300	Community Services Program Purchased Services	0												
720400	Community Services Program Supplies	0												
720500	Community Services Program Capital Outlay	0												

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL -- Cash Flow Details

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
720600	Community Services Program Debt Retirement	0												
720700	Community Services Program Insurance	0												
730100	Enterprise Operations Program Salaries	0												
730200	Enterprise Operations Program Benefits	0												
730300	Enterprise Operations Program Purchased Services	0												
730400	Enterprise Operations Program Supplies	0												
730500	Enterprise Operations Program Capital Outlay	0												
730600	Enterprise Operations Program Debt Retirement	0												
730700	Enterprise Operations Program Capital Insurance	0												
810300	Capital Assets - Student Occupied Purchased Services	0												
810400	Capital Assets - Student Occupied Supplies	0												
810500	Capital Assets - Student Occupied Capital Outlay	0												
811300	Capital Assets - Non-Student Occupied Purchased Services	0												
811400	Capital Assets - Non-Student Occupied Supplies	0												
811500	Capital Assets - Non-Student Occupied Capital Outlay	0												
911500	Principal Capital Outlay	0												
911600	Principal Debt Retirement	32,800	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910
912500	Interest Capital Outlay	0												
912600	Interest Debt Retirement	0												
913500	Refunded Debt Capital Outlay	0												
913600	Refunded Debt - Debt Retirement	0												
N/A	Other Loan Payments & Obligations (line of credit, etc.)													
N/A	OTHER Costs (any not included above)													
TOTAL EXPENDITURES		\$2,095,904	\$139,219	\$145,471	\$181,298	\$201,828	\$205,612	\$201,481	\$143,499	\$165,979	\$165,979	\$163,979	\$169,190	\$146,691

February 12, 2015

Foundation Program Projection 2015

	2013-14	2014-15	2015-16	2016-17
1. Units	15.85	21.38	22.58	24.36
Enrollment	226	311	337	370
ADA	212.41	300.1	320	350
2. Entitlement	\$318,400	\$478,937	\$505,818	\$545,692
3. Salary Apportionment	\$743,382.18	\$990,831	\$1,000, 831	\$1,150,831
4. Benefit Apportionment	\$131,907.02	\$183,117	\$ 190,200	\$211,200
5. Border Contracts				
6. Exceptional Contracts				
7. Transportation	\$ 76,898	\$129,000	\$129,000	\$129,000
8. Adjustments				
9. Total Support	\$1,270,587.20	\$1,781,885	\$1,825,849	\$2,036,723
19. Other State Support (Categories shown are for the 2014-15 school year. Categories may change, but overall totals are expected to be similar)				
Charter School Facilities		\$60,120		
Classroom Technology		\$ 9,570		
Content and Curriculum		\$4,620		
Leadership		\$16,575		
Lottery		\$12,600		
Professional Development		\$22,722		
Strategic Planning		\$2,000		
Sub Total	\$23,168	\$128,207	\$128,207	\$128,207
Total	1,819,090	1,910,092	\$1,954,056	\$2,164,930

Note: These figures do not include any federal funding. For the 2014-15 school year, ISTCS will receive approximately \$60,000 in total federal funding including Title 1, Title 2, and REAP.

Budget Assumptions for Projection

	2013-14 (Actual)	2014-15 (Current)	2015-16 (Projected)	2016-17 (Projected)
Enrollment	226	311	337	370
ADA	95%	95%	95%	95%
Support Units	15.85	21.38	22.58	24.36
Faculty FTE	16.7	21.4	21.5	23.5

Note:

During the 2014-15 school year, the 4th-5th grade program was revenue negative, costing approximately \$40,000 more than the extra students brought to the school. Elementary program costs and funding sources for the initial year are listed in the table below:

Need	Cost	Funding Source
2 teachers	\$63,500	Additional Students
1 Aide (Included in budget but not expended)	\$7,000	Additional Students
Benefits	\$15,500	Additional Students
2 Modular Units	\$38,000	\$20,000 in current modular budget \$18,000 in current building rental budget
Curriculum(\$10,000 budgeted, \$6,000 expended)	\$10,000	\$4,000 in current curriculum budget, \$2,000 REAP
Furniture	\$3,000	\$3,000 in current building rental budget

Because the school will not incur facilities, curriculum, or furniture costs to continue the program, ISTCS is projecting that the program will be revenue positive from the 2015-16 school year forward.

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT 2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

February 12, 2015

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	<p>The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.</p>	
Key Design Elements	<p>ISTCS will provide a curriculum with a strong emphasis on science and technology. Students will be expected to complete a minimum of 8 semesters of science and technology classes during their 3 years at the school. Classes include applied science and technology as well as traditional subjects such as life science and physical science. Curriculum includes integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Students get practical experience in applied technology such as backwards design and computer programming.</p> <p>ISTCS will promote project-based learning to encourage active engagement in learning that is integrated, meaningful, and applicable. Students at ISTCS complete a minimum of two project classes per year; project classes will be offered in a variety of curricular areas including science, technology, writing, social studies, and computer technology.</p> <p>ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourages collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom activities designed to encourage students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.</p>	
School Contact Information	<p>Address: 21 N 550 W Blackfoot, ID 83221</p>	<p>Phone: (208) 785-7827</p>
Surrounding District	<p>Blackfoot School District</p>	
Opening Year	<p>2009</p>	
Current Term	<p>June 17, 2014 -June 30, 2018</p>	
Grades Served	<p>6-8</p>	
Enrollment	<p>Approved: 320</p>	<p>Actual: 224</p>

February 12, 2015

	School	Surrounding District	State
Non-White	14.29%	39.09%	22.56%
Limited English Proficiency	.53%	18.69%	6.24%
Special Needs	11.11%	9.95%	9.46%
Free & Reduced Lunch	52.38%	33.07%	47.07%

School Leadership	Role
Mike Kitzmiller	Chair
Kelly Moulton	Vice Chair
Gary Larson	Secretary/Treasurer
Steve Elliot	Member
Bryan Barclay	Member
Tami Dortch	Principal and Acting Director
Steven Andrew	Assistant Principal

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

February 12, 2015

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Science and Technology Charter School Year Opened: 2009 Operating Term: 6/17/14 - 6/30/18 Date Executed: 6/17/2014

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	15.00	25	1%	15.00
	1b	25	3%	15.00	25	1%	15.00
Proficiency	2a	75	8%	60.84	75	4%	60.84
	2b	75	8%	47.34	75	4%	47.34
	2c	75	8%	39.74	75	4%	39.74
	3a	100	11%	68.75	100	6%	68.75
Growth	3b	100	11%	44.16	100	6%	44.16
	3c	100	11%	36.20	100	6%	36.20
	3d	75	8%	41.13	75	4%	41.13
	3e	75	8%	35.62	75	4%	35.62
	3f	75	8%	35.62	75	4%	35.62
	3g	100	11%	66.00	100	6%	66.00
	College & Career Readiness	4a				50	3%
4b1 / 4b2					50	3%	0.00
4c					50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				505.38			505.38
% of Possible Academic Points for This School				56.15%			48.13%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. ISTCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. ISTCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. ISTCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.							
Total Possible Mission-Specific Points		0	0%		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				#DIV/0!			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		900			1750		
TOTAL POINTS RECEIVED				505.38			505.38
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				56.15%			28.88%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	15.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	15.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	380.00
% OF POSSIBLE OPERATIONAL POINTS				95.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	30.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	290.00
% OF POSSIBLE FINANCIAL POINTS				72.50%

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	95.00%	85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	56.15%	80% - 89% of points possible		65% - 84% of points possible	72.50%
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible				Points Earned
Overall Star Rating	<p>Exceeds Standard: School received five stars on the Star Rating System.</p> <p>Meets Standard: School received three or four stars on the Star Rating System.</p> <p>Does Not Meet Standard: School received two stars on the Star Rating System.</p> <p>Falls Far Below Standard: School received one star on the Star Rating System.</p>	5	25				
		4	20				
		3	15				15
		2	0				
		1	0				15
Notes							
Measure 1b	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible				Points Earned
State Designations	<p>Exceeds Standard: School was identified as a "Reward" school.</p> <p>Meets Standard: School does not have a designation.</p> <p>Does Not Meet Standard: School was identified as a "Focus" school.</p> <p>Falls Far Below Standard: School was identified as a "Priority" school.</p>	Reward	25				
		None	15				15
		Focus	0				
		Priority	0				15
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency Reading	<p>Exceeds Standard: 90% or more of students met or exceeded proficiency.</p> <p>Meets Standard: Between 65-89% of students met or exceeded proficiency.</p> <p>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</p> <p>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>	91.80	57-75	19	90-100	11	61
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							61
Notes							
Measure 2b	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency Math	<p>Exceeds Standard: 90% or more of students met or exceeded proficiency.</p> <p>Meets Standard: Between 65-89% of students met or exceeded proficiency.</p> <p>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</p> <p>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>		57-75	19	90-100	11	0
		77.60	38-56	19	65-89	25	47
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							47
Notes							
Measure 2c	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency Language Arts	<p>Exceeds Standard: 90% or more of students met or exceeded proficiency.</p> <p>Meets Standard: Between 65-89% of students met or exceeded proficiency.</p> <p>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</p> <p>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>		57-75	19	90-100	11	0
		67.60	38-56	19	65-89	25	40
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							40
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Criterion-Referenced Growth in Reading	<p>Exceeds Standard: At least 85% of students are making adequate academic growth.</p> <p>Meets Standard: Between 70-84% of students are making adequate academic growth.</p> <p>Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.</p>		76-100	25	85-100	16	0
		80.25	51-75	25	70-84	15	69
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							69
Notes							

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 3b Criterion-Referenced Growth in Math	<p>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</p> <p>Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Points possible in this Range</th> <th>Percentile Targets</th> <th>Possible Percentile Points in this</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>85-100</td> <td>16</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>70-84</td> <td>15</td> <td>0</td> </tr> <tr style="background-color: yellow;"> <td>64.33</td> <td>26-50</td> <td>25</td> <td>50-69</td> <td>20</td> <td>44</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-49</td> <td>49</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;">44</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Possible Percentile Points in this	Points Earned		76-100	25	85-100	16	0		51-75	25	70-84	15	0	64.33	26-50	25	50-69	20	44		0-25	25	1-49	49	0						44
Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Possible Percentile Points in this	Points Earned																																	
	76-100	25	85-100	16	0																																	
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64.33	26-50	25	50-69	20	44																																	
	0-25	25	1-49	49	0																																	
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Notes																																						
Measure 3c Criterion-Referenced Growth in Language	<p>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</p> <p>Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>85-100</td> <td>16</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>70-84</td> <td>15</td> <td>0</td> </tr> <tr style="background-color: yellow;"> <td>57.96</td> <td>26-50</td> <td>25</td> <td>50-69</td> <td>20</td> <td>36</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-49</td> <td>49</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;">36</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	85-100	16	0		51-75	25	70-84	15	0	57.96	26-50	25	50-69	20	36		0-25	25	1-49	49	0						36
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57.96	26-50	25	50-69	20	36																																	
	0-25	25	1-49	49	0																																	
					36																																	
Notes																																						
Measure 3d Norm-Referenced Growth in Reading	<p>Are students making expected annual academic growth in reading compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr style="background-color: green;"> <td>47.00</td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>41</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;">41</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0	47.00	38-56	19	43-65	23	41		20-37	18	30-42	13	0		0-19	19	1-29	29	0						41
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Measure 3e Norm-Referenced Growth in Math	<p>Are students making expected annual academic growth in math compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr style="background-color: green;"> <td>54.00</td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>36</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;">36</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0	54.00	38-56	19	43-65	23	0		20-37	18	30-42	13	36		0-19	19	1-29	29	0						36
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Measure 3f Norm-Referenced Growth in Language	<p>Are students making expected annual academic growth in language compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in language arts falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr style="background-color: yellow;"> <td>41.00</td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>36</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;">36</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0	41.00	20-37	18	30-42	13	36		0-19	19	1-29	29	0						36
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	0-19	19	1-29	29	0																																	
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Notes																																						

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time? Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
		60.00	51-75	25	45-69	25	66
			26-50	25	31-44	14	0
			0-25	25	1-30	30	0
							66
Notes							
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework? Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	Result	Points Possible				Points Earned
		5	50				
		3-4	30				
		2	10				
		1	0				0
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness? Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	Result	Points Possible				Points Earned
		5	50				
		3-4	30				
		2	10				
		1	0				0
Notes							
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness? Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	Result	Points Possible				Points Earned
		5	50				
		3-4	30				
		2	10				
		1	0				0
Notes							
Measure 4c Graduation Rate	Are students graduating from high school? Exceeds Standard: At least 90% of students graduated from high school. Meets Standard: 81-89% of students graduated from high school. Does Not Meet Standard: 71%-80% of students graduated from high school. Falls Far Below Standard: Fewer than 70% of students graduated from high school.	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			39-50	12	90-100	11	0
			26-38	13	81-89	9	0
			14-25	12	71-80	10	0
			0-13	13	1-70	70	0
Notes							

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1 Is the school ***? Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:		Result	Points Possible	Points Earned
				0.00
Notes	<p>Idaho Science and Technology Charter School (ISTCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. ISTCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. ISTCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. ISTCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	Meets	25	25.00
			0	
				25.00
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
		15		
		0		
				25.00
Notes	INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
		15		
		0		
				25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
		0		
				25.00
		Notes		

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15.00
			0	15.00
Notes	The ISTCS board self-reported non-compliance in this area and voluntarily submitted a corrective action plan to ensure future compliance.			
		Result	Points Possible	Points Earned
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	25.00
			15	
			0	25.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	25.00
			15	
			0	25.00
Notes				

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 5b Health and Safety	Is the school complying with health and safety requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 5c Information Handling	Is the school handling information appropriately? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	
		See note	15	15.00
			0	
				15.00
Notes				
The board self-reported an instance in which non-compliance in this area may have occurred, and took immediate action to cure the defect.				

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations? Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	25	25.00
			0	
Notes	The board self-reported various instances of non-compliance and voluntarily provided a corrective action plan (and frequent updates in the working of that plan) to ensure future compliance.			25.00

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned
		Ratio is 1.16	50	50.00
			10	
			0	50.00
Notes				
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned
		32 days cash and one-year trend is negative	10	10.00
			50	
			0	10.00
Notes				
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned
		Variance is 102.73%	50	50.00
			30	
			0	50.00
Notes				
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible	Points Earned
		No default or delinquency noted in audit	50	50.00
			0	
				50.00
Notes				

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Result</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Earned</th> </tr> </thead> <tbody> <tr style="background-color: #00b050; color: white;"> <td>Total = 4.9% Agg = 1.6%</td> <td style="text-align: center;">50</td> <td style="text-align: center;">50.00</td> </tr> <tr> <td></td> <td style="text-align: center;">10</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Total = 4.9% Agg = 1.6%	50	50.00		10			0				50.00			
Result	Points Possible	Points Earned																		
Total = 4.9% Agg = 1.6%	50	50.00																		
	10																			
	0																			
		50.00																		
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Result</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Earned</th> </tr> </thead> <tbody> <tr style="background-color: #00b050; color: white;"> <td>Debt to asset ratio is 0.74</td> <td style="text-align: center;">50</td> <td style="text-align: center;">50.00</td> </tr> <tr> <td></td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Debt to asset ratio is 0.74	50	50.00		30			0				50.00			
Result	Points Possible	Points Earned																		
Debt to asset ratio is 0.74	50	50.00																		
	30																			
	0																			
		50.00																		
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Result</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">50</td> <td></td> </tr> <tr style="background-color: #ffff00;"> <td>Multi-year is \$19,593; most recent is -\$38,079, previous year was \$57,672</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30.00</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;">30.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0			50		Multi-year is \$19,593; most recent is -\$38,079, previous year was \$57,672	30	30.00		0				30.00
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Multi-year is \$19,593; most recent is -\$38,079, previous year was \$57,672	30	30.00																		
	0																			
		30.00																		
Notes																				

February 12, 2015

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL --- FINANCIAL FRAMEWORK

Measure 2d
Debt Service Coverage Ratio

Debt Service Coverage Ratio: $(\text{Net Income} + \text{Depreciation} + \text{Interest Expense}) / (\text{Annual Principal, Interest, and Lease Payments})$

Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1


Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1

Falls Far Below Standard: Not Applicable

Notes

Result	Points Possible	Points Earned
	50	
Ratio is .53	0	0.00
		0.00

February 12, 2015



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform

SUBJECT

Richard McKenna Charter High School Proposed Charter and Performance Certificate Amendments

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

Richard McKenna Charter High School (RMCHS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Mountain Home since 2002. RMCHS serves approximately 50 high school students at its on-site location and 172 in its online program. The online program is an alternative education program; the on-site program is non-alternative but serves a high percentage of at-risk students.

DISCUSSION

RMCHS is proposing charter amendments that would expand the school to include a brick-and-mortar, K-8 Montessori program. Accordingly, the school's name would change to Richard McKenna Charter School.

The elementary program would begin with kindergarten and first grade classrooms in 2015-16, then expand at a rate of up to one grade per year until reaching full enrollment in approximately 8 years. Ultimately, the school would serve one classroom in each grade K-8, increasing the overall enrollment cap for the on-site program from 75 to 291 students, an increase of 388%.

Currently, there are three, private, pre-K-K Montessori schools in Mountain Home, suggesting that local families are supportive of the educational model. Currently, there are no elementary charter options in the community. RMCHS conducted a general interest survey to gauge demand, and 83 families with a total of 129 students expressed interest in enrolling their children. The largest interest group consisted of families with young children of preschool or early elementary age.

The school aims to build three structures on a five acre parcel of land that RMCHS owns in central Mountain Home. The high school would remain in its current location, and construction at the elementary school site would take place in three phases. The initial phase would be financed with cash from the school's reserve of over \$900,000.

RMCHS has remained fiscally sound over its twelve years of existence. It has maintained healthy cash flows and high reserves, owns its high school facility, and carries no debt.

As part of the performance certificate development process, the PCSC approved a general standard that schools whose accountability designation falls below Good Standing will not be eligible for expansion.

RMCHS's current accountability designation is Remediation. However, because 67% of RMCHS's high school students are at-risk, the school's academic status should be evaluated in context. If the scores for post-secondary measures are excluded, RMCHS falls into the point category for a Good Standing designation.

Additionally, it should be acknowledged that, due to small sample sizes, none of RMCHS's student growth outcomes could be incorporated into the school's framework.

In accordance with statute, Mountain Home School District #193 was notified of RMCHS's proposal and invited to provide comment. The district did not submit formal written comments. However, a Mountain Home School District official expressed concern about the plan in a telephone conversation with PCSC staff. East Elementary School is located a few blocks from RMCHS's proposed elementary location. The expanded charter school may negatively impact enrollment at this and other distract schools. Mountain Home School District's elementary schools are currently not at full capacity.

Modifications to the performance certificate, which are aligned with the proposed changes to the charter, are included in these materials.

IMPACT

If the PCSC approves the proposed amendments, RMCHS will immediately begin operating under the amended charter and performance certificate. If the PCSC denies the amendments, RMCHS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends approval of RMCHS's proposed charter amendments.

COMMISSION ACTION

A motion to approve the proposed charter and performance certificate amendments as submitted by Richard McKenna Charter High School.

OR

February 12, 2015

A motion to deny the proposed charter and proposed performance amendments as submitted by Richard McKenna Charter High School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Richard McKenna Charter School

School Expansion Proposal

Cover Letter

Purpose

RMCS is proposing to expand its program to include a Montessori K-8 program to prepare students to succeed in our 9-12 project-based program. We plan to implement this program in phases. We will begin with 24 Kindergarten, and 24 first grade students in two classrooms.

We will add 24 kindergarten students each subsequent year until we have approximately 216 students K-8. This will take approximately 8 years.

There are two reasons for this measured expansion—one is programmatic, and the other is financial.

A Montessori education uses a unique method of instruction that begins with a strong foundation in Kindergarten and is reinforced in subsequent years. Without this foundation, new students may feel unprepared. A few new students with a traditional background can be successfully assimilated into a Montessori classroom each year.

By expanding slowly we can pay for facilities as we go and significantly reduce our exposure to debt.

Motivation

Our motivation to include a K-8 Montessori program is based on our desire to help students develop strong academic and independent study skills so they are prepared to succeed in our project-based high school program and beyond. Rather than continually remediate high school students, we prefer to prepare students at an earlier age to engage and blossom in a project-based learning environment.

Market

We conducted a market research survey in February, 2014. Eighty-three families indicated that they would like to enroll 129 students in a charter elementary school. The largest grade enrollment was 28 Kindergarten students, the smallest was five, 8th grade students. The remainder of the grades ranged between 12-16 students.

The survey was general in nature and did not refer to a Montessori program. It also indicated that the school would not open until 2017. It appears that these families were interested in any type of charter school and were seeking an alternative to a traditional program.

Capacity

Facilities

In order to expand our program to include K-8 students, we will begin phase one construction by building two, 2,500 sf annexes with two classrooms each on five acres owned by RMCS in Mountain Home, Idaho. We will begin with Kindergarten and First Grade and subsequently add 24 new Kindergarten students each year until all four classrooms are full with 96 students in grades K-3.

Phase Two construction of the Main Building will include six more classrooms, offices, and a multipurpose room with a stage. Certain areas of the Main building will be “shelled in” and finished as enrollment increases. Eventually, we will have enough classrooms and a workshop for 216 students grades K-8.

Funding

We have paid for architectural plans for the entire project and are securing a conditional use permit. We have enough funding to build two annexes, infrastructure for the entire project, and supplies and materials needed for two Montessori classrooms (approximately \$15,000 per classroom).

Initially, we will hire two highly qualified Idaho certified teachers trained in the Montessori method, along with two aides. We currently have enough budget to hire three more aides. The first grade teacher’s salary will be paid out of Salary Based Apportionment. The Kindergarten teacher will work full-time—half of the Kindergarten teacher’s salary will come from the Salary Based Apportionment and the other half from discretionary funds. Health benefits will be paid out of discretionary funds. Montessori training will be funded out the the general fund (approximately \$9,500/teacher).

Administration

The charter school and special ed directors as well as the high school registrar and business manager will administer the K-1 and 9-12 programs initially. As enrollment and revenue grows, a registrar, Principal, and Special Ed teacher will be hired to manage the K-8 program.

February 12, 2015

Richard Mckenna Charter High School

September 17, 2004

District Affected: Mountain Home School District #193

675 South Haskett Street

Mountain Home, Idaho

Authorized Representative:

Larry Slade

675 South Haskett Street

Mountain Home, Idaho 83647

(208) 580-2449 office

(208) 580-2450 fax

lslade@rmckenna.org

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Focus: Active Learning

“Active learning engages students in two aspects – doing things and thinking about the things they are doing” (Bonwell and Eison, 1991).

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. [Bonwell and Eison] cite literature which indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviors can be thought of as “the goals of the learning process”(Bloom, 1956). In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

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Tab 1: Vision, Mission Statement

Executive Summary

Beliefs

We desire to prepare students to handle the demands of a constantly changing and highly competitive world by helping them develop a love for learning and serving. That preparation begins in kindergarten and continues through high school.

- We believe that students are naturally curious and uniquely creative. Our task is to foster that curiosity and encourage students to employ their creativity to solve problems, meet challenges, and answer questions.
- We also believe strongly that students must be able to communicate their ideas clearly and effectively with public audiences in order to deeply understand and recall what they have learned. We focus on developing strong communication skills which include literacy, numeracy, and the arts (performing, visual, media, and practical.)
- Above all, we believe that building character is at least as important as developing academic skills. Students develop performance characteristics as they set goals, persistently achieve them, and focus on excellence. They develop relational characteristics when they respect others, work cooperatively, and serve others. Basically, we encourage the golden rule which requires us to treat others as we would be treated.
- Finally, we believe that as students develop curiosity, creativity, communication skills, and character, they will love learning and serving and will be well prepared for a constantly changing future.

Vision

Our vision for education is to create small, “Brick and Click” schools throughout Idaho, where at-risk and regular students enjoy the benefits of a small school setting with access to a large school curriculum through rigorous onsite and online courses taught by highly qualified teachers.

We believe as students become curious, creative problem solvers who can communicate what they have learned, and have developed character through effort and kindness, they develop a love for learning and are well prepared for the future.

Mission

Idaho Virtual High School provides Idaho home school and at-risk students with accredited, tuition free high school courses supported by certified teachers via the internet. IDVHS teachers help students prepare for productive citizenship¹ by developing a disciplined work ethic², as well as basic and advanced academic and professional-technical skills³ in an environment conducive to learning⁴.

February 12, 2015

Richard McKenna Charter School
Tab 1: Vision, Mission Statement, Legal Status

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

Legislative Intent

By providing an onsite K-8 Montessori program, and an onsite project-based high school program that is extended online for at-risk and regular ed students, we address the legislative intent by:

- Improving student learning;
- Increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- Including the use of different and innovative teaching methods;
- Utilizing virtual distance learning;
- Providing parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Enrollment

The initial enrollment for the K-8 program will be 48 students. We will enroll an additional 24 students each year for four years, until we have enrolled approximately 216 students.

Tab 2: Proposed Operations, Legal Status

Type of School

~~Idaho Virtual High Richard McKenna Charter School will be a new public charter school, not a conversion or replacement of an existing school. It will serve both at-risk and home school regular-ed students online throughout Idaho, and regular-ed students onsite in Mountain Home, Idaho.~~

Legal Status

~~The Idaho Virtual High Richard McKenna Charter School will be a public charter school. It will not be a religious school, a conversion of a private or parochial school, or a school operated for profit.~~

~~Target Student Population (See Appendix F, 2003/04 Student Demographics)~~

~~The Idaho Virtual High Richard McKenna Charter School intends to serve at-risk and home school regular-ed students throughout the state of Idaho who:~~

- ~~• Have completed the 8th grade and are younger than 21,~~
- ~~• Have not completed the eighth grade and are be between 15 and 21.~~
- ~~• Do not attend any public school,~~
- ~~• Attend public school part-time (less than four hours per day).~~

~~Idaho Virtual High School Inc., DBA Richard McKenna Charter School, is a 501(c)(3) non profit corporation organized and managed under the Idaho Nonprofit Corporation Act. Idaho Virtual High School Inc. is a Local Education Agency (LEA #453) and is authorized by the Idaho Public Charter School Commission.~~

Location

School Facility and Attendance Area

~~The Idaho Virtual High School main office will be initially located in Mountain Home, Idaho. Most students will take courses from sites other than the main office. However, as the program grows, Idaho Virtual High School may provide computer labs where students may come to work on online courses. IDVHS may also provide onsite instruction.~~

~~The attendance area for tuition free the courses includes the entire state of Idaho.~~

K-8 Campus

~~The proposed location of the K-8 program is at at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 program is Mountain Home and the Mountain Home Air Force Base. The K-8 program will begin with Kindergarten and first grade, and after that will add one grade level each year up through 8th grade.~~

~~Cole Architects have developed plans for a 17,000 sf main facility that will house up to 144 students in grades 1-6, and two, 2,500 sf annexes that will house Kindergarten, a workshop and~~

Richard McKenna Charter School
Tab 1: Vision, Mission Statement, Legal Status

grades 7-8. The complete facility will have 9,900 sf classrooms, offices, (6 in the main building, and three in the annexes), a multipurpose room for eating, activities, and plays, a 900 sf stage which can be partitioned off for an additional classroom, and a work shop.

The facility will be built in phases. Phase one will include two annex buildings with two classrooms each. As the annexes fill initially with grades K-3, the main building—phase two—will be constructed with six more classrooms, a gym, stage, and craft shop.

Each classroom will house approximately 24 students for a total of approximately 216 students.

Timeline/Cost

The plan for phase one construction (two 2,500 sf annexes plus main facility infrastructure) is to go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin in August, 2016.

The estimated finished cost for phase one is approximately \$700,000. The estimated finished cost of phase two is approximately \$2,125,000.

9-12 Campus

Richard McKenna Charter High School is located at 675 South Haskett Street in Mountain Home, Idaho. RMCHS provides a complete high school program for grades 9-12 that meets the Idaho minimum requirements for high school graduation.

9-12 Virtual Campus

Richard McKenna Charter School extends its high school campus by providing Online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, RMCHS's Online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

Administration

Initially, one administrator will be responsible for all three programs. When financially feasible, an additional administrator may be hired to supervise the K-8 program, with the other administrator supervising the 9-12 programs.

Liability Insurance

Insurance

Idaho Virtual High Richard McKenna Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. Idaho Virtual High Richard McKenna Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Richard McKenna Charter School
Tab 1: Vision, Mission Statement, Legal Status

Indemnification

To the fullest extent permitted by law, Idaho Virtual High School Inc—the name of the non-profit corporation—agrees to indemnify and hold harmless the state of Idaho, the chartering entity, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting there from; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The chartering entity shall have no liability for the acts, omissions, debts or other obligations of any charter school, except as may be provided in an agreement or contract between the chartering entity and Idaho Virtual High ~~Richard McKenna Charter School~~. ~~IDVHS RMCS~~ indemnifies the chartering entity for all liability, regardless of the underlying legal theory for such claims.

Potential Effects

~~Richard McKenna Elementary School plans on an initial enrollment of 48 students in grades K-1. We will increase that enrollment each year for four years until we reach 216 students, K-8. Because of our gradual and relatively small enrollment each year, we do not anticipate impacting the school district significantly.~~

~~There are three private Pre-K through K Montessori schools in Mountain Home. We might impact them somewhat since parents may prefer publicly funded Kindergarten. Even so, the lottery process does not guarantee that every pre-K Montessori student will gain a seat in the RMCS Kindergarten program.~~

~~Initially, the impact on the school district will be minimal since we will grow our school by 48 students in grades K-1 the first year, and by 24 kindergarten students each year thereafter. Ultimately, the impact will be significant. There are about 2,880 students in grades K-8 in the Mountain Home School District. Our capacity is 216 students which is about eight percent of the district's current student enrollment.~~

~~The biggest initial impact will be on the private Montessori schools. Parents pay tuition for their kindergarten children and may prefer to send their child to a publicly funded Montessori kindergarten.~~

~~We have not received any feedback from either private or public schools about our proposed charter expansion.~~

Tab 3: Educational Program and School Goals

21st Century Students--Developing Self-Reliance

Core Philosophy

The philosophy of Idaho Virtual High School is that “Less-is-More” and “School-is-Work”.

Less-is-More

The staff and founders of Idaho Virtual High School strongly believe that it is more important that high school students learn a few essential skills very well rather than many unrelated facts very poorly. We advocate teaching a subject in depth for understanding rather than superficially for exposure. We expect IDVHS graduates to:

- Write clearly
- Read thoughtfully
- Calculate accurately
- Observe carefully
- Research thoroughly
- Work cooperatively
- Create uniquely

School-is-Work

We emphasize the fact that school is work, not entertainment. Learning can be enjoyable, but it requires effort, sacrifice, and commitment, characteristics that are the foundation of success in both public and private life.

To be educated in the 21st century means being prepared to adapt to a constantly changing environment. Our goal is to teach our students how to learn. We cannot possibly equip them with all of the knowledge required to succeed in a constantly changing world; however, we can equip them with the skills necessary to adapt and learn. Instead of giving them a “fish”, we teach them “how to fish” so they can adapt to a changing future.

Active Learning is our method for teaching students “how to fish.” It incorporates curiosity, creative problem solving, and communication skills. It also focuses on character development by cultivating what we call performance character (planning, goal setting, time management, perseverance, craftsmanship, responsibility, cooperation) and relational character (respect kindness, cooperation, and integrity.)

The school’s philosophy is that learning is not just about gaining knowledge and acquiring facts, but being able to do something with those facts.

How Learning Best Occurs

CONTINUITY

Students work within a structured environment with clear goals, deadlines, and expectations. Everyone—parents, teachers and students—work toward a shared commitment, belief in a system, and discipline to insure success.

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Tab 3: Educational Program and School Goals

CLEAR EXPECTATIONS

Students work within a challenging environment in which there are caring teachers and classmates, clear rules, guidelines, goals and expectations.

COMMITMENT

Students and teachers work toward education with diligence, integrity, honor, self-discipline and self-sacrifice.

AFFILIATION

Students and teachers strive constantly to create and preserve an atmosphere of belonging and identity.

RECOGNITION

Students, teachers and parents always are alert to reward fellow teammates for their contributions and accomplishments.

ONE-ON-ONE-HELP

We also believe that learning best occurs when teachers are able to help students one-on-one, whether online through independent study, or in small, safe, classroom and school settings. In either case, the teacher's interest in the student, coupled with high expectations for achievement and rigorous coursework provide an ideal setting for learning.

The Four C's of Learning

Learning at RMCS focuses on four fundamental elements: Curiosity, Creativity, Communication, and Character.

CURIOSITY

Real learning begins with curiosity. At RMCS, our teachers go to great lengths to pique a student's curiosity by posing intriguing questions. These questions may be inspired by observing nature, studying history, listening to a story, or conducting a scientific experiment. The goal is to inspire awe and wonder in a student's mind which motivates them to research, explore, and discover.

Measures of Curiosity include:

- Walk-Throughs
- Observations of student initiative to learn about a particular concept or process

CREATIVITY

Once a student has gained some background knowledge through their personal study, they may be presented with a unique question, challenge, or problem which requires a creative solution. This process of creative problem solving and application develops deep understanding and strengthens recall.

Measures of creativity include:

- Exhibitions of Student Work

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- Performances
- Presentations

COMMUNICATION

Learning and understanding deepens when we share what we have learned with others. To share effectively, students must develop communication skills which include:

- writing (fiction and non-fiction)
- calculating (charts, graphs, statistics)
- performing arts (drama, dance, speech, music)
- visual arts (drawing, painting, design, architecture, sculpture)
- media arts (graphic design, multimedia presentations, web design and development, video production)
- practical arts (crafts, woodwork, robotics, computer programming, engineering)

Students who share what they have learned with public audiences (i.e. parents, friends, experts) are more motivated to develop and apply effective communication skills. They also understand more deeply and can recall more readily what they have learned when they share it with others.

Measures of Communication include:

- Performances
- Presentations
- Exhibitions
- Rubrics

CHARACTER

At RMCS we are concerned as much about developing a student's character as we are about developing his or her academic and creative skills.

Character at RMCS is divided into two main categories--relational and performance. Relational character focuses on being kind, cooperative, considerate, and respectful. Performance character focuses on time management, perseverance, and craftsmanship (quality, revision, and pride).

- Measures of Character include:
- Observations
- Self Assessments
- Walk-Throughs
- Behavior Grades

Educational Programs

The Idaho Virtual High School curriculum will be aligned with the Idaho State Achievement Standards and will consist of accredited courses that either meet or exceed the state's minimum

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~~high school graduation requirement. These courses will be delivered via the internet and other media as new technologies emerge.~~

Richard McKenna Charter High School will provide a K-12 educational program. The K-8 elementary program will be based on the Montessori method of teaching and learning, while the high school program will utilize project-based learning.

K-8 Montessori Program

The proposed location of the K-8 Montessori program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 Montessori program is Mountain Home and the Mountain Home Air Force Base. The K-8 Montessori program will grow one grade level per year beginning with Kindergarten and ending with the 8th grade. We will build facilities as needed.

Montessori Education

The Montessori method of teaching and learning is nearly opposite of what happens in a traditional public school. Instead of moving lock-step as a group, students are encouraged to discover and delve into subjects as deeply as they desire. They are required to accomplish certain tasks each week, but are allowed to choose when and how much time they spend on a particular task. What they accomplish each week is called “work” and helps to instill a sense of pride, ownership, and achievement and develops a strong work ethic.

The Montessori model relies heavily upon manipulatives that are engineered to teach and reinforce concepts. For example, students begin learning how to write letters by tracing the letter in a box of sand. This kinetic connection helps to wire the child’s brain. The students also trace letters using felt letters. Again, they see and feel the letter. They also arrange the felt letters on a blanket to form words and sentences. After experiencing letters kinetically, they are better prepared to write letters.

The same holds true for math. There are a number of math manipulatives that range from a number tower, to math beads wired together in grids of 10x10 beads. They begin to build a number sense by stacking one grid on top another.

Sciences are taught by observing and experiencing. Time is spent in and out of the classroom growing plants and raising animals. They learn physics by using levers, weights, and scales. They learn to observe and categorize their observations by organizing objects by sounds, textures, and weights.

Art, music, and movement are an integral part of a Montessori curriculum. Emphasis is placed on participation more than perfection. Students exhibit their work in classrooms and hallways and have opportunities to perform on stage.

The teacher is literally the “guide-at-the-side” and helps students individually and in small groups. She also challenges students to work on more demanding tasks when they have mastered a concept.

Students are not given letter grades, but are assessed by the teacher who shares her observations regularly with parents. The non-graded setting reduces competition and comparisons. Students are taught to be considerate and to put away manipulatives neatly in a specific place so that others may use them. They are also taught to treat each other with kindness, respect, and patience.

Since Montessori classrooms combine two or three grade levels, students are able to learn from their older classmates, and look forward to doing things the older students are doing. Older

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students help teach younger students which, in turn, reinforces what the older students have learned.

(See Appendix A for more information.)

9-12 Onsite Project-based High School Program

Richard McKenna Charter High School is located at 675 South Haskett Street in Mountain Home, Idaho. RMCHS provides a complete high school program for grades 9-12 that meets the Idaho minimum requirements for high school graduation. All of the courses are project-based.

9-12 Online Project-based High School Program

Richard McKenna Charter School extends its high school campus by providing Online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, RMCHS's Online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

(See Appendix B for High School Course Descriptions)

Goals

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

BUILDING CURIOSITY

Teachers at RMCS employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

Measures of Curiosity include:

- Walk Throughs
- Observations of student motivation and initiative to learn concepts or processes.

FOSTERING CREATIVITY

Teaching at RMCS fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

Measures of creativity include:

- Exhibitions of Student Work
- Performances

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- Presentations

DEVELOPING COMMUNICATION SKILLS

Learning activities integrate skills of reading, writing, listening, speaking, numeracy, and research, as well as critical thinking, problem solving, and collaboration. Explicit literacy instruction, using appropriately challenging text, takes place in learning activities at all grade levels.

At RMCS, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork.

Projects are used to teach literacy and math skills, critical thinking, collaboration, and problem-solving. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work.

Measures of Communication include:

- Walk-Throughs
- Observations
- Performances
- Presentations
- Exhibitions
- Rubrics

DEVELOPING CHARACTER

At RMCS, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Measures of Character include:

- Observations
- Self Assessments
- Walk-Throughs
- Behavior Grades

Thoroughness Standards

1. ~~Productive Citizenship (meets standards 8 and 2)~~
2. ~~All students are expected to be respectful—to authority, to friends and to themselves (8). Teachers model this action by treating students and parents respectfully. Disrespectful language is not tolerated. Any degrading or dehumanizing language is rejected by the teacher and sent back to the student with suggestions for improvement (2).~~
3. ~~Disciplined Work Ethic (meets standards 3, 6 and 8)~~
4. ~~Students are required to complete all assignments well, complete all assignments on time, work hard and be respectful (3, 6). Students are not allowed to hand in shoddy work or to skip assignments. Students are first shown how to produce acceptable work and then required to produce acceptable work. Respect includes developing self respect, self discipline, respect for authority, respect for others and integrity (8).~~
5. ~~3Basic and Advanced Skills Development (meets standards 4, 5, 6 and 7)~~
6. ~~Basic skills development includes reading with understanding, writing with clarity, calculating with accuracy, computing with efficiency, and researching with thoroughness using the latest technology (4, 6, and 7). Advanced skills development include problem solving, critical thinking and creative expression developed in career exploration and post-secondary preparatory courses (5).~~
7. ~~An Environment Conducive to Learning (meets standards 1, 2, 3, 4 and 6)~~
8. ~~Teachers have the authority to insist that students produce high quality work (2). Students are expected to meet deadlines and complete all assignments. Teachers may require a student to repeat an assignment as many times as is required to develop acceptable skills (3, 6). All communications (written, spoken, or recorded) must meet standards that allow public inspection (4). Students are able to study in the quiet and safety of their homes (1).~~

~~Standard (1)—A safe environment conducive to learning is provided.~~

~~Standard (2)—Educators are empowered to maintain classroom discipline.~~

~~Standard (3)—Basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.~~

~~Standard (4)—Skills necessary to communicate effectively are taught.~~

~~Standard (5)—A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided.~~

~~Standard (6)—Skills necessary for students to enter the work force are taught.~~

~~Standard (7)—Students are introduced to current technology.~~

~~Standard (8)—Acquiring the skills to enable students to be responsible citizens of their homes, schools and communities is emphasized.~~

1. A safe environment conducive to learning is provided:
 - One of our guiding principles is that students must feel safe, physically and emotionally, before deep learning can take place. We accomplish this by having a zero tolerance rule

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- for disrespect in any form with any person. Our teachers create an environment of trust where students feel safe enough to express a different opinion or consider a new idea.
- We also ensure safety from external threats by controlling who can come into the building with a controlled locking system, providing bullet proof glass, and practicing crisis procedures.
2. Educators are empowered to maintain classroom discipline;
 - Teachers are given the authority to discipline students within the guidelines of school policy. Teachers, staff, and the principal also serve on a disciplinary committee which means regularly to review student behavior and recommend disciplinary actions.
 3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
 - A portion of a student's evaluation is based on character development. Character development focuses on the four main rules of our school: Show Up, Show Up Early, Work Hard, Be Respectful.
 - Working hard means completing all of the assigned tasks to the best of your ability and beyond. It also incorporates accuracy, neatness, and quality.
 - Being respectful is the cardinal rule because it incorporates kindness, patience, and courtesy.
 - In addition to our four basic rules, we also have a list of Work Place Behaviors which students memorize and by which they are evaluated. (See Appendix D: Workplace Behaviors)
 4. The skills necessary to communicate effectively are taught;
 - One of RMCS's requirements is that students share what they have learned with others. This involves creating narratives, research, presentations, performances, and publications. Communication skills are incorporated throughout the project. Since students are working on authentic projects for real audiences, they are more motivated to develop the skills necessary to produce quality work.
 5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
 - The high school curriculum provides all of the courses necessary for a high school diploma including professional technical courses.
 6. The skills necessary for students to enter the work force are taught;
 - Workplace behaviors are incorporated school wide, and in every subject and course.
 7. The students are introduced to current technology.
 - Students are introduced to technology as instructional tools throughout the curriculum.
 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.
 - Following our four basic rules of showing up, showing up early, working hard, and being respectful, prepares students to be responsible citizens of their home, school and community.

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- Part of our mission is to teach our students how to work hard, respect, and serve one another. Our Volunteer Corp gives our students opportunities to serve in the community.

Graduation Requirements

Idaho Virtual Richard McKenna Charter High School will offer a diploma and require that students meet at least the minimum graduation requirements established by the Idaho State Board of Education. Additional graduation requirements may be established by the Board of Directors. (See Appendix C: Onsite Student Handbook for RMCHS Graduation Requirements.)

Idaho Virtual High School will accept credits only from accredited secondary and postsecondary institutions.

How Special Education and Other Special Needs Will Be Met

IDVHS Students

~~Idaho Virtual High School will be responsible for providing for the special needs of its students. IDVHS will provide qualified staff to administer and provide special education services to its qualified students. IDVHS defines a student as any child who is admitted as an IDVHS diploma seeking student and who is enrolled exclusively in one or more IDVHS courses.~~

Nondiscriminatory Enrollment Procedures

~~Idaho Virtual High School will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services.~~

Americans with Disabilities Act

~~The Idaho Virtual High School facility shall be in compliance with the American Disability Act.~~

Other Special Needs Student Services

~~Idaho Virtual High School will provide appropriate services for IDVHS students who are identified as limited-English proficient, gifted and/or talented, or who require other accommodations.~~

Special Education Services

Richard McKenna Charter School will comply with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA"). Richard McKenna Charter School is solely responsible for compliance with Section 504 and the ADA. Richard McKenna Charter School works diligently to ensure full compliance with the IDEA.

As an LEA, Richard McKenna Charter School is responsible for assuring compliance with these programs. Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. Richard McKenna Charter School has a

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nondiscrimination policy with regard to admissions which may be found in the student handbook and on the school's website..

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP's will be developed by a certified special education teacher in accordance with all applicable laws and regulations.

Richard McKenna Charter School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. Expenses to educate students with disabilities that exceed federal reimbursements will be drawn from the general fund.

Richard McKenna Charter School will, consistent with applicable law, work to ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE).
- Are appropriately evaluated.
- Receive an appropriate education in the least restrictive environment (LRE).
- Are involved in the development of and decisions regarding the IEP, along with their parents.
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's provision of FAPE.

Richard McKenna Charter School will form a multidisciplinary team (consisting of a parent or guardian, the classroom teacher, the special education teacher, the school principal, and psychologists, therapists, or counselors as required) to consider a student's eligibility for special education. If the team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist not currently employed by the school, such evaluations will be contracted with a private provider or made possible through a cooperative arrangement with another school or district.

A special education teacher either employed full-time by the school or providing services on a contracted or part-time basis (depending on the number of students with IEPs) will be responsible to monitor Individual Education Plans (IEP) in multiple classrooms and supervise the implementation of IEPs as written. Highly qualified, certified teachers will provide services in an inclusion model to the extent possible depending on the degree of intervention necessary to meet the students' needs. Paraprofessionals will be used to support instruction as needed and allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to ensure they are utilizing effective classroom interventions, adaptations, and modifications. Generally the Montessori approach, being individualized in nature, will serve every child's needs completely in the regular education classroom.

- RMCS plans to contract/hire related service providers to meet the IEP service requirements i.e.; SLP, OT, PT, School Psych. Etc.
- Richard McKenna Charter School (RMCS) will adopt the Special Education Manual from the State Department of Education for its special education policy.
- The physical facilities will adhere to building codes and requirements of ADA.

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- RMCS will provide as needed Supplementary Aids and Services, Accommodations and Adaptations, Assistive Technology, Extended School Year, Transportation for those students who's IEP requires it, (even if others are not transported), and other considerations e.g. positive behavioral supports, etc.
- Supplemental and replacement curriculum will be scientifically research based.
- When a manifestation determination occurs, RMCS will use Positive Behavioral Interventions and Supports (PBIS).
- RMCS intends to contract for services not provided by the school.
- Special education files are kept under lock and key in secured file cabinets. Only the Special Ed Director and the administrator have access to the special ed files.
- Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.
- Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.
- Discipline of special ed students will be conducted in accordance with the guidelines found in Chapter 12 of the Idaho Special Education Manual, 2007.

Limited English Proficiency

SURVEY

When students are admitted into the school, they will complete a Home Language Survey to determine what primary language is spoken in the home.

ASSESSMENT

Once it is determined that the primary language spoken in the home is other than English, students will be tested within 30 days of registration or 14 consecutive days after enrollment during the school year using the Idaho English language Learner Placement Test for potential placement into an LEP program.

PLACEMENT

After being notified of their option to waive services, parents may choose to receive LEP services. Services will be incorporated into our differentiated learning model by providing qualified staff who can assist with the child's learning.

Dual Enrollment

IDVHS will follow Idaho code 33-203 regarding dual enrollment.

RMCS will follow the state rules governing dual enrollment.

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Full-time students

Full-time students attend RMCS exclusively. They may not attend any other school or take additional courses beyond a full-time schedule unless they are accepted into an accelerated program such as Idaho's 8-in-6 program. Full-time students may not participate in other districts' non-academic programs without RMCS's written permission.

Part-time students

Students may attend RMCS part-time and enroll in another school part-time, including post-secondary institutions. RMCS will count attendance only for the time in a RMCS course or class. RMCS will provide any grade-level academic proficiency information necessary for participation in other school's programs.

Tab 4: Measurable Standards, Accreditation, and Accountability

Measurable Student Educational Standards

Mission Specific Goals—General Ed Students

GOAL #1 RMCHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #2 RMCHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

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Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #3 RMCHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #4 RMCHS GRADUATES KNOW HOW TO STUDY.

85% of RMCHS 12th graders will score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 7 out of 10 scales measured on the LASSI-HS.

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Tab 4: Measurable Standards, Accreditation, and Accountability

Exceeds Standard: 86%-100% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Meets Standard: 66%-85% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Does not Meet Standard: 45%-65% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Falls Far Below Standard: Less than 46% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Mission Specific Goals—Alternative Ed Students

GOAL #1 RMCHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #2 RMCHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

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Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #3 RMCHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #4 RMCHS GRADUATES KNOW HOW TO STUDY.

75% of RMCHS 12th graders will score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

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Tab 4: Measurable Standards, Accreditation, and Accountability

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 5 out of 10 scales measured on the LASSI-HS.

Exceeds Standard: 76%-100% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Meets Standard: 66%-75% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Does not Meet Standard: 45%-65% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Falls Far Below Standard: Less than 46% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Assessment Tools

RMCS will use standardized tests to assess student achievement such as the following:

GENERAL ASSESSMENT OF INSTRUCTIONAL NEEDS (GAIN)

The General Assessment of Instructional Needs (GAIN) is a standardized test published by Wonderlic. It tests reading, language, and math skills and generates grade equivalent scores. GAIN offers both pre and post testing.

LEARNING AND STUDY STRATEGIES INVENTORY-HIGH SCHOOL VERSION (LASSI-HS)

The Learning and Study Strategies Inventory – High School Version (LASSI-HS) is an assessment tool designed to measure students' use of learning and study strategies and methods at the secondary school level. The original version of the LASSI, which was published in 1987, is designed for students who are currently enrolled in college. The high school version was developed in response to the need to assess skills that are critical for academic success at the high school level, but that are also instrumental for making a successful transition into a college setting.

The LASSI-HS is a 76-item self-report instrument. There are two forms of the LASSI-HS: a self-scored form that can be scored by a teacher, counselor, or individual student; and a computer-scored form that is scored through a service provided by H&H Publishing Company. Separate norms are provided for 9th, 10th, 11th, and 12th grade students. In addition, by using the 12th grade norms, this instrument is appropriate for first-year college students who are not yet familiar with the tasks and learning demands of the college environment.

The LASSI-HS can be administered on an individual or a group basis.

The LASSI-HS is a diagnostic and prescriptive measure that assesses student thought processes and behaviors that impact studying and learning. The specific focus is on both covert and overt thoughts and behaviors that relate to successful learning in high school and that can be altered through educational interventions. In addition, these thought processes and behaviors also contribute significantly to success in college and can be learned or enhanced through programs and interventions in secondary educational settings.

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Tab 4: Measurable Standards, Accreditation, and Accountability

LASSI is used by 2,274 institutions including the University of Idaho, Idaho State University, Boise State University, the College of Idaho, and Brigham Young University.

Mission Specific Goals for Grades K-8

Mission specific goals for grades K-8 will be developed as the school grows from a K-1 to a K-8 program in conjunction with the High School Performance Certificate renewal process.

When grade levels are available for statewide testing, the K-8 program will utilize the IRI, NAEP, and ISAT tests as well as other standardized tests such as the General Assessment of Instructional Needs (GAIN).

The Montessori program will ensure that students are prepared for the statewide testing format.

STATE MANDATED TESTS

Students will participate in all State mandated tests. Students will be tested and proctored at approved testing sites throughout the state

Common Core Standardized Testing

Some individuals express concern that a Montessori education does not prepare public school students for standardized testing. Just the opposite is true as noted below:

“A primary goal of Montessori classrooms is to provide students with a combination of guidance and a prepared environment in which to develop the necessary skills in reading, writing, speaking, and listening that facilitate effective communication and expression. Montessori students have always been encouraged to be independent and critical thinkers; to analyze, question, and contribute their own thoughts on a topic. Montessori students from a very young age are encouraged to ‘actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views.’”

The Common Core gets very specific in providing goals for building the necessary skill sets for reading, writing, and speaking effectively from kindergarten through high school. And yet, as with Mathematics, time and time again, the standards are met or exceeded by the Montessori Scope & Sequence. (<http://montessoricompass.com/blog/common-core-standards-an-opportunity-for-montessori-to-shine>)

Accreditation

Richard McKenna Charter High School shall be accredited by the Northwest Association of Accredited Schools ~~NWAC/AdvancEd~~.

School Improvement

Richard McKenna Charter School is committed to being a school where student success is the top priority.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System by receiving a one, two or three Star Rating, Richard McKenna Charter School will develop a plan that will focus on improving school and

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Tab 4: Measurable Standards, Accreditation, and Accountability

staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of Richard McKenna Charter School will provide consultation to the Principal regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will subject all School-level Improvement, Continuous, Rapid, and Turnaround Plans to a documented, meaningful, and thorough review process prior to providing approval.

Tab 5: Governance Structure, Parental Involvement, Audits

Governance Structure

Structure

The Idaho Virtual High School Inc. (DBA Richard McKenna Charter School) is a non-profit 501(c)(3) organization organized and managed under the *Idaho Nonprofit Corporation Act* and a *Local Education Agency (LEA)*. The Board of Directors will be the public agents who control and govern the Charter School. The Idaho Virtual High Richard McKenna Charter School shall be responsible for identifying and complying with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

Board of Directors

INITIAL FORMATION

The Board of Directors of Idaho Virtual High Richard McKenna Charter School will consist of no less than five (5) and no more than seven (7) members. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.

SELECTION AND REPLACEMENT

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (refer to Articles of Incorporation and Bylaws attached as Appendix B of this petition).

POWERS AND LIMITATIONS

Idaho Virtual High School Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Idaho Virtual High School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required to control the Charter School. Idaho Virtual High Richard McKenna Charter School commits to compliance with all federal and state laws and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

BOARD RESPONSIBILITIES

The Board of Directors will have the responsibility to approve the selection of the school Principal, who shall not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum.

Richard McKenna Charter School
Tab 5: Governance, Parental Involvement, Audits

~~The Board will, when necessary, adjudicate disagreements between parents and the administration. Idaho Virtual High School commits to keeping complete and accurate Board of Directors' meeting minutes and to making them available to the public.~~

MEETINGS

The Board of Directors shall meet at least ~~quarterly~~ three times annually at a time, place and manner designated by the Board. (See Appendix B, Bylaws and Articles of Incorporation)

SCHOOL ADMINISTRATION

The Principal will be empowered to provide educational direction, administration, and on-site day to day operation as well as certain decisions concerning but not limited to:

- vision and mission of school
- instructional materials and supplies
- resource allocation
- state charter school requirements
- special services
- contracted services
- public and media relations
- business and community partnerships
- curriculum, instruction, and assessment
- professional development
- employment and personnel issues
- enrollment and attendance
- formative/summative staff evaluations
- facility conditions
- climate for innovation and growth
- staff and school morale
- district/board liaison
- budget and financial records
- reports to chartering entity

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Principal. The state funding formula will be used for funding to hire staff through the regular budgetary process.

The board of trustees is the governing body of the charter school. The director is accountable to the board and is responsible for the operation of the school.

Ethical Standards

Idaho Virtual High School, Inc. DBA Richard McKenna Charter School, is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Richard McKenna Charter School's board shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school.

The Board of Directors meetings will follow Idaho School Board Association's Code of Ethics for School Board Members (See Appendix E) which includes but is not limited to the open meetings law and public records law. The clerk of Board of Directors will keep accurate minutes of the meetings and make the minutes available to the public according to the Bylaws of the charter school corporation.

Parental Involvement

COMMUNICATION

Including parents is an integral part of RMCS's program. RMCS views parents as partners in their child's education. Parents will receive regular progress reports as well as other communication from their teacher regarding their student.

PARENT NIGHT

Parent Nights will be scheduled regularly throughout the school year where parents see displays of their child's work or watch performances, learn about what will be taught in upcoming units and how they can support their child, and participate in some of the learning activities their children will experience.

VOLUNTEERS

Volunteers who can assist teachers and the administration as well as share their unique talents with the school are welcome and appreciated.

Audits

Idaho Virtual High Richard McKenna Charter School will conduct an independent financial and programmatic audit annually. The Idaho Virtual High Richard McKenna Charter School will follow the requirements set forth by Idaho statutes 33-5210(3), 33-357, and 33-701 (5-10) regarding audit reporting and will submit electronic and/or physical copies to the appropriate agencies. A physical copy of the audit is available to the public at the main office, and electronic copies on the school's website.

RMCS invests its funds in the Local Government Investment Pool. Investment portfolios may evolve over time.

RMCS will review its budget during the February board meeting.

Financial Reporting

RMCS's Board of Directors will ensure that all financial reports required by the SDE will be submitted annually and copies sent to the appropriate agencies.

School Calendar

The Principal will determine the school calendar, schedule, and hours of operation. The Principal, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing the required number of hours of instruction for grades K-12.

This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors. State required hours of attendance will be met.

Tab 6: Employee Requirements

Employee Practices

~~Idaho Virtual High School's faculty will meet or exceed qualifications required by state law. The principal will be a certified administrator and the faculty will be certified teachers. The Principal will make recommendations to the Board of Directors for approval of instructional staff.~~

Employment Practices

- ~~Idaho Virtual High~~ Richard McKenna Charter School's staff will meet or exceed qualifications required by state law. All teachers will be certified. The Principal will make recommendations to the Board of Directors for approval of instructional staff.

- ~~Idaho Virtual High~~ Richard McKenna Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, ~~The Idaho Virtual High~~ Richard McKenna Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

- Employees who have previously been screened for criminal background and/or finger printed by educational entities in the state of Idaho, or whom their district grand fathered in, will not be required to be rechecked. New employees not covered as described above will undergo background checks and finger printing.

- Job announcements and all other hiring practices will be free of discriminatory language.

Employee Qualifications

Richard McKenna Charter School's full time and part time staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it. This will include Special Education teachers. They will meet the qualifications outlined on the State Department of Education's website Highly Qualified Guidelines and Other Frequently Asked Questions (http://www.sde.idaho.gov/site/teacher_certification/HQT/).

Professional Codes and Standards

Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Richard McKenna Charter School as outlined within this petition. Staff must also comply with the professional codes and

Richard McKenna Charter School
Tab 6: Employee Requirements

standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code.

RMCS reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as-needed basis.

The principal will make recommendations to the board of directors for approval of the instructional staff. The principal and the board must agree on the hiring decisions for them to be final.

Transfer Rights

~~All employees will participate in the following programs and benefits: group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law.~~

Richard McKenna Charter School is its own Local Education Agency (LEA). No employee transfer rights apply between Richard McKenna Charter School and any other school district.

Employee Benefits and Provisions

~~All employees will participate in the following programs and benefits: group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law.~~

Richard McKenna Charter School will provide all employees the following programs and benefits: group health insurance, Public Employee Retirement System Insurance (PERSI), federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance as required by law. Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by Idaho Code.

Collective Bargaining

~~Idaho Virtual High Richard McKenna Charter School's certified staff employees will be a separate unit for purposes of collective bargaining.~~

Written Contracts

All certificated staff will be required to sign a written contract with Richard McKenna Charter School. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.

A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Background Check

All employees, subcontractors, board members, and volunteers who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks. RMCS will pay for background checks for all employees, volunteers and board members.

Professional Opportunities

The faculty at Idaho Virtual High Richard McKenna Charter School will work in an environment where they have opportunities to work with each other to align subject areas. The Principal will determine in-service training days in order to provide teachers with training.

Teacher Evaluation

Teachers will be evaluated according to the procedures outlined in Idaho Code.

Teacher Certificates

A copy of the certificates for all certified teachers/staff members will be available for inspection at Idaho Virtual High Richard McKenna Charter School's main office.

Health and Safety

Safety

Idaho Virtual High School will comply with the following health and safety procedures:

- ~~Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.~~
- ~~Develop and use an Internet use policy.~~

Americans with Disabilities Act

The ~~Idaho Virtual High~~ Richard McKenna Charter School facility(s) will be inspected annually to ensure compliance with applicable state and federal guidelines as provided in ~~Section 39-4130,~~ Idaho Code and the Americans with Disabilities Act.

Inspection Reports

Idaho Virtual High Richard McKenna Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. ~~IDVHS~~ RMCS also will provide regular inspections of the facilities for health, safety, and fire compliance.

Richard McKenna Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with the Idaho State

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Richard McKenna Charter School
Tab 6: Employee Requirements

Board of Education Thoroughness Standard A, “A safe environment conducive to learning is provided.”

Richard McKenna Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proof of immunization before being enrolled at Richard McKenna Charter School or have an exemption signed by a parent or legal guardian.
3. Require that all visitors sign in at the office and receive and wear a visitor’s pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
5. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Richard McKenna Charter School’s insurance carriers and at a minimum address the above and the following items:
 - All staff will receive training in emergency response, including appropriate “first responder” training. All staff will be trained in emergency response protocols and will be provided an emergency response binder.
 - RMCS will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
 - RMCS will create procedures for securing and administering prescription drugs.
 - The school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - The school will function as a gun-, drug-, alcohol-, and tobacco-free workplace.
 - The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
 - Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
 - Maps illustrating fire exit routes will be posted near the exit in every room;
 - All visitors and volunteers will be required to check in at the office and to wear an identification badge;
 - Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
 - All state rules and regulations for student safety will be followed;
 - Health records highlighting chronic issues will be held on each student and made available in emergencies;
 - Emergency contact numbers will be maintained on all students;

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Tab 6: Employee Requirements

- All staff will be trained in suicide prevention;
- All staff will be trained in universal medical and health precautions;
- RMCS will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district;
- All employees will be screened by law enforcement agencies.

Richard McKenna Charter School has a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act. (See Appendix C: Onsite Student Handbook.)

Disciplinary Procedures

Discipline

IDVHS RMCS students are required to comply with the rules established by Idaho Virtual High Richard McKenna Charter School. Depending on the severity of the violation and mitigating circumstances, students who violate any of the rules will follow a process of first, being warned verbally about the nature of the offense and the consequences of further violations, second, being placed on probation, and third, being dropped suspended from either a course or the school. Students, who are dropped from the school, suspended, together with their parents, must visit have a formal interview with the principal to be considered for re-admittance. before resuming classes.

Expulsions

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice

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Tab 6: Employee Requirements

shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Once the expulsion period is complete, students may apply for readmission into the school.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The principal or a designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

Tab 7: Admissions, Discipline, Student Policies

Enrollment Capacity

<i>GRADE LEVEL</i>	ANNUAL ONSITE ENROLLMENT				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
K	24	24	24	24	24
1	24	24	24	24	24
2		24	24	24	24
3			24	24	24
4				24	24
5					24
6					
7					
8					
9	12	12	12	12	12
10	12	12	12	12	12
11	12	12	12	12	12
12	12	12	12	12	12
Total Onsite Enrollment	96	120	144	168	192
Total 9-12 Online Enrollment	240	240	240	240	240
Overall Enrollment	336	360	384	408	432

Admissions

Admission Procedures

The initial admission procedure for Idaho Virtual High Richard McKenna Charter School courses will consist of selecting students randomly from a pool of applicants. If initial course capacity is insufficient, then preference will be given in the following order:

1. To children of founders (no more than 10% of the capacity of the school)
2. To siblings of pupils already selected at random.
3. To other students to be selected randomly from balance of applicants.

If a course section is overenrolled, additional teachers will be hired to teach the additional students.

Enrollment limits will be at the discretion of the Idaho Virtual High School Board of Directors. Student/teacher ratios will also be determined by the Board of Directors.

Students will be given the opportunity to apply for admission online free of charge regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs who:

- Have completed the eighth grade and are younger than 21 (see Idaho Code 33-201)
- Have not completed the eighth grade but are between 15 and 21.
- Are not attending any public school.
- Are attending public school part time (less than four hours per day).

Enrollment

Richard McKenna Charter School is a public charter school open to any student regardless of race, color, national or ethnic origin, religion, gender, social or economic status and/or special needs.

Each year RMCS has a limited number of openings for new students. We hold an annual lottery where names are randomly drawn, then placed in order on a waiting list. RMCS's annual lottery is held on the third Thursday of February at 1:00 pm and is for students entering kindergarten through 8th grade. Applications for the lottery will be accepted from January 1st of each year until 24 hours prior to the lottery. Offers of enrollment for the next school year will be made following the lottery.

Lottery Process for Initial Admission for a New Charter School

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna

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Tab 7: Admissions, Discipline, Student Policies

Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority – The first priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Second Priority – The second priority group is siblings of pupils already selected by the lottery

Third Priority – The third priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fourth Priority – The fourth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

Lottery Process for Subsequent Years

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority—Students returning to the public charter school in the second or any subsequent year of its operation:

Second Priority – The second priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Third Priority – The third priority group is siblings of pupils already enrolled in the charter school;

Richard McKenna Charter School
Tab 7: Admissions, Discipline, Student Policies

Fourth Priority – The fourth priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fifth Priority – The fifth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

Attendance Alternative

Students located within the attendance area of ~~Idaho Virtual High~~ Richard McKenna Charter School will have the option to enroll in existing public schools presently doing the area. No student will be required to attend ~~Idaho Virtual High~~ Richard McKenna Charter School.

Enrollment Opportunities

To make citizens aware of enrollment opportunities, RMCS will use mix of media which may include, the local newspaper, direct mail, radio, the internet, and other media outlets as outlined in Idaho code 33-5205(3).

Discipline

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Richard McKenna Charter School
Tab 7: Admissions, Discipline, Student Policies

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Once the expulsion period is complete, students may apply for readmission into the school.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Student Handbooks

Student policies are found in the student handbooks, one handbook for each of the programs-- K-8, 9-12 on-site and 9-12 Online.

The handbooks are available in print at the main office or Online on our school's website.

(See Student Handbooks in Appendix C.)

Tab 8: Business Plan, Transportation, School Lunch

Funding Sources

Basic funding for the school would be provided as stipulated in Idaho Code ~~33-5208~~. No tuition will be charged for Idaho residents, except for overage classes.

Transportation

RMCS will provide student transportation services for all of its elementary students beginning with the first year of school by contracting with the local school bus company. The estimated cost of transportation during the first year is approximately \$270/day.

School Lunch

RMCS does not plan to provide a lunch program.

Richard McKenna Charter School
 Tab 8: Business Plan, Transportation, School Lunch

Three Year Budget

Richard McKenna Charter School									
Annual Budget Template									
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	336			360			384		
Revenues:									
State Apportionment		\$4,400	\$1,478,400		\$4,400	\$1,584,000		\$4,400	\$1,689,600
State Transportation		85%	57,120		85%	122,400		85%	195,840
Nutrition Program	\$ 0		0	\$ 0		0	\$ 0		0
Federal Grants									
Contributions/Donations									
Total Revenues			\$1,535,520			\$1,706,400			\$1,885,440
Expenses:									
Salaries:									
					3.0%			3.0%	
Teachers	\$37,500	12	\$450,000	\$38,630	13	\$502,190	\$39,790	14	\$557,060
Special Ed	\$42,000	1	42,000	\$43,260	1	43,260	\$44,560	1	44,560
Instructional Aids	\$30,000	2	60,000	\$30,900	2	61,800	\$31,830	3	95,490
Classified/Office Staff	\$25,000	5	125,000	\$25,750	5	128,750	\$26,520	5	132,600
Administration	\$45,000	1	45,000	\$46,350	1	46,350	\$47,740	1	47,740
Nutritional Program	\$42,000	0	0	\$43,260	0	0	\$44,560	0	0
Librarian	\$45,000	0	0	\$46,350	0	0	\$47,740	0	0
Maintenance/Other	\$28,000	1	28,000	\$28,840	1	28,840	\$29,710	1	29,710
Total Salaries			\$750,000			\$811,190			\$907,160
Benefits:									
Retirement/PERSI	15.0%		\$112,500	15.0%		\$121,680	15.0%		\$136,070
Health/Life Insurance	6.0%		45,000	8.0%		64,900	8.0%		72,570
Payroll Taxes	8.0%		60,000	8.0%		64,900	8.0%		72,570
Workers Compensation	6.0%		45,000	6.0%		48,670	6.0%		54,430
Total Benefits			\$262,500			\$300,150			\$335,640
Operating Expenses:									
Textbooks	\$25.00		\$8,400	\$26.50		\$9,540	\$28.00		\$10,750
Supplies			\$14,000			\$14,000			\$14,000
Equipment			\$5,000			\$5,000			\$5,000
Contract Services			\$37,000			\$37,000			\$37,000
Legal			\$1,500			\$1,500			\$1,500
Accounting			\$5,500			\$5,500			\$5,500
Advertising/Marketing			\$4,300			\$4,300			\$4,300
Gas/Electric			\$7,200			\$7,200			\$7,200

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Richard McKenna Charter School
 Tab 8: Business Plan, Transportation, School Lunch

	Telephone		\$2,500		\$2,500		\$2,500
	Liability & Property Insurance		\$8,000		\$8,000		\$8,000
	Testing & Assessment		\$1,500		\$1,500		\$1,500
	Staff Development		\$5,000		\$5,000		\$5,000
	Consulting		\$15,000		\$15,000		\$15,000
	Travel		\$6,000		\$6,000		\$6,000
	Postage		\$1,000		\$1,000		\$1,000
	Rents and Leases		\$0		\$0		\$0
	Debt Retirement		\$0		\$0		\$0
	Grounds & Maintenance		\$8,400		\$8,400		\$8,400
	Miscellaneous		\$1,000		\$1,000		\$1,000
	Total Operating Expenses		\$131,300		\$132,440		\$133,650
	Program Expenses:						
	Transportation	\$ 200	\$67,200	\$ 400	\$144,000	\$ 600	\$230,400
	Nutrition Program	\$ 0	0	\$ 0	0	\$ 0	0
	Total Benefits		\$67,200		\$144,000		\$230,400
	Total Expenses		\$1,211,000		\$1,387,740		\$1,606,840
	Net Operating Income/(Loss)		\$324,520		\$318,620		\$278,590
	Beginning Fund Balance		150,000		474,520		793,140
	Ending Fund Balance		474,520		793,140		1,071,730

Tab 9: Virtual Schools and Online Programs

Online learning makes a Richard McKenna Charter High School education available well beyond the Mountain Home campus. Specially designed to mirror the campus learning experience, RMCHS's Online courses are designed and taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

Richard McKenna Charter School has been operating an Online program for regular and alternative ed students since 2002. We created our own Learning Management System named Acquire Learning Management System and our Online courses. All of our teachers are highly qualified, and Idaho certified.

Our teachers are available during posted office hours via phone, email, or video conferencing. Teachers are required to grade all assignments within 48 hours. Out attendance is based upon course work completed which is tracked by our LMS. Each course requires 90 hours of completed work which includes student to student interaction via blogs and discussion boards. Credit is granted when a student completes all of the daily assignments with a grade of D or better and completes the final project with a D or better.

Each Online course has been mapped to the State Common Core standards.

Students receive technical support from teachers, a help desk, office staff, and contracted technical services.

All of our Online students use their own computers and internet access. RMCS provides equipment such as webcams and microphone headsets as needed.

Online teachers attend an annual inservice Onsite for professional development/training. They also have access to Online tutorials which provide self-paced learning opportunities that qualify for district inservice credit hours.

Special Ed services are provided by our Special Ed director who provides one-on-one help and direct instruction using video conferencing and screen sharing. The Special Ed director also meets face-to-face with parents and students. Testing is contracted out to locally qualified psychologists.

Tab 10: Business Arrangements, Community Involvement, School Closure

Business Arrangements

Contracted Services

Richard McKenna Charter school will contract services as needed such as technical support, auditing, architectural services, networking, testing, proctoring, and financial accounting.

Lease/Purchase Documentation

Idaho Virtual High Richard McKenna Charter School will provide complete documentation for any lease or purchase of facilities.

School Closure

In case of termination, RMCS will follow the procedures found in Idaho code 33-5212.

The President of the Board of Directors will be responsible for the dissolution of Richard McKenna Charter School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets dispersing of funds to the creditors. The board will also follow the Public Charter School Commission's school closure protocol.

When the board determines that the school will be terminated, the board will appoint a designee or designees to execute the termination. The designee may or may not be a Board member or the Administrator. The designee will work under the direction of the Chairperson and will coordinate the dissolution of the school. The designee will arrange for a final independent fiscal audit, and for the sale of assets and will use the proceeds to pay creditors.

Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code 33-5212. All remaining assets will be turned over to the Public Charter School Commission.

Student/Employee Records

Within the month after the determination to dissolve the school, the designee will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. The designee will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The designee will send the records to the school that parents have requested.

The designee will send personnel records to all former employees of the school within one month after the final school year.

Appendix A: Montessori K-8 Program

Montessori concept: focus on self-directed activity

The Montessori philosophy originates in the teachings of Maria Montessori, who focused on the development of the human individual through all stages of childhood. Montessori focused on the role of childhood in the formation of adults; she is a formidable progenitor of so much of today's thought concerning early childhood education. For Montessori, education is considered integral to the development of the child.

The Montessori method

As an educational method, Montessori teaching focuses on the child's experience, characterized by a focus on self-directed activity, where the teacher's role is more observational than what might be considered traditional or typical. The teacher is sometimes called a guide in the Montessori philosophy. In Montessori education, the environment is adapted to the child and his or her development. Seat work is downplayed in favor of physical activity and interaction.

Montessori Kindergarten Overview

At the core of the Montessori approach to education is the curriculum for the 6 year-old child. This program is attended by the largest number of children and is the starting place and mainstay of Montessori education worldwide.

Developmentally, the young child is curious about everything and needs to explore and discover. Our kindergarten learning environment is designed to encourage each child to move, touch and manipulate. Each child has the freedom to work independently, based on their own initiatives with respectful guidance from their teacher.

Montessori learning environments are inviting, attractive spaces with an intriguing array of learning materials, books, plants, animals, art and music materials and nature activities. The environment contains specially designed, hands-on materials that invite children to engage in learning activities of their own individual choice. Children in a Montessori classroom learn by making discoveries, a process that helps to cultivate concentration, motivation, self-discipline, and a love of learning.

Learning Environment

Our classrooms are prepared with the child, and only the child, in mind. The physical space and routines are designed to maximize independent learning and exploration. Objects are placed so children can reach what they need, without having to wait for adult help.

Dr Montessori noticed that children learn less from listening to an adult talk, and more from direct experience with objects in their environment. Children have a deep urge to need to manipulate and explore. Montessori developed learning materials to stimulate the child into discovery. Each Montessori material is simple and carefully designed to appeal to the child at this stage of development. The prepared environment focuses on the child and in this space, only things that will assist the child's development and encourage spontaneous activity will be present.

Montessori Curriculum

The daily practice of Montessori philosophy is made possible by a clearly defined Montessori curriculum. The Montessori curriculum includes practical life, sensorial activities, language, mathematics, botany, geography, art, music, drama, and environmental studies.

A Brief Overview of Elementary Montessori

Montessori Elementary is a program that grows out of respect for the mind of a rapidly developing child. No longer content to have physical independence (achieved in the kindergarten class), the child now strives for intellectual independence. This is a time of insatiable curiosity and excitement for learning.

The World as a Classroom

Children in the 6-12 age group are starting to realize that the world is an enormous, interesting place. They are primed to study continents, cultures, scientific concepts, and great literature. The world becomes their classroom.

The carefully developed elementary curriculum guides the child through identifying, classifying, and researching all of the fascinating concepts in each chosen field of study. The areas of practical life, language, math, geometry, botany, zoology, geography, and history are all represented in the classroom, with materials that lead the child to abstraction of the fundamental concepts in each area.

Montessori Elementary Classroom

PRACTICAL LIFE AND LANGUAGE

Practical life, which was a separate area in the 3-6 classroom, is now integrated with the day-to-day care of the classroom and its inhabitants. Tasks may include preparation of snack and daily meals and watering of plants and care of animals. Elementary children dust the shelves, organize and straighten the materials, sweep and vacuum, and keep the classroom neat and clean.

The language area includes a comprehensive spelling curriculum, word study (including antonyms, synonyms, homonyms, and compounds, as well as the parts of speech), creative writing, and research skills. Reading of every kind is highly encouraged, as children are introduced to poetry, folk tales, non-fiction, and classic literature. Children are also given many opportunities to read out loud - giving a presentation they have written, or dramatizing the work of another author.

MATH AND GEOMETRY

The math area begins with the Golden Bead material to teach beginning math concepts (place value, quantity/symbol association, and concrete addition, subtraction, multiplication, and division). The materials bring a "hands-on" quality to the classroom, with children learning through trial and error, self-discovery, and teaching from other children. The materials quickly move the child to an abstraction of math concepts, including problem solving, fractions, borrowing and carrying, graphing, measurement, long division, and algebraic equations.

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Montessori Elementary Program

Geometry is a fascinating area of Montessori. Actual wooden shapes are used to master the terminology of all of the plane figures and solids. Matching cards are used to introduce types and positions of lines, types and positions of angles, and special characteristics of shapes. Experimentation with other materials leads children to their own discoveries of spatial relationships, including congruence, symmetry, and equivalency.

CULTURAL STUDIES

Botany and zoology encompass a wide field of biological study. Matching cards are used to learn the characteristics of many plants and animals, and charts aid in the classification of the plant and animal kingdoms. After this first knowledge is gained, children begin to research on their own, using their knowledge of specific plant and animal species.

Geography and history include the study of civilizations and countries. Wooden puzzle maps of each continent are studied, with children learning the names, flags, animals, cultures, and geographic features of each country. History begins with the study of time, including clocks, calendars, and timelines. As various fundamental needs of people (like shelter, transportation, food, and clothing) are explored, the children research and chart changes in these needs over time and across cultures.

KEEPING TRACK OF WORK

Children in an elementary classroom begin to keep a record of their work. This can take the form of a journal, a work plan, or chart. In some classrooms, the children draw up contracts where they agree to do certain work during a week or month. The child still has the freedom to choose their own work, as well as choosing to work with another child or in a group. Keeping track of their work helps them make good work choices, and lets the teacher see which presentations have been done and which are still needed.

Finding their place in the world

Maria Montessori summed up the 6-9 classroom thusly: "The elementary child has reached a new level of development. Before he was interested in things: working with his hands, learning their names. Now he is interested mainly in the how and why...the problem of cause and effect." It is now the job of the elementary teacher to provide the child with the materials and information to discover the interconnectedness of the universe.

An elementary Montessori classroom is a warm community: a multi-age, stimulating environment with highly trained teachers and materials that invite exploration and research. Children learn to face challenges with confidence, and begin to find their own place in the world around them. (<http://www.montessoriforeveryone.com/> Articles&Interviews, "A Brief Overview of Elementary Montessori")

Research

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Appendix B: High School Courses

English

ENG 103 Elements of English I

Where: Online

Prerequisite: Permission from school administration and current IEP.

Looking for a way to improve your reading and writing skills? Here it is! With an emphasis on reading, this course is designed to help students build a foundation and develop strategies for reading and writing. Using phonetics, identifying context clues, and understanding some of the rules of grammar, students can get a better handle on their reading and writing. With interesting readings and engaging activities, students will walk away from this course feeling capable and empowered to move on to the next level of English mastery.

ENG 105 Elements of English II

Where: Online

Prerequisite: Elements of English I

Literary themes, revising and editing, and text organizers—oh my! With all the rules, vocabulary, and skills needed, English is rather intimidating for anyone. This course is designed to empower students with the skills and strategies necessary to succeed in English. Students build upon the foundations of reading and sentence writing by learning how to construct paragraphs. Interesting readings and engaging multimedia bring this course to life, preparing students for their next exciting level of English mastery.

ENG 110 English 9 A

Where: Online

Prerequisite: None

English 9 A will lead students through an exploration of three fiction genres: the short story, the novel, and the play. Each unit of study will focus on key elements of fiction. Students will also write a critical essay relating to one of the short stories they read. Focus will be given to all aspects of the writing process including prewriting, outlining, and revision.

ENG 111 English 9 B

Where: Online

Prerequisite: None

ENG 115 Literature 9 A--Film as Literature

Where: Onsite

Prerequisite: None

Reading in the Dark: The Motion Picture as Literature

In this course, we shall study motion pictures as a genre of literature. We shall explore a brief history of the art form, and study the different devices that film makers employ to tell a story, develop a plot, and pursue universal and specific themes.

Primary Text:

Documentaries, Short Films, Feature Films (This course is a pre-requisite for those students wishing to enroll in the course entitled "Video Production".)

This course will satisfy the requirements for Language Arts or Humanities

ENG 116 Literature 9 B--Non-Fiction

Where: Onsite

Prerequisite: None

In this course we will delve into the world of nonfiction to determine how it is written, if it is effective in achieving its purpose, and if argumentative, whether it successfully refutes a counter argument. We shall also research further into the topic at hand, discuss--debate in Socratic Seminar, and write a rebuttal and/or an addendum based on our research and discussion.

Primary Text:

Texts will vary in this course from short essays, original sources, documentary films and speeches, to longer, self-contained works of nonfiction by various authors.

This course will satisfy the graduation requirement for either a credit in Language Arts OR an Elective credit.

Richard McKenna Charter School
High School Courses

ENG 210 English 10 A

Where: Online

Prerequisite: English 9

English 10 A will focus on the art of rhetoric and reading, writing, speaking and listening. Students will learn about the history of Greek drama as they study Sophocles' famed play *Antigone*. Students will learn about the art of persuasive speaking, as well as how to write an I-Search paper using MLA format. Grammar and vocabulary lessons will be part of each week's requirements.

ENG 211 English 10 B

Where: Online

Prerequisite: English 9

English 10 B will focus on two very important texts: Shakespeare's outstanding tragedy *Hamlet*, and William Golding's acclaimed novel *Lord of the Flies*. Both units will focus on the role of individual conscience and the potential for corruption. Student's will write critically and creatively and continue to study grammar and vocabulary.

ENG 215 Literature 10 A--Poetry

Where: Onsite

Prerequisite: None

Poetry: The Best Words in their Best Order

Course-work will include, but not be limited to, the study of the "parts and pieces" of poetry, that when combined, produce both sound and sense. The emphasis of this course will be on how one can learn to read, question, appreciate, and connect with poetry on both a scholarly and a personal level.

Primary Text:

Various poems and photocopied handouts

This course will satisfy the requirements for either a Language Arts credit, or an Elective credit.

ENG 216 Literature 10 B--The Short Story

Where: Onsite

Prerequisite: None

The Short Story: Big Things in Small Packages

In this course, we shall discover how to question, glean meaning from, and deepen our appreciation of story writing through close study of an eclectic assortment of short stories.

Course-work will include, but not be limited to, the study of the short story as a literary genre, the

effective keeping of a notebook, and the art of meaningful participation in a Socratic Seminar setting.

Primary Text:

Various Short Stories

This course is a good "entry point" for students that have not had extensive experience in close-reading and critical thinking, but is also challenging enough to satisfy even the most experienced reader. It will satisfy the requirements for either a Language Arts credit, or an Elective credit.

ENG 310 English 11 A

Where: Online

Prerequisite: English 10

This course has been organized with the attempt to provide an accurate study of the American experience what it has been, what it is, and what it may become.

English 11 A American Literature will:

- Provide a framework for the study of the history, culture, and literature of the United States.
- Promote individual inquiry in meeting the course objectives.
- Nurture critical and creative thinking skills.
- Approach the American experience through time periods.
- Focus on analyzing events, movements, groups, individuals, and literature that have shaped and continue to shape American culture and history.

Students in English 11 A American Literature will:

- Identify the major periods and associated persons in the development of United States culture and history.
- Demonstrate use of state standards by effective reading, writing, viewing, speaking, and listening skills in relation to American culture.
- Explore through inquiry and research various American history, culture, and literature topics.

ENG 311 English 11 B

Where: Online

Prerequisite: English 10

This course has been organized with the attempt to provide an accurate study of the American

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experience what it has been, what it is, and what it may become.

English 11 B American Literature will:

- Provide a framework for the study of the history, culture, and literature of the United States.
- Promote individual inquiry in meeting the course objectives.
- Nurture critical and creative thinking skills.
- Approach the American experience through time periods.
- Focus on analyzing events, movements, groups, individuals, and literature that have shaped and continue to shape American culture and history.

Students in English 11 B American Literature will:

- Identify the major periods and associated persons in the development of United States culture and history.
- Demonstrate use of state standards by effective reading, writing, viewing, speaking, and listening skills in relation to American culture.
- Explore through inquiry and research various American history, culture, and literature topics.

ENG 315 Literature 11 A--The Novel

Where: Onsite

Prerequisite: None

In this course we will study a novel in great depth. We will look, not only for literary value, but for the novel's social, historical, and psychological importance. Students will be afforded ample opportunity to learn the skills involved in using one's mind well and communicating one's thoughts clearly and effectively.

Primary Text:

The selection of a novel to study in this course will vary, depending upon the age and skill level of the student group. Possible novels will range from the classics in our culture to contemporary pieces that deal with themes that are universal to the nature of man.

This course will satisfy the graduation requirement for either a credit in Language Arts OR an Elective credit. In some instances, depending upon the novel selected, this course might meet the requirements for a credit in Humanities as well.

ENG 316 Literature 11 B--Shakespeare

Where: Onsite

Prerequisite: None

In this course we will explore a major Shakespearean play, line by line, and at times word by word. In addition to studying the play itself in depth, we shall also read and discuss ancillary texts to discover meaning both in the Elizabethan age and in our own time.

Primary Text:

The play in parallel text, ancillary sources, video productions.

This course will satisfy the requirements for a credit in Language Arts, OR an Elective credit, OR an Humanities credit.

ENG 410 English 12 A

Where: Online

Prerequisite: English 11

English 12 focuses on Lifetime Literacy, World Literature, and the beginnings of the English language.

Among the things studied in English 12 A:

Classic Literature

- Chaucer's *The Canterbury Tales*
- *Beowulf*
- Dante's *Inferno*

English Romantic Poetry

- Shakespeare's *Macbeth*
- Dostoyevsky's *Crime and Punishment*

Lifetime Literacy

- Resumes
- Email Messages
- Memorandums
- Reading and Understanding News articles

Writing

- Miscellaneous writing projects about literature selections

Contemporary Literature

- Modern Poetry
- *12 Angry Men*

ENG 411 English 12 B

Where: Online

Prerequisite: English 11

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Lifetime Literacy

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- Memorandums
- Reading and Understanding News articles

Writing

- Miscellaneous writing projects about literature selections

Contemporary Literature

- Modern Poetry
- *12 Angry Men*

ENG 412 Creative Writing

Where: Online

Prerequisite: Two RMCHS Online English courses with at least a B grade in each course. *Elements of English I and II* require a B grade and a teacher recommendation. In Creative Writing students will write in a variety of creative formats including poetry, personal narrative, descriptive essay and short story. Throughout the course students will explore creative genres through reading and group discussions. Emphasis will be placed on participation in the group Online workshop where students will discover ways to add to and revise their creative pieces. The course will also include publication on the class blog.

ENG 414 Speech

Where: Online and Onsite

Prerequisite: English 10

Study the basic forms of communication and gain understanding of the ways speaking, viewing and listening can improve your personal communication techniques.

ENG 415 Literature 12 A--Primary Research

Where: Onsite

Prerequisite: None

We, in the Onsite program of Richard McKenna Charter High School, have an unique opportunity to conduct original research. Our building houses an archive containing the literary and personal effects of Harper Prize, Nebula Award, and Screenwriter's Guild Award winning Mountain Home author, Richard McKenna. Consequently, our students can add to their skills in research and writing, while enlarging and illuminating the content of our collection. Students in this course will learn the skills involved in professional primary research in literature, history, geography, and biography.

An alternate course in this section involves primary research using Mountain Home and the surrounding communities as a laboratory to compile multi-media presentations in history, sociology, process analysis, etc. for publication.

Primary Text:

The McKenna Archive and/or Mountain Home and the surrounding communities

This course will satisfy the requirements for a credit in Language Arts, OR Humanities, OR an Elective.

ENG 416 Literature 12 B--Special Topics in Literature

Where: Onsite

Prerequisite: None

This course will allow us to connect with literature that is often overlooked in a more traditional curriculum, but is important to our overall understanding of who we are and where we stand in the family of man. We might, for example, research, discuss, and write about food in different regions of America before the advent of the interstate highway system, the place of salt in human culture over time, or explore local cultures and/or ethnic groups through diaries, journals, news articles, and interviews. The directions in which this course might take us are as varied as the points on our social compass.

Primary Text:

Resources for this course will vary depending upon need and availability.

This course will satisfy the requirements for a credit in Language Arts, OR an Elective, OR (depending upon the topic at hand) an Humanities.

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Health Education

HPE 112 Personal Fitness

Where: *Online*

Prerequisite: *None*

This class helps you to self evaluate your levels of fitness in 5 basic fitness components: physical, social, mental & emotional, and spiritual fitness. This personal fitness class will help lead you to the road of a better and healthier lifestyle, while giving you useful information that will enable you to make decisions as to how you will accomplish and keep that healthier lifestyle. Topics to be covered include: nutrition, stress management, exercising, and how to enhance your physical awareness.

HPE 120 Health & Personal Wellness

Where: *Online*

Prerequisite: *None*

Health is a nine week course in which students will study the wellness concept and social issues confronting young men and women. This course is designed to help students develop the knowledge, skills, and attitudes that will benefit them throughout their lives. The content contained in this course is designed to cover the five main areas of health. These include physical health, mental health, emotional health, social health, and spiritual health.

The course is divided into three blocks of instructional content: Mental and Emotional Wellness, Physical Wellness, and Risk Awareness and Prevention. Each block contains content, which centers around the five Idaho Achievement Standards for Health Education.

Humanities: Visual Arts

ART 110 Art history

Where: *Online and Onsite*

Prerequisite: *None*

This course is an overview of the world's greatest paintings, sculptures, and architecture. We will be studying different art periods and styles, along with famous works of art* and artists, especially painters. We will also learn how to look at art by examining the elements of art and the principles of design and composition. In studying about the history of art, we will also examine the history "in" art, as many works

of art are a great source of historical information. Students will also view three motion pictures about artists and a few documentaries. Those taking this course will be doing a final project that will allow them to choose, in their opinion, the world's greatest artists and works of art.

** Students may be exposed to a few works of art that show the nude human form, but these are classic works of art that are normally found in art books and public galleries and are not generally considered offensive.*

ART 112 Architecture

Where: *Onsite*

Prerequisite: *None*

MUS 110 Music Appreciation

Where: *Online*

Prerequisite: *None*

This course is an overview of different kinds of music. We will study music periods and styles along with famous musical works and composers. Although emphasis will be given to what is termed "classical" music, the course also examines music from different cultures as well as American popular music. This course is designed to help students develop an understanding of the basic elements of music, an appreciation for great musical works and composers, and the behaviors of an active and informed listener.

MUS 210 Music History

Where: *Onsite*

Prerequisite: *None*

In this course we consider various musical genres and their history. A number of historical films are used as well as written information. Students gain an appreciation for music by listening to a variety of styles and by examining the poetry and history in the lyrics. We usually try to put on a short musical performance for the school as a climax.

Humanities: World Languages

SPN 110 Spanish I A

Where: *Online*

Prerequisite: *None*

This is a beginning Spanish course. By the end of the semester students will be able to answer and ask simple questions pertaining to greetings, leave

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taking, family, counting and telling time, colors, how to express likes and dislikes, are also important concepts to be accomplished.

Students will also experience some cultural aspects of many of the Spanish speaking world.

SPN 111 Spanish I B

Where: Online

Prerequisite: Spanish I A with at least a C grade

This is a continuation of Spanish 1A. You must have passed with a "C" grade or better to enroll in this course.

Some of the material you will learn:

- South American culture and customs
- Stem changing verbs - also known as "shoe" verbs
- The present progressive of verbs
- Reflexive verbs
- Begin using the past tense of verbs

SPN 210 Spanish II A

Where: Online

Prerequisite: Spanish I B with a C grade or better

SPN 211 Spanish II B

Where: Spanish II B with a C grade or better

Prerequisite: None

Mathematics

MAT 104 Math Review A

Where: Online and Onsite

Prerequisite: ISAT Basic Proficiency or below

In Math Review A we will cover the following areas:

- Place Values
- Comparing and Ordering Numbers
- Addition
- Subtraction
- Rounding and Estimating
- Multiplication
- Relationship of Multiplication and Division
- Division
- Computation
- Fractions
- Fractions and Decimals
- Decimals

MAT 105 Math Review B

Where: Online and Onsite

Prerequisite: ISAT Basic Proficiency or below

In this course, we will cover the following topics:

- Fractions, Decimals, and Percent
- Percent
- Measurement - Time
- Measurement - Metric System
- Measurement - Mass
- Measurement - Length
- Measurement - Volume
- Measurement - Temperature
- Consumer Math
- Perimeter and Circumference
- Area
- Surface Area
- Volume
- Geometric Properties
- Expressions
- Statistics
- Negative and Positive Numbers

MAT 106 Pre-Algebra A

Where: Online and Onsite

Prerequisite: Math Review B with a C grade or better

In the first semester of Pre Algebra, students will form a firm foundation of numerical concepts that will flow through the rest of their math courses.

Students will use reading, comprehension, and computation skills to master the following concepts:

- Number Sense and Symbols
- Solving Equations with one and two steps
- Arithmetic Properties
- Adding, Subtracting, Multiplying, and Dividing Integers
- Fractions and Mixed Numbers
- Decimals and Estimating
- Ratios, Proportions, and Percents
- Solving Story Problems

MAT 107 Pre-Algebra B

Where: Online and Onsite

Prerequisite: Pre-Algebra A with a C grade or better

This course prepares students for Algebra. It introduces math sentences and rules that will be applied throughout the rest of the math sequence.

Pre-Algebra B includes:

- Adding and Subtracting Rational Numbers
- Multiplying and Dividing Rational Numbers
- Working with Square Roots
- Introduction to Graphing

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- Using Functions
- Polynomials
- Informal Geometry (Perimeter, Area, and Volume)
- Measurement (Weight, Capacity, and Time)

MAT 110 Algebra 1 A

Where: *Online and Onsite*

Prerequisite: *Pre-Algebra B with a C grade or better*

This course includes video lessons and interactive practice.

This course covers the following topics:

- Commutative and Associative Properties
- Order of Operations and Absolute Value
- Solving for an Unknown with One Variable
- Distributive Property
- Number Line and Cartesian Coordinates
- Graphing a Line
- Slope-Intercept Formula
- Graphing a Line from Slope-Intercept Formula
- Graphing Parallel Lines and the Standard Equation of a Line
- Graphing Perpendicular Lines
- Finding the Slope-Intercept Formula with Different Givens
- Graphing Inequalities
- Solving Simultaneous Equations by Graphing
- Solving simultaneous Equations by Substitution
- Solving Simultaneous Equations by Elimination
- Coin Problems
- Consecutive Integers

MAT 111 Algebra 1 B

Where: *Online and Onsite*

Prerequisite: *Algebra 1 A with a C grade or better*

This course includes video lessons and interactive practice.

This course is a continuation of Algebra 1A

Assignments in the last two lessons require graphing. You will need access to a fax machine or have the ability to scan papers into your computer and attach them to the assignment.

This course covers the following topics:

- Multiplication and Division with Exponents
- Negative Exponents and Raising Exponents to a Power
- Addition and Multiplication of Polynomials
- Factoring Polynomials
- Factoring Trinomials with Coefficients
- Factoring Trinomials with Negative Numbers
- Square Roots and Dividing Polynomials

- Difference of Two Squares and Oriental Squares
- Repeated Factoring of Polynomials
- Solving Equations with Factoring
- Unit Multipliers
- Square Unit Multipliers
- Metric Conversions
- Fractional Exponents
- Significant Digits and Scientific Notation
- Bases Other Than Ten
- Graphing a Circle and an Ellipse
- Graphing a Parabola and a Hyperbola

MAT 210 Geometry A

Where: *Online and Onsite*

Prerequisite: *Algebra 1 B with a C grade or better*

Geometry is divided into two courses - each lasting nine weeks. Geometry A will emphasize reasoning in geometry, measuring, coordinate graphing, angles, parallels and triangles. Geometry B will emphasize quadrilaterals, circles, area and volume. Each geometry assignment will contain problems/activities which follow the Idaho Achievement Standards for Geometry.

Students will use a variety of problems solving skills to complete this course.

MAT 211 Geometry B

Where: *Online and Onsite*

Prerequisite: *Geometry A with a C grade or better*

Geometry is divided into two courses - each lasting nine weeks. Geometry A will emphasize reasoning in geometry, measuring, coordinate graphing, angles, parallels and triangles. Geometry B will emphasize quadrilaterals, circles, area and volume. Each geometry assignment will contain problems/activities which follow the Idaho Achievement Standards for Geometry.

Students will use a variety of problems solving skills to complete this course.

Occupational/Technical Education

OCP 410 Workplace Readiness

Where: *Onsite*

Prerequisite: *Senior Status*

Students will gather information to create a personal data sheet and use this to practice filling out job applications. They will create a resume with a reference page, practice writing cover and thank you

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letters. They will prepare and participate in mock job interviews. They will visit the campus of The College of Southern Idaho where students will take the Compass entrance test. They will explore and discuss the benefits of higher education, and the different levels including the technical certificate, associate, bachelor, master and doctorate degrees.

Career choice and preparation will be explored.

This course counts as an elective credit.

OCP 411 Workplace Experience

Where: Onsite

Prerequisite: None

Students may earn credit for their work experience outside the regular school day and school classroom. The student is required to complete a job application, cover letter, resume, reference page and thank you letter and submit them to the teacher. The student is required to write a detailed journal about their work hours. After the student turns in and receives a passing grade on the documents and turns in their detailed journal (for at least 90 hours of work experience) they will be granted credit for the course.

This course counts as an elective credit.

OCP 412 Senior Project

Where: Onsite and Online

Prerequisite: Senior Status

Senior Project is a course designed to give learners support in the process of completing their Senior Project graduation requirement and preparing for the Senior Project presentation. The course will address these components: written paper, job shadow experience, and presentation. As your instructor, I will help you develop skills in the areas of choosing a topic, organizing, interviewing, researching, managing time, meeting deadlines, writing, using technology, and presenting information. I will do my best to encourage you and support your efforts. I am committed to working with students who want to produce a quality Senior Project.

Components of the Senior Project

Your project will be a career-related project. You will choose a career that interests you and investigate it by working in the field with someone who is currently employed in the area. You will produce a research paper and presentation related to the chosen career.

TEC 110 Introduction to Engineering

Where: Onsite

Prerequisite: None

While not all students will go into engineering fields, all students will have jobs where they must solve problems. Engineers are professional problem solvers, and we will explore this field as we study what engineers do and how they approach problems. Students will learn to measure with extreme precision (down to 1/10,000 of an inch), Design their ideas on professional 3D modeling software, and see their designs come to life in our own 3D printer.

TEC 112 Introduction to Architectural Design

Where: Onsite

Prerequisite: None

In this class, students will explore the art and science that goes into the design of the buildings we live and work in. Students will explore both residential and commercial building designs, learn a bit about what goes into a building from idea to construction, and even design their dream home using professional 3D architectural software.

TEC 114 Introduction to Robotic Design

Where: Onsite

Prerequisite: None

Students will explore the world of robotics. They will learn about the mechanics, the programming, and how it all comes together to help us in our everyday lives. Students will be using their new skills to create competitive robots to battle head to head against other student's designs.

TEC 116 Power, Energy, and Transportation Technology

Where: Onsite

Prerequisite: None

Students will explore the technologies that we interact with everyday. We will learn about some of the history of where we get our energy and how we get around, what powers our world today, and what the power, energy, and transportation in our world will look like tomorrow.

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TEC 118 Alternative Energy

Where: Onsite

Prerequisite: None

In this course you will learn about why alternative/renewable energy has become such a popular choice for new energy production. You will learn what makes and energy source renewable and what kinds of energy production are considered alternative. You will learn about what forces (societal, political and environmental) are driving us toward increased use of alternative energy. This class will give you an opportunity to construct a solar powered car and a solar oven. You will also work with wind turbine Online activities to learn about the variables that go into the production of wind energy.

TEC 210 Principles of Engineering

Where: Onsite

Prerequisite: Introduction to Engineering

For students who have completed Introduction to Engineering, we will further explore the world of engineering. We will dig deeper, looking more into the physics and application of engineering.

TEC 211 Engineering and 3D Modeling

Where: Onsite

Prerequisite: None

Similar to Introduction to Engineering, but with a stronger focus on the 3D CAD (Computer Aided Drafting) program *SolidWorks*. Students will become proficient with the 3D modeling software, and even have more opportunities to use our 3D printer to be able to hold their designs in their hands.

TEC 212 Video Game Design

Where: Onsite

Prerequisite: None

Most all students have played them, but how many have really stopped and wondered what went into making them? In here, we will explore the video game industry, learn some basic programming concepts, and even work in teams to create their own video game, from the idea all the way to the packaging and production.

TEC 220 Manufacturing Technology

Where: Onsite

Prerequisite: None

Students will explore how things in our world our made. Almost everything you buy from the stores

today is manufactured, but what exactly does it take to make the world around us?

TEC 314 Advanced Robotic Design

Where: Onsite

Prerequisite: Introduction to Robotic Design

For students who have already taken Introduction to Robotic Design, we will further explore the field of robotics. With a stronger emphasis on the robotic programming, we will continue designing and building to achieve different goals set out for the students.

Science

SCI 110 Physical Science A

Where: Online

Prerequisite: None

Physical Science deals with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understanding of physical laws that have produced an advanced technology and its effect on society will be emphasized. The first semester will cover chemistry and the second semester will cover physics.

SCI 111 Physical Science B

Where: Online

Prerequisite: None

Physical Science deals with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understanding of physical laws that have produced an advanced technology and its effect on society will be emphasized. The previous semester covered chemistry and this semester will cover physics.

SCI 112 Earth Science A

Where: Online

Prerequisite: None

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The Earth Science A course will cover many of the foundations of science and the Earth's lithosphere. The foundations of science introduce concepts like the scientific method, science, technology, scientific measurement, experiment, and a quick overview of matter and energy. The Earth's lithosphere will address concepts such as the Earth's interior, plate tectonics, Earthquakes, volcanoes, minerals, rocks, weathering, erosion, soil, and geological history.

SCI 113 Earth Science B

Where: Online

Prerequisite: None

The Earth Science B course will go over the Earth's hydrosphere, atmosphere, biosphere, and exosphere.

The hydrosphere section is about the natural states of matter, water cycle, oceanography, fresh water, and pollution of the hydrosphere.

The atmosphere section discusses composition, insolation, temperature, pressure, humidity, clouds, precipitation, wind, air masses, storms, acid rain, and ozone depletion.

The biosphere will be covered lightly as this would be a review of biology or life science.

The exosphere deals with the Earth and its place in the solar system, and universe.

SCI 114 Astronomy

Where: Onsite

Prerequisite: None

In this course you will learn about the cosmos, our galaxy, our solar system and the possibility of life on other worlds. You will learn why you really are made of "star-stuff"

SCI 116 Geology

Where: Onsite

Prerequisite: None

In this course you will learn the principles of geology. The course will investigate minerals, rocks and the processes that form them. In addition, you will learn about plate tectonics, volcanism and the interior structure of our planet. You will read a book about the man who first tackled a scientific understanding of how seashells could possibly be found high atop mountains and how in answering this question he was first to describe three of the most fundamental principles in geology.

SCI 210 Biology A

Where: Online

Prerequisite: None

Students in this course will be studying from two of the five main themes of Biology: cells and genetics. Biology B emphasizes evolution, classification, and ecology. Emphasis on home laboratory investigation encourages the student to make observations in the field.

SCI 211 Biology B

Where: Online

Prerequisite: None

Students in this course will be studying from two of the five main themes of Biology: cells and genetics. Biology B emphasizes evolution, classification, and ecology. Emphasis on home laboratory investigation encourages the student to make observations in the field.

SCI 212 Ecology

Where: Onsite

Prerequisite: None

In this course you will learn the fundamentals of ecology. The course will investigate plants, animals the interactions between them, habitats and how human activities impact them. You will read a book that is a fish story, a global whodunit, a courtroom drama, and a critically important ecological message all rolled into one. It is adventure on the high seas and in the courtroom and a tale of our dangerously over-fished oceans.

SCI 310 Chemistry A

Where: Online

Prerequisite: None

In this general chemistry course you will study the patterns and organization of our world at the atomic level and learn how to appreciate and predict the behaviors and interactions of the matter and energy that make up our beautiful universe.

Semester A topics:

Metric system, scientific method, properties of matter, the atom, periodic table, bonding, naming compounds and formulas.

SCI 311 Chemistry B

Where: Online

Prerequisite: None

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In this general chemistry course you will use interactive tutorials, simulations, and home-style labs to study the patterns and organization of our world at the atomic level and learn how to appreciate and predict the behaviors and interactions of the matter and energy that make up our beautiful universe.

Semester B topics:

Reactions, balancing, stoichiometry, pH, solutions, hydrocarbons, calorimetry, gas laws, and nuclear chemistry.

Social Studies

SOC 110 World History A

Where: Online and Onsite

Prerequisite: None

Presented through a "Time Machine" experience, students will travel back through time to visit previous civilizations, empires, important events and people that have shaped history and influenced our lives today. They will see connections from the past to the present, expand their vocabulary and learn about famous firsts. Students will have opportunities to do creative writing as they will have a "camera" with them on their journeys and will describe their "snapshots" of important events and people in two different types of formats. They will also "interview" the most influential people that they meet along the way. There is a strong emphasis on geography, so they will know the places they are visiting.

SOC 111 World History B

Where: Online and Onsite

Prerequisite: None

Presented through a "Time Machine" experience, students will travel back through time to visit previous civilizations, empires, important events and people that have shaped history and influenced our lives today. They will see connections from the past to the present, expand their vocabulary and learn about famous firsts. Students will have opportunities to do creative writing as they will have a "camera" with them on their journeys and will describe their "snapshots" of important events and people. They will also "interview" the most influential people that they meet along the way. There is a strong emphasis on geography, so they will know the places they are visiting.

SOC 210 U.S. History 10 A

Where: Online and Onsite

Prerequisite: None

U.S. History 10A spans the time frame from 10,000 BC to 1789 AD. It includes major events such as the Paleo-Indian Migration, the voyage of Christopher Columbus, the settling of the English Colonies, and the American Revolution.

SOC 211 U.S. History 10 B

Where: Online and Onsite

Prerequisite: None

U.S. History 10 B spans the time from 1789 AD to 1877 AD. This course includes major events such as the electing of our first President, the buying and exploring of new territories, the mistreatment of Native Americans, and, finally, the causes and effects of the American Civil War.

SOC 230 World Cultures

Where: Onsite

Prerequisite: None

Through readings and class discussions, this course examines a number of various cultures from around the world, including Venezuela, Brazil, India, China, Japan, Iran, Australia, and Africa. We view a number of films from each of these areas to understand some of their history, religion, geography, government, architecture and arts.

SOC 240 World Geography

Where: Onsite

Prerequisite: None

In this course you will learn the countries of the world, about cultural difference in regions around the world, plan and research the international trip of your dreams and prepare a PowerPoint of your "imagined" trip. You will learn about population growth (and decline) in the countries around the world and the challenges it poses to a country and the planet. You will learn about food from around the world and have the opportunity to sample different ethnic foods.

SOC 310 U.S. History 11 A

Where: Online

Prerequisite: None

U.S. History 11 A begins with the Second Industrial Revolution and ends with World War II. Students will be required to read one book from this period. The

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text for this course is American Nation in the Modern Era Online.

This course is based on textbook readings and internet exploration to create a positive learning experience.

Reading, writing and historical exploration is emphasized.

Content Covered:

- Introduction to the course, expectations, the Industrial Revolution and Captains of Industry
- Book Report Assignment, American Labor Movement, and Unions
- Immigration and The Populist Movement
- America and the World, Imperialism and the Spanish American War, The Progressive Movement, Women's Suffrage, Prohibition and Child Labor
- The United States Enters World War I, The Home Front, The War's End and Aftermath
- The Turbulent Decade, The Red Scare, The Klan, African Americans Defend Themselves, Jazz Era and The Harlem Renaissance.
- The Great Depression and The New Deal.
- The Road to War, Attack on Pearl Harbor, World War II and The Atomic Bomb.

SOC 311 U.S. History 11 B

Where: Online

Prerequisite: None

Students will study Post World War II to the Present Era.

Students will be required to read one book from the Vietnam War periods and the text for this course is *American Nation in the Modern Era Online*.

Module 1: The Cold War

- Healing the Wounds of War
- The Cold War Begins
- The Cold War Turns Hot
- The Cold War at Home

Module 2: Society After World War II

- The Challenges of Peace
- The Affluent Society
- Voices of Dissent

Module 3: The New Frontier and the Great Society

- Kennedy and the Cold War
- The Kennedy White House
- Johnson's Great Society

Module 4: The Civil Rights Movement

- Freedom Now!

- Voting Rights
- Challenges for the Movement
- The Movement Continues

Module 5: Struggles for Change

- Women's Rights
- The Chicano Movement
- More Groups Mobilize
- A Cultural Revolution

Module 6: War in Vietnam

- Background to Conflict
- The War Escalates
- A Turning Point
- The War Ends

Module 7 : From Nixon to Carter

- The Nixon Years
- From Watergate to Ford
- Carter: The Outsider as President
- Life in the 1970s

Module 8: The Republican Revolution

- Reagan Comes to Power
- Reagan's Second Term
- Bush and Life in the 1990s

SOC 312 Economics

Where: Online and Onsite

Prerequisite: Junior Status

In Economics, we will investigate the complex world of decision making--mainly the decisions involved in allocating our scarce resources (time, money & possessions) and how to use them in the most efficient manner. We make many of these decisions each day in a variety of categories: consumer, saver, investor, worker, employer or government official. We will explore the complexities of foreign trade and the simplicities of a budget. With the study of Economics we will develop our "Real Life" skills--the skills to be a more conscientious consumer, a savvy investor, a smarter job seeker, and a more informed citizen of the world.

SOC 330 Comparative World Religions

Where: Onsite

Prerequisite: None

The purpose of this course is to allow students to inquire into who we are as members of the family of man based on what Huston Smith calls "our wisdom traditions". We shall look into the six major "religions" in the world: Buddhism, Hinduism, Confucianism-

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High School Courses

Taoism, Judaism, Christianity, and Islam. We shall do so, not to discover and dwell upon those dogmatic differences that separate us from each other, but to gain insight into those basic tenets we hold in common and to clear up misunderstandings that we might have about each other.

Primary Text:

Huston Smith's, *World Religions*, and John Renard's, *The Handy Religion Answer Book*, Documentary Films, and Guest Speakers.

SOC 410 U.S. Government A

Where: Online and Onsite

Prerequisite: Senior Status

U.S. Government A is the study of the structures, processes, and issues of national, state and local government. The goal of this class is informed, responsible participation in political life by competent citizens committed to the fundamental

values and principles upon which our American society is based. In the end, a free society must rely on the knowledge, skills, and virtue of its citizenry and elected officials. Knowledge is essential to the preservation and improvement of representative government.

SOC 411 U.S. Government B

Where: Online and Onsite

Prerequisite: Senior Status

U.S. Government B concentrates on the role of the individual citizen as a participant in government. The student will examine his/her own core values and establish criteria by which he/she will be able to make responsible judgments as a citizen. A 15 hour service project, planned and carried out by the student, will be the culminating activity of the course.

Appendix C: Student Handbooks

9-12 Onsite Student Handbook

Richard McKenna Charter High School

Onsite Student Handbook



Richard McKenna Charter School
9-12 Onsite Student Handbook

Overview

Richard McKenna Charter High School is an accredited, nontraditional, public high school. Richard McKenna offers high school courses through an Onsite school program which serves around fifteen students per teacher in Mountain Home, Idaho, and an Online program that serves several hundred students throughout the state of Idaho; all of these courses lead to a high school diploma.

Richard McKenna Charter High School's Onsite Program is patterned after the work-place and is a school of choice. Scholars apply to attend McKenna because they have made a conscious commitment to do so and are allowed to remain in our classroom section only so long as they are committed to active participation, as equal partners, in their own education. If a student does not continuously re-earn the privilege of working in our classroom section, that student will be released and may either enroll in our Online program or seek his/her education elsewhere.

Our rules and policies are those of any job-site in business or industry. Here, education is our "job". We come to work each day to build an important product that must last through many years of our collective future -- an educated and skilled spouse, parent, or citizen. This is one of the most important jobs we shall ever have in our life; we take our work seriously and do it with pride.

Entrance Requirements

All students who attend the Onsite Program must have completed the 8th grade and pre-algebra, and be younger than 21 years old.

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.

Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

Rules and Behavior

Richard McKenna Charter High School has four simple rules built upon industry standards. They are:

- Show Up
- Show Up Early
- Work Hard
- Be Respectful

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SHOW UP means that we have no excused absences. While we do understand that students sometimes have legitimate reasons for missing work, the fact remains that they are not in attendance and so miss that valuable opportunity to work with a teacher and team-mates and to learn.

Our six-week block schedule passes by so quickly that every minute in class is important and the opportunity to “make up work” does not exist. Consequently, we demand that students attend 100% of the time. If a student, for whatever reason, fails to attend at least 90% of the scheduled time, that student will automatically lose the credit for the course that he or she is working on, but may petition the staff for reinstatement of that credit if he or she wishes.

If a student exhibits a habit of absenteeism, he or she will lose his or her seat in the classroom section of our program until such time as it can be proven that the problem has been successfully overcome.

If a student must miss work for an appointment with a doctor, lawyer, etc..., the student must secure a note, written on prescription pad or letterhead stationery by the official or his/her receptionist or assistant, specifying the reason for the visit and the time of the students’ arrival and departure. The student must then present the note to our administrative assistant upon returning to school.

SHOW UP EARLY means that a student must be early for every class. This allows a student to be physically, mentally, and professionally ready to work when “company time” begins. If a student is even one second late, he or she will be marked tardy and will lose that hour of attendance. If a student is marked tardy twice in one three-week session, that student will be placed in a strict probationary status for lack of punctuality. Chronic abuse of this rule will result in the student being dismissed from the classroom section of our program.

If a student is even one second late, he or she must sign in at our office, stating the reason for the tardiness, and said student will lose that hour of attendance.

WORK HARD means that a student must remain on task 100% of the time. If a student is found to be wasting valuable time, he or she will be marked off task for the hour. We also do not accept partial, or in any other way, incomplete assignments.

As with the “Show Up Early” rule, if a student is found to be off task twice during the three-week session, that student will be placed on a strict probation. Students at RMCHS work harder than they have ever worked before; the importance of the product we are producing calls for nothing less. Chronic abuse of this rule will result in the student being dismissed from our classroom section of our program.

BE RESPECTFUL means that any verbal, written, or physical abuse of others or other’s property will result in the student, or students, involved being immediately dismissed from the classroom section of our program, and he, she, or they may never come back. Consequently, this is a very safe place to go to school and we will take whatever steps we deem necessary to keep it that way.

Discipline

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student

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would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Workplace Behaviors and the Five Habits of Mind

In addition to the four simple rules, industry and higher education demand that employees and students practice certain behaviors for continued employment or academic success. We, at Richard McKenna Charter High School, believe so strongly in these behaviors that we devote time at the beginning of each day for our students to do nothing but memorize and review them. A list of these behaviors can be found in the Appendix at the end of the handbook.

Enrollment Options

If a student is dismissed from the Onsite Program at Richard McKenna Charter High School, they may transfer to the Online Program.

These rules are the cornerstone of success, both here at Richard McKenna and in the life that comes after. We wish it to be abundantly clear that we strictly enforce these rules because the product we are working to create is so important that we cannot and will not allow any half measures.

Policies

Earning Course Credit

Richard McKenna Charter High School scholars work on one course, with one teacher, for all six hours of the day, for fifteen days. At the end of those fifteen days the scholar will have received ninety contact hours with the instructor. If a scholar has met our attendance requirements, adhered to our rules and policies, successfully completed the course work, and passed all with a 70% or above, he/she will be awarded credit for the course. If not, then said student must repeat that course at a later date.

If a student fails to pass a course with a mark of 70% or better, he or she may not attend the next six-week session, but must sit out and re-apply for attendance in the next session.

As always, a student may enroll in our Online Program for the time he or she is not enrolled in the Onsite Program.

Absent or Tardy Notification

If a student knows that he or she will be late for, or absent from work, that student MUST telephone the office between 7:30 and 8:00 AM, and MUST speak to an office staff member. Leaving a voicemail alone, without speaking to a staff member, is NOT acceptable. We require that the student call in person, not a parent or guardian. This shows a large degree of maturity, professionalism, and respect, and will go a long way in the estimation of the Credit Reinstatement Committee should the absence or tardy result in the loss of credit for the course or in dismissal from the classroom section of our program (see Credit Reinstatement Policy).

Most importantly, we want the students to call in so that we will know that they are safe. The telephone number to call is 580-2449, option 1. Failure to call in is considered unprofessional and disrespectful, and could result in the student being placed on a probationary status. Chronic abuse of this policy will result in the student being dismissed from the Onsite Program.

Credit Reinstatement

If a student's attendance drops below 90% due to absences, tardiness, or time off task, and that student wishes to have the resulting lost credit reinstated, it is his or her responsibility to petition the staff for reinstatement of that credit. The forms for this petition can be found in the office. Completed forms must be turned in to the office by the final Wednesday of the session.

The staff will consider the completed petition forms at their regularly scheduled meeting at the end of that day and will meet with the petitioning student after school on the final Friday of the block to discuss the reasons for the loss of credit, whether it can be reinstated, and under what conditions.

Parents or guardians may attend these petition meetings if they wish, but their attendance is not required.

Cell Phones

The use of cellular phones, for any reason, is prohibited on the campus of Richard McKenna Charter High School. If a student does possess a cell phone, it MUST be turned off and kept out of sight at all times. If a cell phone is discovered by any staff member, said phone will be confiscated, taken to the office, and released ONLY to a designated parent or guardian, never back to the student. Remember, students are here to work on a product, not to be "in touch with friends and family"; that must be left to free time and done elsewhere.

Visitors

All visitors **must** sign in and out at our office. Just as our students are prohibited from visiting the campuses of other schools in Mountain Home (except on official business or by appointment), so are visitors prohibited from loitering on the grounds of our school. This, as with our other rules and

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policies, is to ensure the especial safety of our students, and as with our other rules and policies, we take it quite seriously.

Tobacco/Alcohol/Illegal Substance Use

IDAHO STATE LAW PROHIBITS THE USE OF TOBACCO PRODUCTS ON SCHOOL PROPERTY. Also, the area adjacent to our school is frequently patrolled by officers of the Mountain Home Police Department and students who are smoking illegally will be issued tickets. If a ticket is issued to one of our students, that student must notify his or her parents or guardians, by telephone, from our office immediately following the incident. Parent, or guardians, may also speak with the school's staff, concerning the violation, if they wish.

Any use of tobacco, alcohol and/or illegal substance use is prohibited. Any student found abusing these products will be investigated by law enforcement officials and will be suspended or expelled from the school, depending on the circumstances.

Field Trips

Field trips at Richard McKenna Charter High School are considered to be simply an extension of our campus to another location. Consequently, all rules and policies that apply at our home campus also apply during transportation to and from, and while on location at our field trip. The staff will give any special instruction specific to the trip just prior to our departure. Any violation of our rules and policies during our field trips will result in the student, or students involved being dismissed from the classroom portion of our program. Said students may then transfer to the on-line program, or may pursue their education elsewhere.

Computer Use

Richard McKenna Charter High School provides computers for student use in certain classes. These computers are to be treated professionally and with care, as are all resources at our school, and used only for projects authorized by the classroom teacher.

Misuse of school technology such as visiting unauthorized web sites, plagiarism, personal use or abuse of any kind, may result in the student or students involved losing the privilege of remaining in our classroom program. Your classroom teacher may add instruction and/or restrictions to computer use on a class-by-class basis.

Home Work

We expect all of our scholars to sacrifice such time as needed to fully grasp the subject matter and skills embodied in each course they take. We work to the job, not the clock. The product we are working on simply cannot be properly built in a six-hour workday. Each and every student knows his or her shortcomings and what work needs to be done each night to overcome those weaknesses. In some cases, that might involve extra reading or writing; in some cases calculation or research.

We believe, above all else, that education takes self-discipline, self-sacrifice, and time for quiet contemplation. Just as an athlete must run, and re-run, a play until it becomes second nature, so must

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a student practice academic skills. We expect then, that each of our students dedicate some out-of-class time every day, toward that end.

Plagiarism

Plagiarism, or copying and using information without providing the source, is a form of stealing and is not tolerated. First time violators are placed on probation. Repeated violations will result in suspension from the school.

Dress and Grooming Standards

In order to prepare our students for success in the world after Richard McKenna Charter High School, we have turned to business, industry, and higher education to help us formulate our rules and policies. Employers have told us that they are having an increasingly difficult time finding employees that will show up consistently to work, show up early, work hard during the time for which they are being paid, and who are respectful to people with whom they come in contact. We have, therefore, developed those four requirements into the basic rules of conduct at our school.

Employers have also asked that we address the subject of appropriate dress and appearance as an integral part of being professional and respectful in the job place. Our objective in establishing and enforcing our uniform dress code, as with all of our rules and policies, is to enable our students to learn and practice those things that will be expected of them in “the world of work”, to give them an opportunity to reflect their own sense of personal dignity and integrity, and to allow them to represent our school to the public in a positive light.

Shirts and Jackets

The official Richard McKenna Charter High School uniform shirt must be purchased (at our cost) from our office. Every student must buy at least one navy blue polo shirt with our logo. If students are interested in purchasing more than one shirt, we also have polo shirts available in blue, green, maroon, red, and black. Students may purchase as many shirts as they would like.

In cold weather conditions, students should consider “layering up” with an undershirt that must be tucked in to not show below their uniform shirt. A long-sleeved undershirt or turtle-neck, in white, black, or a color that matches the uniform shirt may be worn under uniform shirt with the turtle-neck showing above the uniform shirt collar and the long sleeves beneath the uniform shirt sleeves.

Students may also wear a plain-colored sweater or dressy sweatshirt in green, navy blue, tan, black, red or maroon over their uniform shirt. If a student wishes to purchase an “official” sweatshirt with the McKenna logo embroidered on the front, he or she will need to place an order through the office. A suit jacket, or sports jacket may also be worn over the uniform shirt, but it must be “formal looking” and is subject to the approval of staff members.

Trousers

RMCHS official trousers are available at D & B Supply (555 Air Base Road) and are the **only** trouser allowed to be worn as part of the uniform. Store employees will assist you in locating the correct

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pant. Trousers that are too tight or too baggy (as determined by the administration of our school), are unacceptable. A conservative belt must be worn with the trousers to keep the waist cinched up to the acceptable height.

Shoes and Footwear

Loafers, boots, conservative athletic shoes, sneakers, and leather deck shoes are acceptable. Open-toed shoes of any kind are unacceptable. Plain colored stockings/socks should also be worn.

Jewelry, Makeup, Perfume, and Cologne

Jewelry should be conservative and in good taste, with no body piercing allowed other than in the ears, and then must be limited to two piercings in each lobe. Makeup should be used sparingly and should be natural looking. Perfume and cologne is highly discouraged as many persons are allergic and so will be negatively affected even by a light usage in the workplace.

Hats and Head Covering

Unless worn because of religious mandates, hats and head coverings are not allowed to be worn in Richard McKenna Charter High School.

Hair

Hair must always be clean and neat. Any extreme in style and color, or hair that hangs down in one's face is unacceptable.

Nails

Fingernails should be trimmed and clean. Extremes in length or color are unacceptable.

Conclusion

If clothing and grooming fails to meet the standard, **as determined by the staff of Richard McKenna Charter High School**, the student will be sent home immediately and will be marked absent until the violation is corrected. Continued violation will result in probation or suspension from the Onsite Program.

A safe rule of thumb is, if you have a question as to if an item of clothing is acceptable, you probably shouldn't wear it.

Once again, this dress code is not arbitrary or punitive; it is taken directly from business and industry policies. We hope that in establishing and enforcing this policy we will help our students to be better prepared to succeed in life after our school. That is our objective in all that we do.

General Information

Student Fees and Supplies

Students enrolled in a course that requires the use of expendable material, such as painting or crafts courses, will be assessed a supply fee, but payment of this fee is not due until the student is actually enrolled in that particular course.

All students are responsible to furnish the following *required* supplies:

- A three-ringed binder (at least two inches wide)
- Loose-leaf paper
- A pencil with an eraser (we all make mistakes)
- A pen that writes either black or blue ink
- White-out

Students may have additional supplies if they wish, but ALL students must arrive each day with all of the items on the above list. Students who do not have the supplies on this list will be sent home to get them and will lose attendance hours for their time away.

Lunch Break

We do not have a hot lunch program at Richard McKenna Charter High School. However, we do have a microwave oven in each classroom and one refrigerator. Students are welcome to use these appliances, should they choose to bring lunches to school. Students are not required to stay on campus during the lunch break, but must be back in their seat and ready to resume work at 12:30. If a student does choose to eat lunch in our building, there is always a classroom left open for that purpose. This privilege will remain in place only so long as students conduct themselves maturely and professionally and leave the classrooms clean and tidy.

Parking

We have ample parking space, but request that staff and students reserve all of the parking in the front (east side) of our building for handicapped parking and for visitors to our school. We also ask that you leave the first four spaces (on either side at the front of our building) empty so that McKenna staff members may park there.

Building Cleanliness

One of the questions we hear most often from visitors is, "Is your school always this clean and orderly?" We take great pride in being able to respond, "Yes, it is." The staff and students use the last ten minutes of each day to vacuum, straighten up, and empty wastebaskets. The simple act of cleaning up shows that we respect our school, others, and ourselves, and enhances the reputation of our school as a place of quality.

Emergencies

Phone Calls

There are no public telephones at Richard McKenna Charter High School. If students wish to make a telephone call, they must do so on their own time and off of school property. The staff will take calls only from students' parents or guardians, and then FOR EMERGENCIES ONLY (forgetting lunch money, or scheduling rides to or from school, etc... are not considered emergencies). Students may not take, or make, telephone calls while at school.

Snow/Emergency School Closure

All school closures will be reported to KTVB Channel 7 News. Students are responsible for checking before coming to school. The news announcement will state whether school is closed for the day or just delayed. If school is reported as delayed, we will begin classes at 10:00 a.m. Students must call before 10:00 a.m. to check on status of opening.

Building Evacuation

An evacuation route map is posted next to the door in each room of our building; we require that all of our students and staff familiarize themselves with the proper evacuation route from that room. In the event of an emergency, an alarm will sound. We ask that evacuation be made maturely and professionally. Students must stay with the other members of their class, proceed to the rendezvous area, and wait until roll is taken, further instructions are given, and the student body is formally dismissed.

We realize that in the event of an actual evacuation, students will be tempted to take out their cell phones to call to inform their loved ones that they are safe. However, for safety reasons, we once again prohibit the use of cellular phones. A staff member has been designated to handle the responsibility of contacting family and loved ones. This is not simply a courtesy, but is enforced to prevent further complication of an already complex problem.

Schedules

Daily Class Schedule

Richard McKenna Charter High School students enroll in two classes a day for six weeks and receive 90 hours of instruction in each class.

This schedule allows the student and his or her team to concentrate on two courses at a time and learn skills and concepts embodied in that course in great depth. If a student has met our attendance requirements, adhered to our rules and policies, successfully completed all of the course work, and passed with a grade of 70% or above, he or she will be awarded academic credit for the course. If not, then the scholar must repeat that course at a later date.

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Daily Schedule

- 8:00 AM to 10:00 AM1st Morning Session
- 10:00 AM to 10:10 AM.....Morning Break (must remain on campus)
- 10:10 AM to 12:10 AM.....2nd Morning Session

Lunch

- 12:10 PM to 12:50 PM.....Lunch Break (Open Campus)
- 12:50 PM to 1:50 PMFirst Afternoon Session
- 1:50 PM to 2:00 PM.....Afternoon Break (must remain on campus)
- 2:00 PM to 3:00 PM.....Second Afternoon Session
- 3:00 PM.....End of School Day

Graduation Requirements

1. Earn 46 semester credits in the following areas:
 - 9 English (one of which must be speech)
 - 6 Math (two Algebra 1, two Geometry, and two Electives during the senior year)
 - 6 Science (four of which must be lab sciences)
 - 5 Social Studies (two U.S. History, two U.S. Government, and one Economics)
 - 2 Humanities
 - 1 Health
 - 17 Electives
2. Complete a senior project.
3. Take the ACT, SAT or Compass exam by the end of 11th grade.
4. Be proficient in Reading, Language, and Math on the 10th grade Spring Idaho Standard Achievement Test (ISAT).
5. Earn at least 6 credits through Richard McKenna Charter High School during the last semester of their senior year, regardless of the number of credits earned at other schools. (Exemptions require office approval.)

Transfer Credit: Richard McKenna Charter High School accepts credits transferred from any accredited school or university.

Graduation Ceremony

We, at Richard McKenna Charter High School, believe the commencement ceremony to be one of the most important rites of passage in American culture. Our scholars have sacrificed twelve years to gain the knowledge, skills, and habits that will allow them to transition to the world of adulthood.

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Our commencement ceremony should be celebrated with formality and dignity by all who have helped our graduates arrive at this point in their lives. It is, therefore, mandatory for all of Richard McKenna Charter High School, staff and students, to attend this occasion. Failure to attend without prior approval may result in disciplinary action.

School Staff

Richard McKenna Charter High School is a “staff run” school that is patterned after the workplace. Each staff member is here to help students learn, keep the rules, and develop positive behaviors. Each staff member is also empowered to enforce the rules, at his or her own discretion, should that prove necessary.

- Larry Slade.....Director
- Colette BundyRegistrar-Administrative Assistant-Receptionist
- Kendra JefferyLanguage Arts, Humanities
- Gig GrubbSocial Studies, Art
- Todd Thorn.....Science/Social Studies
- Jeff MonteroMath

Computer Acceptable Use Policy

Richard McKenna Charter High School recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, RMCHS encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of RMCHS.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, RMCHS adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on RMCHS-owned equipment.

RMCHS RIGHTS AND RESPONSIBILITIES

It is the policy of RMCHS to maintain an environment that promotes ethical and responsible conduct in all Online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, RMCHS recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, RMCHS retains the following rights and recognizes the following obligations:

- To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
- To remove a user account on the network.

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- To monitor the use of Online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to RMCHS-owned equipment and, specifically, to exclude those who do not abide by RMCHS's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. RMCHS reserves the right to restrict Online destinations through software or other means.
- To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing Online communications.

STAFF RESPONSIBILITIES

Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment Online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the RMCHS.

Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

USER RESPONSIBILITIES

Use of the electronic media provided by RMCHS is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

ACCEPTABLE USES

- All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of RMCHS.
- Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
- Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
- All communications and information accessible via the network should be assumed to be private property.
- Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
- Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
- Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
- From time to time, the [Name of Organization] will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

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UNACCEPTABLE USES

- Giving out personal information about another person, including home address and phone number, is strictly prohibited.
- Any use of the network for commercial or for-profit purposes is prohibited.
- Excessive use of the network for personal business shall be cause for disciplinary action.
- Any use of the network for product advertisement or political lobbying is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
- No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
- Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- Cyberbullying—Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors—are prohibited on the network.
- The unauthorized installation of any software, including shareware and freeware, for use on RMCHS computers is prohibited.
- Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
- The RMCHS network may not be used for downloading entertainment software or other files not related to the mission and objectives of RMCHS for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of RMCHS.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
- Use of the network for any unlawful purpose is prohibited.
- Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
- Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
- Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

DISCLAIMER

RMCHS cannot be held accountable for the information that is retrieved via the network.

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Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

RMCHS will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

RMCHS makes no warranties (expressed or implied) with respect to:

- the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
- any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.

RMCHS reserves the right to change its policies and rules at any time.

USER AGREEMENT

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by RMCHS. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

User Name (please print)

User Signature

Date

February 12, 2015

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Richard McKenna Charter High School

Online Student Handbook



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Rules

Students who enroll in Richard McKenna Charter High School are expected to follow all of the rules, policies and procedures outlined in this handbook, as well as any specific course rules, policies, and procedures developed by the teacher.

Entrance Requirements

Students must have completed the 8th grade and pre-algebra, and be younger than 21 years old. They may not be enrolled full-time in another public school. Those who count the student as a dependent on their income tax form must be a resident of Idaho.

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.

Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

Summer School

Students who enroll in the Summer School program must have completed the 8th grade, be younger than 21 years old, and qualify as an at-risk student as defined by Idaho State Code.

Students are considered at-risk if they meet at least three of qualifiers 1-6, and/or one of qualifiers 7-12 listed below:

1. Has repeated at least one (1) grade.
2. Has absenteeism that is greater than ten percent (10%) during the preceding semester.
3. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
4. Has failed one (1) or more academic subjects.
5. Is two (2) or more semester credits per year behind the rate required to graduate.
6. Is a limited English proficient student who has not been in a program more than three (3) years.
7. Has substance abuse behavior.
8. Is pregnant or a parent.
9. Is an emancipated youth.(Is living on his/her own and providing for his/her livelihood.)
10. Is a previous drop out.
11. Has serious personal, emotional, or medical problems.
12. Is a court or agency referral.

Special Education

Richard McKenna is dedicated to serving all students regardless of race, religion, or disability. However, due to the legal contract associated with an IEP, students with disabilities require different enrollment practices. The

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following steps must be followed in order for a student with an active IEP to enroll in Richard McKenna on-line classes.

- On the initial enrollment form, if a parent or student specifies that the student has a current IEP, the IEP and the eligibility report must be obtained before the student can enroll in classes. At times, obtaining this paperwork from the previous schools may take several weeks. If the parent or student has a current copy of the IEP and eligibility report, he/she may fax it to the school to speed up this process.
- Once the IEP and eligibility reports are obtained, the Special Education teacher will contact the parent for an initial orientation. At that time, the Special Education teacher will go over the eligibility report and current IEP to discuss the current goals, objectives, services, and accommodations.
- There are times when an IEP that is written in a traditional school setting may not be conducive to the on-line environment. If this is the case, either a formal or informal meeting will be set at which time the IEP may be amended.
- Once all of the paper work has been completed, the student and parent will have a second orientation with a Richard McKenna staff member to go over school policy, the computer system and to choose classes.

Please be aware that this process may take several weeks depending upon the timely manner in which the school receives the IEP and eligibility report. If you have any questions, please feel free to contact Mrs. Flick, Special Education teacher, at (208) 724-1100.

Technical Requirements

Operating System

- Windows XP, Vista or 7
- Mac OS X 10.5 Leopard and later (Intel CPUs only)

Processor

- Windows: Pentium III 500 MHz or higher
- Mac: G4 800 MHz or faster

Memory

- 1 Gb of RAM or higher (2 Gb recommended)
- 256 Mb Video RAM (VRAM)

Peripherals

- USB 2.0
- Printer Recommended but not required

Internet connection

- DSL or Cable Modem

Web browsers

- Chrome (best choice)
- Firefox 3 or higher
- Safari 1.2 or above
- Internet Explorer does not work very well with our program.

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Plugins

- Adobe Flash
- Adobe Reader

School Calendar

[Click Here](#) to see current school calendar.

Policies

(All policies are subject to change without notice.)

Course Credit

In order to receive course credit, students must:

- Complete all assignments to the teacher's satisfaction with an overall course average of 61% or higher.

AND

- Pass any final projects with a score of 61% or higher.

Dual Credit

RMCHS will grant high school course credit for college courses earned at approved accredited colleges. RMCHS will grant a one year high school course (two semester credits) for a four credit hour college course. Fewer college credits may be prorated. For example, a student who completes English 101--a one semester course worth three college credit hours--would earn one year's worth of high school English, or two semester credits, whereas a one semester college credit equals only one semester of high school credit.

Proctors

The ISAT (Idaho Standard Achievement Test) must be proctored (supervised) by an approved proctor. An approved proctor must meet the following criteria:

- Must be a responsible adult older than 21 who is **not** related to the student.
- Proctors must complete a [Proctor Verification Form](#) and fax it to Richard McKenna Charter High School (208-580-2450). They must also send a copy of their driver's license to the office.
- Once the office verifies the information and approves the proctor, the proctor will be emailed login information.
- (Proctors who violate the terms outlined in the Proctor Verification Form are removed from the approved proctor list.)

Students must have their ISAT proctored at one of the following locations:

- A public setting like a library or school.
- At [Approved Testing Centers](#)

Students are never to be proctored using their own computer.

ISAT Testing

All RMCHS 10th grade students, as well as 11th or 12th grade students who are not proficient, are required to take the ISAT exams with RMCHS. Students who refuse to take the ISAT will not be able to graduate from Richard McKenna Charter High School and may face dismissal.

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Special Education

Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify. Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.

Course Extension Policy

- Course Extensions may be granted once by a teacher when extenuating circumstances occurred that hindered class work (serious illness, personal injury, death in immediate family, etc. They are NOT granted to students who simply failed to submit their assignments on time and are trying to get caught up.)
- The student has until the end of the next session to complete the incomplete assignments. At the end of that session, the teacher must post a final course grade.
- Extensions cannot be granted for the last session of the year since school will be closed and there will be no course access.

Drop Policy

- Students may drop a course during the first two weeks from the start date without penalty. They will have to start from the beginning if they retake the course.
- Students who drop a course after two weeks from the start date receive an F on their transcript. They will have to start from the beginning if they retake the course.

Missed Assignments

Any assignments that are not completed or resubmitted within five days after the due date automatically receive permanent zeros.

Inappropriate, Obscene, or Pornographic Communication

If a student uses communication with the teacher and/or students that is determined by the teacher or RMCHS administration to be inappropriate, obscene, or pornographic, the student will be immediately dropped from the course. In some cases, legal action may also be taken. Any possibilities for re-admittance must be discussed with the principal, parents and student.

If it happens in more than one course, they will be dropped from the school.

Cyberbullying

Any student found guilty of cyberbullying with other RMCS students will be dropped from the program.

Plagiarism (Copying information without providing the source)

Plagiarism in any form is not tolerated and may lead to course and/or school expulsion.

Cheating

Cheating in any form is not tolerated and may lead to course and/or school expulsion.

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Credit Transfer

It is up to the student to find out which RMCHS courses will be accepted by their local high school as core credit and which will be accepted as elective credit. RMCHS is accredited by the *Northwest Accreditation Commission*. Association members are required to accept credits from other members; however, it is still a good idea to make sure how many and which credits a school will accept.

Grading Points (4.0 Scale)

94 to 100	=	A
90 to 93	=	A-
87 to 89	=	B+
84 to 86	=	B
80 to 83	=	B-
77 to 79	=	C+
74 to 76	=	C
70 to 73	=	C-
67 to 69	=	D+
64 to 66	=	D
61 to 63	=	D-
60-->	=	F

K-8 Parent Handbook

Richard McKenna Charter Elementary School

K-8 Student Handbook

DRAFT

I have read the K-8 Parent Handbook.

Parent/Guardian Signature

Date

McKenna Montessori

Parent Handbook

MCKENNA MONTESSORI SCHOOL EXPECTATIONS

"Live the values of Respect, Dignity, Honesty, Responsibility, and Teamwork"

Respect - "The act of giving particular attention"

- Be friendly, polite, and show common courtesies
- Listen actively to what someone has to say
- Consider the point of view of others
- Care about the feelings of others
- Use appropriate words and avoid swearing, name calling, obscene gestures, and inappropriate touching
- Dress appropriately
- Listen and follow directions
- Demonstrate self-respect through wellness, fitness and hygiene

Dignity- "The state of being worthy, honored, or esteemed"

- Find value in others and let them know
- Talk out a problem, avoiding violence and hurting others
- Have self-respect and a calm self-esteem

Honesty- "Fairness and straightforwardness of conduct- adherence to the facts"

- Give credit for a borrowed idea
- Admit and correct mistakes, even if others don't notice
- Tell the truth
- Return what you borrow
- Say what you mean, do what you say, keep promises

Responsibility- "Moral, legal, or mental accountability- reliable -trustworthy"

- Behave within the laws and rules of the team, organization, state, and nation
- Accept consequences of your actions
- Be prepared and do your share of the work
- Be on time and complete work on time

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- Make positive contributions
- Take pride in your home, school, and community; and avoid destructive acts
- View mistakes as opportunities to learn; take the risk of trying

Teamwork- "Work done by several people with each doing a part"

- Pitch in to help others
- Ask and encourage others to participate
- Change your habits to meet the group's need, when working on a group project
- Encourage others to express their points of view

ARRIVAL AT SCHOOL

Supervision on our playground is provided before school begins at 8:00 AM. Please do not drop your child off or allow them to walk to school so that they are here before that time.

Students should go immediately to the playground areas. At the bell ALL students will enter through their individual classroom doors.

ATTENDANCE

All students should be at school by 8:00 AM. Students are expected to come to school prepared for the day by bringing all necessary materials, books, assigned work and a positive attitude. Any student who arrives after the 8:00 tardy bell must report to the school office to receive a tardy slip before being admitted to class.

Students who total five tardies and/or absences in a quarter will receive a phone call or letter from the principal. The purpose of the call or letter is to notify the parents of our concern and reinforce the need to have students here on time.

When a student totals ten tardies and/or absences in a semester, parents will receive a phone call from the principal to discuss our continuing concerns. A conference may be scheduled at this time to develop a plan to assist in solving the problem of being late to school or missing excessive days.

All students are required to be in attendance at least ninety (90) percent of the time school is in session during each semester. Students who attend less than 90% during the school year may be denied promotion to the next grade level.

If you know that your child is going to be absent or tardy, please notify the school office at 580-2449.

BEHAVIOR AND DISCIPLINE PLANS

We believe all students are individuals and should be treated as such. Each disciplinary occurrence brings with it its own set of circumstances; therefore, will be treated as such. Our goal is to assist the students in making meaningful connections between their actions and the consequences that follow. Every disciplinary action will be guided by the following principles developed by our staff. Parents and students are encouraged to come in and discuss any action we take that they feel does not coincide with the list of principles we choose to follow.

Richard McKenna Charter School
K-8 Student Handbook (DRAFT)

McKenna Montessori Governing Principles

- Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
- Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
- Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
- Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
- Students will have the opportunity to tell their side of the story when consequences appear to be unfair.
- Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
- There should be a logical connection between misbehavior and resulting consequences.
- Rules and Expectations Supporting the Orderly Operation of the School and the Educational Process
- Rules and expectations covered in this section are designed to meet the following goals:
- Maintain an orderly school operation.
- Maintain optimal learning opportunities for students. School facilities and classrooms must be free of behaviors that interfere with teaching and learning.
- Help students develop skills and behaviors necessary for healthy social interaction, both present and future.
- Help students learn how their decisions affect the quality of their lives and the lives of others.
- Help students develop responsibility and character.

Rules for Our School

- Treat everyone (adults and students) with respect.
- Your actions, dress, possessions, etc., may not cause a problem for anyone else. Problem actions include, but are not limited to:
- Using inappropriate language
- Fighting or play fighting
- Using violence or threatening others
- Hats of any kind may not be worn in the building.
- Wear closed toes shoes,

Problems related to possessions may include, but are not limited to:

- Cell phones

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- Toys
- Electronic devices
- Tobacco, drugs, or alcohol

If your actions, dress, or possessions cause a problem for anyone, you will be asked to solve that problem.

If you cannot or choose not to solve the problem, appropriate consequences will be determined by staff members. These consequences will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.

If students and/or parents feel that the consequences appear not to be fair, request a meeting. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

White slips will be issued with the intention of student reflection and problem solving as well as communication among student, parents, and teacher.

If a student exhibits additional severe behaviors, the student will be considered for an individual behavior plan developed by the school team and parents. If the individual behavior plan does not correct behaviors, then additional actions will be necessary which may include, but not be limited to in school suspension, out of school suspension, an alternative placement, or expulsion.

Major disciplinary violations such as possession of weapons (including lighters, firecrackers, sharp objects, etc.), fighting, inappropriate language, defiance, disrespect, threats against persons (real or play), destruction of property, stealing, vandalism, de-pants-ing, or other continual minor infractions will result in a referral to the principal. School suspension will be considered as a possible consequence.

Each classroom will establish a management plan that is appropriate to that particular group of students and meets the general building goals.

BICYCLES, SKATEBOARDS, ROLLER BLADES, AND HEELY'S

Bicycles are to be placed in the racks provided on the school grounds. The school cannot be responsible for lost or stolen bicycles. Bikes are to be walked on the school grounds before or just after school. This is for the children's protection. Bikes should be licensed and locked.

Skateboards and roller blades are to be carried once on school grounds and put in a safe place where they will not pose a potential hazard. These items are the responsibility of the student who brought them and the school cannot be responsible if they are lost or stolen. Heely's are not to be worn at school.

BIRTHDAYS

The classroom teacher is responsible for establishing a procedure for celebrating birthdays in the room. Please check with the teacher before sending treats. Other ways for recognizing birthdays should also be discussed with the classroom teacher. If flowers or balloons are delivered to the school, the teacher will be notified and the child may pick them up in the office at the end of the school day.

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BUS INFORMATION

The Bus Company transports students to school. When riding the bus, students are expected to display good manners and follow the rules and directions of the driver so every trip will be a safe one. While on the bus and being picked up, students are under the direction of the bus driver. If a student misbehaves on the bus, a Bus Conduct Report may be issued.

Reports will be sent home to be signed and should be returned the next day.

BULLYING

Bullying is the repeated aggressive behavior or frightening of others with an intent to dominate. Bullying may include, but not be limited to, physical (hitting, pushing, or attacks on property); verbal (name calling, obscene gestures, malicious teasing, or electronic threats); or indirect attacks (intentional exclusion from groups, anonymous hurtful notes, or spreading false rumors). Bullying often occurs without apparent provocation. Bullying is not playful teasing between relatively equal individuals.

Bullying should be reported at once to your classroom teacher, counselor, assistant principal or principal. A thorough investigation of any allegation of bullying will occur. Discipline for bullying may involve actions up to and including suspension and/or expulsion.

CANDY/GUM

Students are not allowed to chew gum at any location on the school grounds. Students who bring their lunches from home may have candy as part of their lunch and may eat it in the cafeteria. Students may not sell or trade candy or drinks at school.

EMERGENCY SITUATIONS AND DRILLS

Fire drills and emergency evacuations are practiced on a regular basis to create an anticipated reaction during a school emergency. Questions concerning specific emergency drill procedures may be directed to the school office or the teaching staff.

In the event of an actual emergency, students will be dismissed ONLY TO A PARENT OR PREVIOUSLY DESIGNATED PERSON (written permission must be on file in the office). Information concerning the emergency will be released to the district and the local media. Parents will be notified as soon as possible. We are prepared to care for children in critical situations until a parent arrives. Please do not call the school, as we must have lines open for emergency calls. All emergency situations will be dealt with by following procedures established at the beginning of the year by the Liberty Emergency Response Team. A copy of this plan is available upon request at the school office.

ENTRANCE REQUIREMENTS

As required by state law, to be eligible for the first grade at the opening of school, a child must be six years of age before September 1 of the entrance year. Kindergarten students must be five years of age before September 1 of the entrance year.

Birth certificates and immunizations records are required of all new students entering the McKenna Montessori school. Both must be presented to the school at enrollment time and are returned to parents after necessary information is entered on school records.

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LOTTERY SYSTEM

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority— Students returning to the public charter school in the second or any subsequent year of its operation;

Second Priority – The second priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Third Priority – The third priority group is siblings of pupils already enrolled in the charter school;

Fourth Priority – The fourth priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fifth Priority – The fifth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

HEALTH, ILLNESS AND FIRST AID

Parents/guardians will be notified of serious injuries/illness with their children.

Medications may not be given at school without the written consent of a parent or guardian. All medications must come to school in the original container with instructions for administering.

INCLEMENT WEATHER

Extreme cold, rain, lightening, snow, freezing rain, and poor air quality are all types of inclement weather that can keep students inside before school and during recesses. It is our expectation that students will dress appropriately during the various seasons. To bring students inside because of bad weather will be determined by the principal or assistant principal. The safety of our students will be the deciding factor in the event of inclement weather. Specific recommendations are given for poor air quality, lightening and cold temperatures.

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In the event that students need to come inside before school, our outside support personnel will direct students to go directly to their classroom door.

LOST AND FOUND

Lost and found items should be taken to the cabinet located in the cafeteria. Found library books should be returned to the library. Money, textbooks, and other valuables should be taken to the office.

Please label your child's clothing items and lunch boxes to help reduce the number of unclaimed items. Items not claimed after a certain length of time will be donated to those less fortunate.

LUNCH PROGRAM

RMCS does not provide lunches. Students must bring lunches from home.

PARENT-TEACHER CONFERENCES

Parent/teacher conferences will be held in November, at the end of the first quarter grading period. Parents will be notified of scheduled dates and times. In order to meet the individual needs of their students, teachers must communicate progress with parents. Conferences make that communication possible. Parents are strongly urged to attend these conferences. If parents wish to schedule additional conferences during the school year, they may do so by contacting the classroom teacher.

PERSONAL PROPERTY

Students are discouraged from bringing valuables to school. Electronic equipment is not permitted at school because of the risk of theft. Laser pens are not permitted due to risk of injury to others. Personal items brought to school are under the supervision of the classroom teacher. The school is not responsible for lost or stolen items.

PHONE USE

Students and teachers will not be interrupted during class time to accept phone calls except in the case of an emergency. The school phone is a business phone and should not be used to arrange to go home with a friend. A student must have a pass from his/her classroom teacher to use the office phone.

CELL PHONES/ELECTRONIC DEVICES

Any student found using an electronic communication device or a portable music player in any district classroom or hallway during the day, unless the principal or designee gives permission, may have the device confiscated until the end of the day. If subsequent use of an electronic communication device or a portable music player occurs in a prohibited area, it may be confiscated until the end of the school year or until a parent/guardian picks it up. The principal may choose to ban electronic communication devices and /or portable music players.

PICKING UP STUDENTS

If you are coming to school early to pick up your child, you need to come to the office and sign him/her out. Students are not allowed to be picked up directly from the classroom. We will call your child from the classroom to the office. Also, students are not allowed to leave school

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early with someone not listed on their enrollment form unless we have a signed note or receive a phone call from the parent or guardian.

Note: Picture ID may be required to verify permission for student pick-up. If you have authorized another person to pick your child up after school, please let the classroom teacher know by note or phone call.

PRIVACY ACT

Richard McKenna Charter School complies with federal law (Family Educational Rights and Privacy Act) as it relates to the release of student directory information to the public.

VISITING SCHOOL

Parents are welcome to visit classes any time except during testing periods. However, we ask that you contact your child's teacher prior to the visit so that disruptions are kept to a minimum. All visitors must sign in at the office and receive a badge to be worn while at the school. Please make an appointment if you desire a conference with your child's teacher other than the scheduled conferences. Students are not allowed to bring friends, relatives or siblings to class.

WEAPONS

Richard McKenna Charter School has "zero tolerance" for students who bring to school weapons or other objects/substances that are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process. Possession of, threatening use or using of these objects/substances at the elementary school or at any school-sponsored activity without prior permission of school officials, will result in the following course of action:

Administrative Procedure

Any or all personnel employed by Richard McKenna Charter School at the elementary level having knowledge of students with weapons or other objects/substances which are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process shall notify the building principal immediately.

The building principal shall conduct an investigation immediately and make the determination as to whether a school resource officer is to be contacted and a complaint filed and/or if an immediate suspension is in order. This suspension can be in-school or out-of-school as determined by the building principal with the understanding that the weapons, objects, and/or substances have been confiscated and, when necessary, turned over to the proper authorities for disposition.

The elementary building principal shall determine if sufficient cause exists for referral to the Board of Trustees for permanent expulsion.

Parents or guardians are to be contacted by phone, letter, or in person in an expedient and timely manner with detailed information regarding the incident(s).

All reports of weapons, objects, and/or substances which are a threat to the health and safety of other students, staff members, or visitors, or are a disruption to the educational process shall be written by the building principal.

Appendix D: Workplace Behaviors

PREPARATION

The student is eager to learn, and arrives with all of the materials necessary to complete the task.

This demonstrates that the student is prepared, focused, willing to risk opinions and ideas, and participates fully to the best of his or her ability in all activities.

PARTICIPATION and PROBLEM SOLVING

The student writes down and follows directions precisely, asks for help when necessary, accepts responsibility for all of his or her actions, and learns from mistakes.

This demonstrates that the student writes and follows instructions, accepts responsibility for their work and participation, or lack thereof, and recognizes that mistakes are really only lessons in disguise.

The student uses time effectively, in and outside the classroom, and can be trusted to work both independently and as a productive member of a team.

This demonstrates that the student accepts responsibility to use outside resources, solve problems, and make the necessary sacrifice, both for his or her own benefit and for the betterment of the team as a whole.

PRESENTATION

The student communicates clearly and logically in both speech and writing.

This demonstrates that the student works to the best of his or her ability -- reviews all work before handing it to others -- thinks before speaking or writing -- and collaborates with others when needed to ensure that all final productions are the best that the student can produce in the time allowed.

Appendix E: K-8 Facilities

Facilities

Mountain Home Charter School plans to build three facilities on five acres we own in Mountain Home, Idaho for a total of 22,000 sf.

Phase One

Construction will be in two phases. Phase one will consist of two, 2,500 sf annex buildings with a total of four classrooms and will include the infrastructure for the entire project (roadways, sidewalks, landscaping, sewer, water, gas, power, and data). The estimated cost will be \$700,000. We will go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin for grades K-1 in August, 2016. Phase one's capacity is 96 students, grades K-3.

Phase Two

Phase two construction of the main building will begin in the spring of 2018, assuming there is a demand for grades 4-6. The project should be completed by the winter of 2019, and school open in August, 2019. Phase two includes offices, 6 classrooms, a multipurpose room, stage and courtyard. The estimated cost of phase two construction is \$2,125,000. Phase two's capacity is 144 students.

Completed Project

Once the annexes and main building are complete, grades 1-6 will be housed in the main building, and grades K, 7 and 8 will be housed in the annexes for a total of 216 students. The extra classroom in the kindergarten annex will be converted into a workshop. (See photos below. Models were created by Richard McKenna Charter High School Students.)

ADA Compliance

All of the new facilities will be ADA compliant as required by law and local codes.

February 12, 2015

Richard McKenna Charter School
K-8 Facilities

Phase One—Two 2,500 sf Annexes housing four classrooms for grades K-3, beginning with kindergarten and first grade, plus infrastructure for entire project.



Phase Two—Main building. 17,000 sf with offices, six classrooms, a courtyard, multipurpose room, and stage.



February 12, 2015

Richard McKenna Charter School
K-8 Facilities

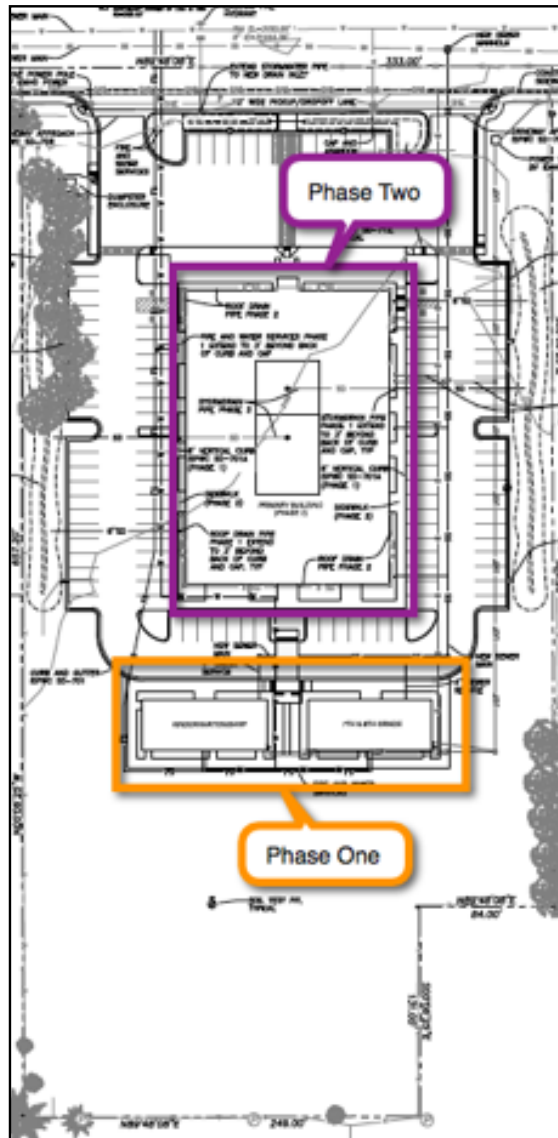
Entire Project—22,000 sf of building space housing up to 216 students, grades K-8 located on five acres in Mountain Home, Idaho. Includes offices, nine classrooms, one work shop, a multipurpose room, stage, and court yard.



February 12, 2015

Richard McKenna Charter School
K-8 Facilities

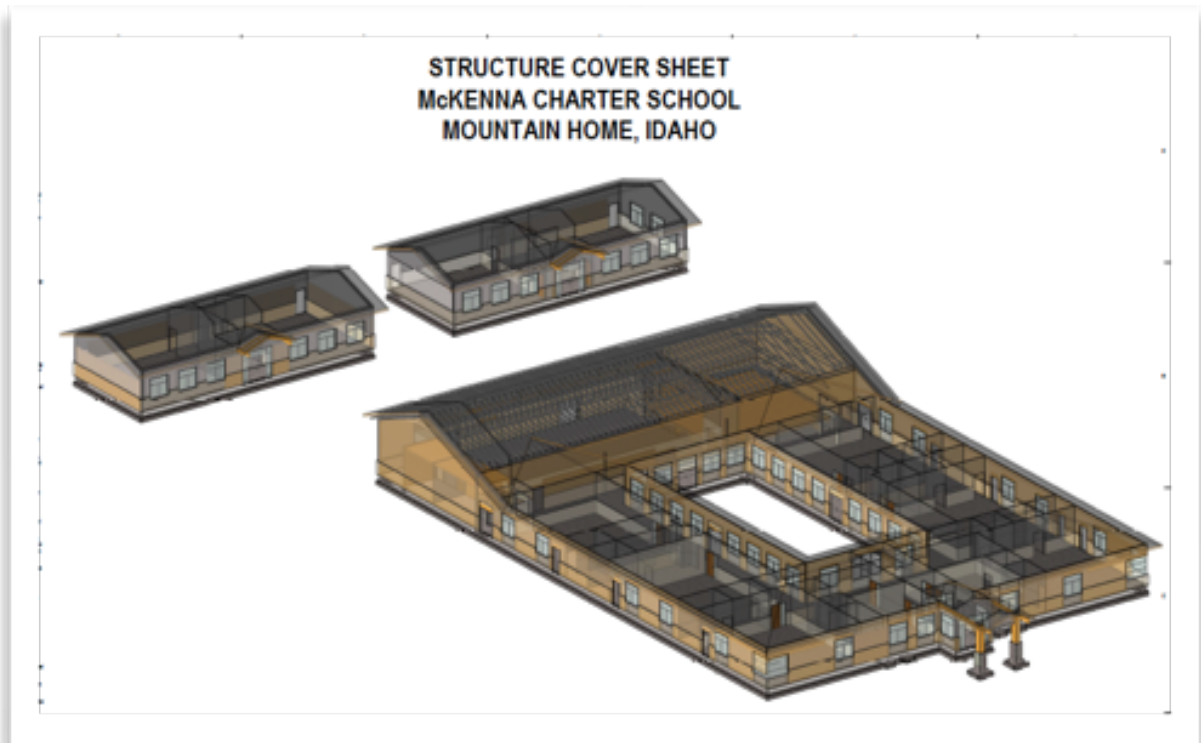
Site Plan



February 12, 2015

Richard McKenna Charter School
K-8 Facilities

3-D View




February 12, 2015

Richard McKenna Charter School
Articles of Incorporation

Appendix F: Articles of Incorporation

201



ARTICLES OF INCORPORATION

(Non-Profit)

(Instructions on back of application)

FILED/EFFECTIVE

OCT 19 AM 9:15

SECRETARY OF STATE
STATE OF IDAHO

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

Article 1: The name of the corporation shall be: Idaho Virtual High School Inc

Article 2: The purpose for which the corporation is organized is: Education (Charter School)

Article 3: The street address of the registered office is: 2300 E. 42 S. Mountain Home, ID 83647 and the registered agent at such address is: Larry Slade

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are: Larry Slade 2300 E. 42 S. Mountain Home, ID 83647
Connie Slade 2300 E. 42 S. Mountain Home, ID 83647
Lee Miller 11883 Blueberry Dr. Boise, ID 83709

Article 5: The name(s) and address(es) of the incorporator(s):
Larry Slade 2300 E. 42 S. Mountain Home, ID 83647

Article 6: The mailing address of the corporation shall be:
2300 E. 42 S. Mountain Home, ID 83647

Article 7: The corporation (does does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed:
Mountain Home School District #193, Mountain Home, ID

Signature of all Incorporators:

Larry Slade Typed Name: Larry Slade

_____ Typed Name: _____

_____ Typed Name: _____

_____ Typed Name: _____

_____ Typed Name: _____

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

IDAHO SECRETARY OF STATE

10/19/2001 05:00

CK: 3466 CT: 147174 BH: 425385

1 @ 30.00 = 30.00 INC NONP # 2

1 @ 20.00 = 20.00 NON EXPIDI # 3

C141064

g:\corpforms\corp_form\startofincprofit.p65 Revised 01/2001

Appendix G: Bylaws

**BYLAWS
OF
IDAHO VIRTUAL HIGH SCHOOL INC AN IDAHO NONPROFIT CORPORATION**

**ARTICLE I
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

(a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue

Code of 1986 or the corresponding provision of any future Federal income tax code, or

(b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

February 12, 2015

Richard McKenna Charter School
Bylaws

ARTICLE 4

BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (Idaho Code 33-5201)

Section 4.3 Election of Directors

- (a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.
- (b) After the initial year of operation, Directors will be elected by the Board from a list of nominees submitted by the nominating committee. The nominating committee consists of the Chairman of the Board and others whom the Chairman of the Board appoints.

Section 4.4 Term

- (a) Directors shall be elected to a two (2) year term of office. However, during the initial year of operation, half of the Board of Directors shall be selected by lottery or other method to serve an initial term of only one (1) year.
- (b) Each Director shall serve until the board elects his/her successor at the annual meeting.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (34) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reason listed in Section 4.6(b) above may be initiated by any member of the Board. The Board all hold a public meeting within ten (10) school attendance days of receiving such a request or petition.

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Richard McKenna Charter School
Bylaws

(d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority of more of the then current Directors must be assembled either physically or at a distance via phone lines or other media to vote and conduct business.

ARTICLE 5

BOARD MEETINGS

Section 5.1 Place of Meeting

The place of the quarterly meetings of the Directors shall be the principle office of the Corporation or at such other place as shall be determined from time to time by the Board. The place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Face-to-face Meetings

The Board shall meet face-to-face in February, June, and October.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Tuesday of each month if a Director sees the need to have a meeting during the month. During these monthly meetings, the Board may meet face-to-face or at a distance via phone lines or other media.

Section 5.4 Notice of Meeting

Notice of the time and place of meetings shall be posted at the principle office of the Corporation and on the Idaho Virtual High School web site at least three (3) days prior to the meeting.

February 12, 2015

Richard McKenna Charter School
Bylaws

ARTICLE 6
OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of , and be subject to all the restrictions upon the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

(a) The Secretary shall keep or cause to be kept, at the principal office or other such place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the state of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all of its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board members.

Richard McKenna Charter School
Bylaws

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse funds of the Corporation as may be order by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The treasurer shall present an operation statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and performs such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed these Bylaws for regular election or appointment to such office, provide that

filled in the manner prescribed these Bylaws for regular election or app
such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7

FISCAL AFFAIRS

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 8

NOTICES

Section 8.1 Manner of Giving Notice

Whenever provisions of any statue or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 9

DISSOLUTION

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation the remaining assets shall be distributed to one or more

February 12, 2015

Richard McKenna Charter School
Bylaws

nonprofit funds, foundations, or corporations which are organized and operated exclusively for educational purpose and which have established their tax exempt status under Section 501(c) (3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the board.

ARTICLE 10
AMENDMENTS

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in

the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

I, _____, certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors on _____ and that they are currently in effect.

Signature

TITLE OF PERSON SIGNING

Date of signature

February 12, 2015

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of June 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Virtual High School, Inc., doing business as Richard McKenna Charter High School (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on _____, 2014, the Authorizer approved a charter petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2003; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2002. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. **Term of Agreement.** This Certificate is effective as of June 17, 2014, and shall continue through June 30, 2017, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

School Mission. The mission of the School is as follows: ~~The mission of Richard McKenna Charter High School is to prepare students for successful post secondary education, training, and employment. We focus on developing strong reading, writing, math, and study skills in the context of a liberal arts education. Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.~~

- A. **Grades Served.** The School may serve students in grades K 9 through 12.
- B. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Active Learning.** We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on:

- Critical and Analytical Thinking.
 - Hard Work, Respect, and Service.
 - Presentations and Projects.
 - Reflecting and Recording.
- Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth.
 - Online Learning. We provide online courses for both general ed. and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting.
- C. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- D. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. **Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. **School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School

Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The number of students who may be enrolled in the school's online program shall be unlimited; however, the enrollment cutoff date for any given

school year shall be six weeks before the end of the school year. The school's on-site program enrollment cap shall be 75 291 students.

- C. **Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. **School Facilities.** 675 South Haskett Street, Mountain Home, ID 83647 and 1305 E. 8th North Street, Mountain Home, ID 83647. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. **Attendance Area.** The School's primary attendance area for the online program is as follows: State of Idaho. The School's primary attendance area for the on-site program is: Mountain Home School District #193 boundaries.
- F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6)

maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon

termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

February 12, 2015

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **June 17, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, Idaho Virtual High School, Inc. Board

February 12, 2015

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F1: General School Performance Framework

Appendix F2: Alternative School Performance Framework

Appendix G: Authorizer Policies

Appendix H: Enrollment Policy

Appendix I: Public Charter School Closure Protocol

Richard McKenna Charter School

School Expansion Proposal

Market Analysis

Community Demographics

Mountain Home School District Enrollment by Grade Level, as of December 16, 2014.

Grade	K	1	2	3	4	5	6	7	8
Capacity	307	456	431	353	324	321	320	288	288
Enrolled	307	335	331	309	304	321	270	288	288
Difference	0	121	100	44	20	0	50	0	0
Average Class Size	20	22	23	28	30	32	27	N/A	N/A

Student population in Mountain Home has been relatively stable over the past few years. A Singaporean Wing of the Mountain Home Air Force Base moved in about 2004 which increased enrollment slightly. A number of the Singaporeans send their young children to the private Montessori schools in Mountain Home, so their numbers do not show up in the school district's population.

There are three Montessori Pre-K, K private schools in Mountain Home, with about 30 students each.

Impact on Local Schools

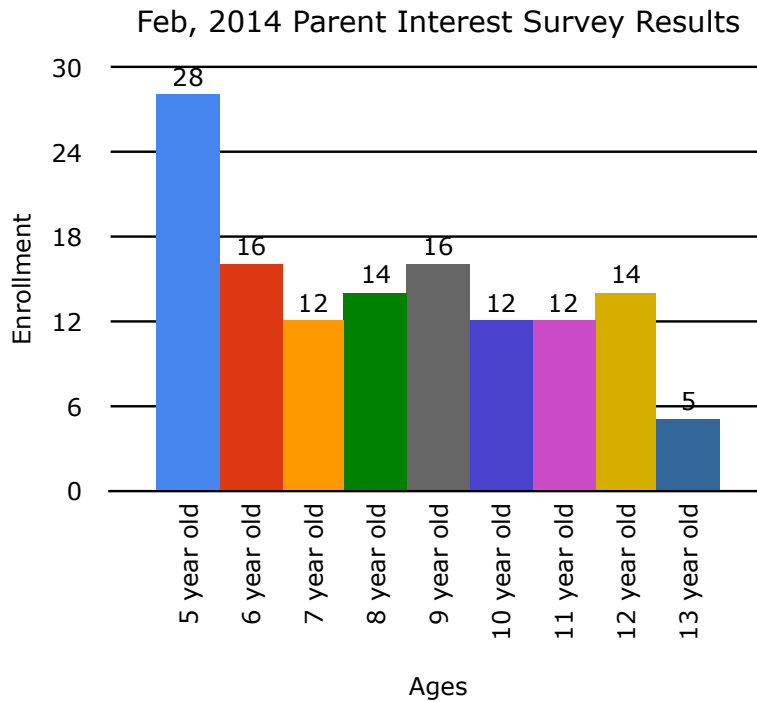
Initially, the impact on the school district will be minimal since we will grow our school by 48 students in grades K-1 the first year, and by 24 kindergarten students each year thereafter. Ultimately, the impact will be significant. There are about 2,880 students in grades K-8 in the Mountain Home School District. Our capacity is 216 students which is about eight percent of the district's current student enrollment.

The biggest initial impact will be on the private Montessori schools. Parents pay tuition for their kindergarten children and may prefer to send their child to a publicly funded Montessori kindergarten.

We have not received any feedback from either private or public schools about our proposed charter expansion. We are sure we will hear more once we begin construction.

Community Need

We conducted a market research survey in February, 2014. Eighty-three families indicated that they would like to enroll 129 students in a charter elementary school. The largest grade enrollment was 28 kindergarteners, the smallest was five 8th-graders. The remaining enrollments ranged between 12-16 students per grade level.



The survey was general in nature and did not refer to a Montessori program. It also indicated that the school would not open until 2017. It appears that these families were interested in any type of charter school and were seeking an alternative to a traditional program.

We also have anecdotal information that Air Force families would be more willing to transfer to Mountain Home Air Force Base if there were a charter elementary school in Mountain Home.

Greatest Concern

The greatest concern expressed by parents regarding traditional elementary schooling is not overcrowding, but rather scripted learning. In order to meet the demands of state and federal regulations, schools have moved to a prescribed learning model that squeezes the life out of teaching and learning. Teachers are required to teach the same concept, at the same time, in every grade level, classroom, and school. This “one size fits all” approach is an anathema to students and teachers. It stifles creativity, initiative, curiosity, and individuality.

We have witnessed first hand the effects of the “No Child Left Behind” (NCLB) influence on students. The first group of students who started with NCLB in kindergarten are now enrolled in our high school. They are good kids, but they are extremely apathetic and low skilled. They simply go through the motions of learning without exerting themselves. They are capable, but lack a strong work ethic. They are risk adverse and will not venture a guess or an opinion, and they certainly are not curious about the world around them.

We work hard to motivate and prepare them, but the time spent on remediation and motivation would be better spent on preparing students for post secondary education, training, and employment. We believe that a Montessori education, beginning at an early age, is the best way to prepare students for secondary education and beyond.

Parent Orientation

We hope to increase parent commitment by spending time explaining and showing what a Montessori classroom is like. We plan to have an open house at the new building before enrolling students to clearly inform parents what a Montessori education is, and what it is not. We also plan to hold regular parent conferences to keep them informed and to orient new parents to the Montessori model.

Montessori Education

The Montessori method of teaching and learning is nearly opposite of what happens in a traditional public school. Instead of moving lock-step as a group, students are encouraged to discover and delve into subjects as deeply as they desire. They are required to accomplish certain tasks each week, but are allowed to choose when and how much time they spend on a particular task. What they accomplish each week is called “work” and helps to instill a sense of pride, ownership, and achievement and develops a strong work ethic.

The Montessori model relies heavily upon manipulatives that are engineered to teach and reinforce concepts. For example, students begin learning how to write letters by tracing the letter in a box of sand. This kinetic connection helps to wire the child’s brain. The students also trace letters using felt letters. Again, they see and feel the letter. They also arrange the felt letters on a blanket to form words and sentences. After experiencing letters kinetically, they are better prepared to write letters.

The same holds true for math. There are a number of math manipulatives that range from a number tower, to math beads wired together in grids of 10x10 beads. They begin to build a number sense by stacking one grid on top another.

Sciences are taught by observing and experiencing. Time is spent in and out of the classroom growing plants and raising animals. They learn physics by using levers, weights, and scales. They learn to observe and categorize their observations by organizing objects by sounds, textures, and weights.

Art, music, and movement are an integral part of a Montessori curriculum. Emphasis is placed on participation more than perfection. Students exhibit their work in classrooms and hallways and have opportunities to perform on stage.

The teacher is literally the “guide-at-the-side” and helps students individually and in small groups. She also challenges students to work on more demanding tasks when they have mastered a concept.

Students are not given letter grades, but are assessed by the teacher who shares her observations regularly with parents. The non-graded setting reduces competition and comparisons. Students are taught to be considerate and to put away manipulatives neatly in a specific place so that others may use them. They are also taught to treat each other with kindness, respect, and patience.

Since Montessori classrooms combine two or three grade levels, students are able to learn from their older classmates, and look forward to doing things the older students are doing. Older students help teach younger students which, in turn, reinforces what the older students have learned.

Common Core Standardized Testing

Some individuals express concern that a Montessori education does not prepare public school students for standardized testing. Just the opposite is true as noted below:

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“A primary goal of Montessori classrooms is to provide students with a combination of guidance and a prepared environment in which to develop the necessary skills in reading, writing, speaking, and listening that facilitate effective communication and expression. Montessori students have always been encouraged to be independent and critical thinkers; to analyze, question, and contribute their own thoughts on a topic. Montessori students from a very young age are encouraged to ‘actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views.’”

The Common Core gets very specific in providing goals for building the necessary skill sets for reading, writing, and speaking effectively from kindergarten through high school. And yet, as with Mathematics, time and time again, the standards are met or exceeded by the Montessori Scope & Sequence. (<http://montessoricompass.com/blog/common-core-standards-an-opportunity-for-montessori-to-shine>)

Richard McKenna Charter School

School Expansion Proposal

Capacity

Faculty

Recruitment

Our goal is to recruit highly qualified Idaho certified teachers who are also certified Montessori teachers. We will recruit new teachers by advertising locally, regionally, and from American Montessori Society (AMS) affiliated training centers throughout the United States.

Teacher Training

Teacher training is available at American Montessori Society (AMS) and American Montessori International (AMI) affiliated training centers throughout the United States. Some regional centers include Westminster College in Salt Lake City, Utah; Montana Montessori Teacher Education Institute (MMUTEI) in Kalispell, Montana; and Montessori Center for Teacher Education—Washington State in Bellevue, Washington. The Montana Montessori Teacher Education Institute will train locally if there are enough participants.

Training is also available online. Teachers apply what they learn online in their classrooms and share their experiences using video recordings of their instruction.

Ongoing Professional Development

We plan to provide ongoing professional development for our faculty selected from a variety of resources. Montessori conferences are held annually throughout the United States. Nearby conferences include the January Montessori conferences hosted by Westminster College in Salt Lake City, Utah, and a regional conference sponsored by the Montana Montessori Teacher Education Institute (MMUTEI) held each October in Boise, Idaho.

Online Montessori professional development is also available online.

Facilities

Richard McKenna Charter School plans to build three facilities on five acres it owns in Mountain Home, Idaho for a total of 22,000 sf.

Phase One

Construction will be in two phases. Phase one will consist of two, 2,500 sf annex buildings with a total of four classrooms and the infrastructure for the entire project (roadways, sidewalks, landscaping, sewer, water, gas, power, and data). The estimated cost will be \$700,000. We will go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin for grades K-1 in August, 2016. Phase one's capacity is 96 students in grades K-3.

Phase Two

Phase two construction of the 17,000 sf main building will begin in the spring of 2018, assuming there is a demand for grades 4-6. The project should be completed by the winter of 2019. Phase two includes offices, 6 classrooms, a multipurpose room, stage and courtyard for 144 students. The estimated cost of phase two construction is \$2,125,000.

Completed Project

Once the annexes and main building are complete, grades 1-6 will be housed in the main building, and grades K, 7 and 8 will be housed in the annexes for a total of 216 students. The extra classroom in the kindergarten annex will be converted into a workshop. (See photos below.)

ADA Compliance

All of the new facilities will be ADA compliant as required by law and local codes.

(Models were created by Richard McKenna Charter High School Students)

Phase One—Two 2,500 sf Annexes housing four classrooms for grades K-3, beginning with kindergarten and first grade, plus infrastructure for the entire project.



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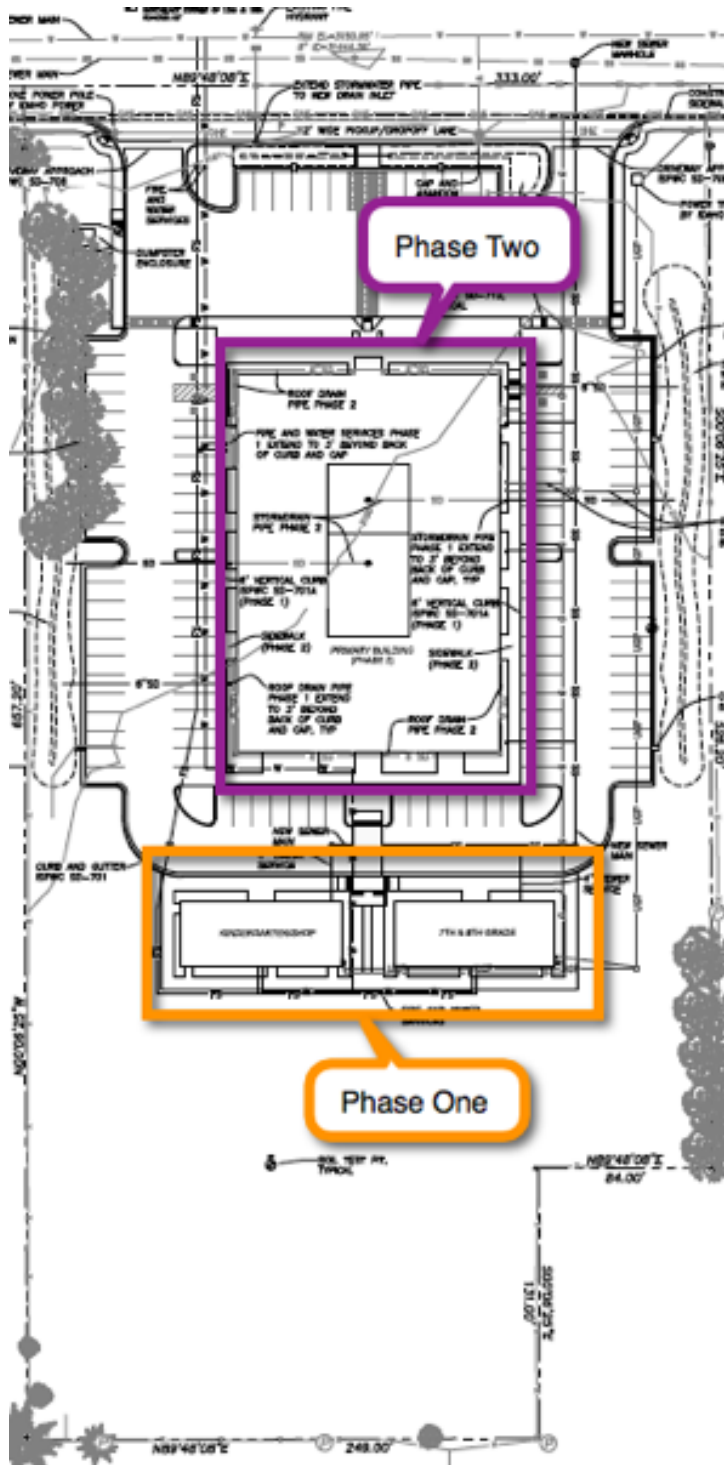
Phase Two—Main building. 17,000 sf with offices, six classrooms, a courtyard, multipurpose room, and stage.



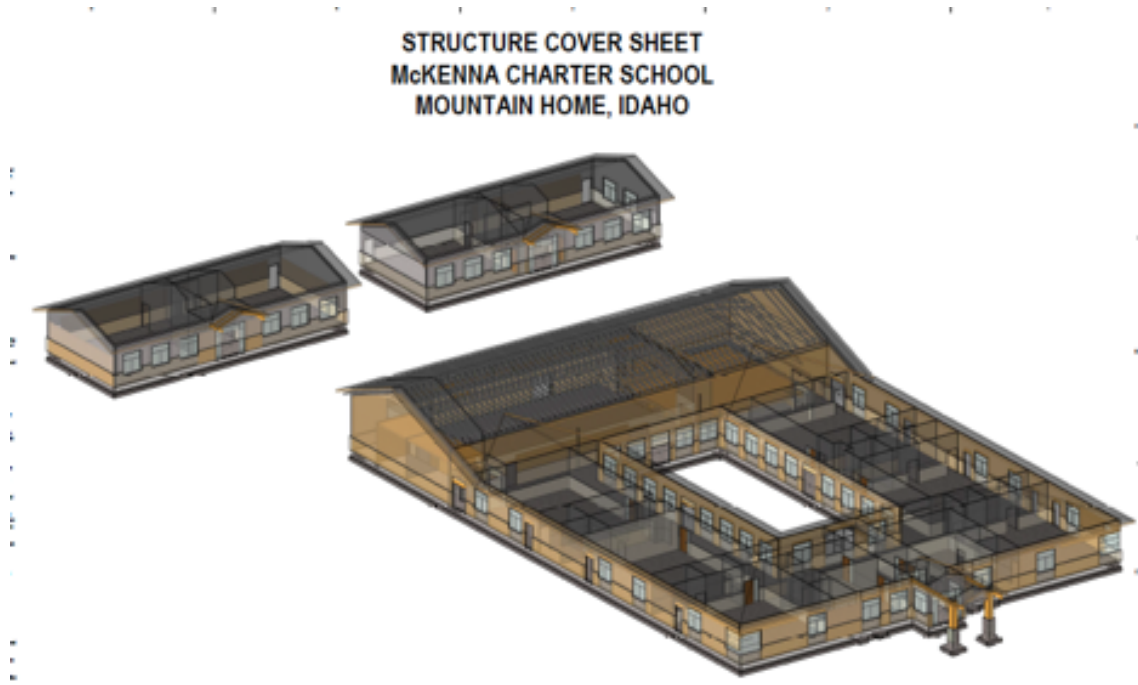
Entire Project—22,000 sf of building space housing up to 216 students, grades K-8 located on five acres in Mountain Home, Idaho. Includes offices, nine classrooms, one work shop, a multipurpose room, stage, and court yard.



Site Plan



3-D View



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RICHARD MCKENNA CHARTER HIGH SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-	#DIV/0!	-	
415000 Earnings on Investments	820.00	820.00	806.00	14.00	98%	1,000.00	
416100 School Food Service	-	-	-	-	#DIV/0!	-	
416200 Meal sales: non-reimbursable	-	-	-	-	#DIV/0!	-	
416900 Other Food Sales	-	-	-	-	#DIV/0!	-	
417100 Admissions / Activities	-	-	-	-	#DIV/0!	-	
417200 Bookstore Sales	-	-	-	-	#DIV/0!	-	
417300 Clubs / Organization Fees, etc.	-	-	-	-	#DIV/0!	-	
417400 School Fees & Charges/Fundraising	5,332.00	5,332.00	3,000.00	2,332.00	56%	5,500.00	
417900 Other Student Revenue	-	-	-	-	#DIV/0!	-	
419100 Rentals	-	-	-	-	#DIV/0!	-	
419200 Contributions/Donations	-	-	-	-	#DIV/0!	-	
419900 Other Local Revenue	-	-	-	-	#DIV/0!	-	
431100 Base Support Program	1,378,803.00	1,378,803.00	1,083,709.00	295,094.00	79%	1,378,803.00	
431200 Transportation Support	-	-	-	-	#DIV/0!	-	
431400 Exceptional Child Support	-	-	-	-	#DIV/0!	-	
431600 Tuition Equivalency	-	-	-	-	#DIV/0!	-	
431800 Benefit Apportionment	184,302.00	184,302.00	133,942.00	50,360.00	73%	184,302.00	
431900 Other State Support	29,339.00	29,339.00	20,733.00	8,606.00	71%	29,339.00	
437000 Lottery / Addtl State Maintenance	4,602.00	4,602.00	-	4,602.00	0%	4,602.00	
439000 Other State Revenue	33,611.00	33,611.00	-	33,611.00	0%	-	
442000 Indirect Unrestricted Federal	-	-	-	-	#DIV/0!	-	
443000 Direct Restricted Federal	-	-	-	-	#DIV/0!	-	
445000 Title I - ESEA	-	-	-	-	#DIV/0!	-	
445500 Child Nutrition Reimbursement	-	-	-	-	#DIV/0!	-	
445600 Title VI-B IDEA	-	-	-	-	#DIV/0!	-	
445900 Other Indirect Restricted Federal	-	-	-	-	#DIV/0!	-	
451000 Proceeds	-	-	-	-	#DIV/0!	-	
460000 Transfers In	-	-	-	-	#DIV/0!	-	
TOTAL REVENUE	\$1,636,809.00	\$1,636,809.00	\$1,242,190.00	\$394,619.00	76%	\$1,603,546.00	
EXPENDITURES							
100 SALARIES	854,400.00	854,400.00	458,553.00	395,847.00	54%	854,400.00	
200 EMPLOYEE BENEFITS	170,758.00	170,758.00	98,505.00	72,253.00	58%	170,758.00	
300 PURCHASED SERVICES	195,187.00	195,187.00	102,195.00	#VALUE!	52%	195,187.00	
400 SUPPLIES	21,037.00	21,037.00	26,142.00	(5,105.00)	124%	27,808.00	
500 CAPITAL OUTLAY	1,872.00	1,872.00	722.00	1,150.00	39%	1,872.00	
600 DEBT RETIREMENT	-	-	-	-	#DIV/0!	-	
700 INSURANCE	-	-	-	-	#DIV/0!	-	
920000 TRANSFERS OUT	-	-	-	-	#DIV/0!	-	
TOTAL EXPENDITURES	\$1,243,254.00	\$1,243,254.00	\$686,117.00	#VALUE!	55%	\$1,250,025.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
TOTAL FUND REVENUES OVER EXPENDITURES	\$393,555.00	\$393,555.00	\$556,073.00			\$353,521.00	
TOTAL BEGINNING BALANCE (All Funds)	\$985,256.00	\$985,256.00	\$985,256.00			\$985,256.00	
TOTAL CHANGES (All Funds)	\$393,555.00	\$393,555.00	\$556,073.00			\$353,521.00	
ENDING BALANCE (All Funds)	\$1,378,811.00	\$1,378,811.00	\$1,541,329.00			\$1,338,777.00	
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	\$985,256.00	\$985,256.00	\$985,256.00			\$985,256.00	
100 Changes in Fund Balance	\$393,555.00	\$393,555.00	\$556,073.00			\$353,521.00	
100 Ending Fund Balance	\$1,378,811.00	\$1,378,811.00	\$1,541,329.00			\$1,338,777.00	
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
23x Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
23x Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
245 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
245 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
245 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Fed Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
310 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
310 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
310 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-	#DIV/0!		
100.415000	Earnings on Investments	820.00	820.00	806.00	14.00	98%	1,000.00	
100.417100	Admissions / Activities				-	#DIV/0!		
100.417200	Bookstore Sales				-	#DIV/0!		
100.417300	Clubs / Organization Dues, etc.				-	#DIV/0!		
100.417400	School Fees & Charges	5,332.00	5,332.00	3,000.00	2,332.00	56%	5,500.00	
100.417900	Other Student Revenue				-	#DIV/0!		
100.419100	Rentals				-	#DIV/0!		
100.419200	Contributions/Donations				-	#DIV/0!		
100.419900	Other Local Revenue				-	#DIV/0!		
100.431100	Base Support	1,378,803.00	1,378,803.00	1,083,709.00	295,094.00	79%	1,378,803.00	
100.431200	Transportation Support				-	#DIV/0!		
100.431400	Exceptional Child Support				-	#DIV/0!		
100.431600	Tuition Equivalency				-	#DIV/0!		
100.431800	Benefit Apportionment	184,302.00	184,302.00	133,942.00	50,360.00	73%	184,302.00	
100.431900	Other State Support	29,339.00	29,339.00	20,733.00	8,606.00	71%	29,339.00	
100.437000	Lottery / Addtl State Maintenance	4,602.00	4,602.00		4,602.00	0%	4,602.00	
100.439000	Other State Revenue	33,611.00	33,611.00		33,611.00	0%		
100.442000	Indirect Unrestricted Federal				-	#DIV/0!		
100.443000	Direct Restricted Federal				-	#DIV/0!		
100.445900	Other Indirect Restricted Federal				-	#DIV/0!		
100.460000	Transfers In				-	#DIV/0!		
TOTAL GENERAL FUND REVENUES		\$1,636,809.00	\$1,636,809.00	\$1,242,190.00	394,619.00	76%	\$1,603,546.00	
EXPENDITURES								
100.512100	Elementary Salaries				-	#DIV/0!		
100.512200	Elementary Benefits				-	#DIV/0!		
100.512300	Elementary Purchased Services				-	#DIV/0!		
100.512400	Elementary Supplies				-	#DIV/0!		
100.512500	Elementary Capital Outlay				-	#DIV/0!		
100.512600	Elementary Debt Retirement				-	#DIV/0!		
100.512700	Elementary Insurance				-	#DIV/0!		
100.515100	Secondary Salaries	155,860.00	155,860.00	78,075.00	77,785.00	50%	155,860.00	
100.515200	Secondary Benefits	29,613.00	29,613.00	15,809.00	13,804.00	53%	29,613.00	
100.515300	Secondary Purchased Services	2,885.00	2,885.00	2,885.00	-	100%	2,885.00	
100.515400	Secondary Supplies	10,594.00	10,594.00	8,928.00	1,666.00	84%	10,594.00	
100.515500	Secondary Capital Outlay				-	#DIV/0!		
100.515600	Secondary Debt Retirement				-	#DIV/0!		
100.515700	Secondary Insurance				-	#DIV/0!		
100.517100	Alternative School Program Salaries	454,288.00	454,288.00	234,224.00	220,064.00	52%	454,288.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.517200	Alternative School Program Benefits	86,315.00	86,315.00	47,427.00	38,888.00	55%	86,315.00	
100.517300	Alternative School Program Purchased Services	72,622.00	72,622.00	36,384.00	36,238.00	50%	72,622.00	
100.517400	Alternative School Program Supplies	6,364.00	6,364.00	6,364.00	-	100%	6,364.00	
100.517500	Alternative School Program Capital Outlay	600.00	600.00		600.00	0%	600.00	
100.517600	Alternative School Program Debt Retirement				-	#DIV/0!		
100.517700	Alternative School Program Insurance				-	#DIV/0!		
100.521100	Exceptional Child Salaries				-	#DIV/0!		
100.521200	Exceptional Child Benefits				-	#DIV/0!		
100.521300	Exceptional Child Purchased Services				-	#DIV/0!		
100.521400	Exceptional Child Supplies				-	#DIV/0!		
100.521500	Exceptional Child Capital Outlay				-	#DIV/0!		
100.521600	Exceptional Child Debt Retirement				-	#DIV/0!		
100.521700	Exceptional Child Insurance				-	#DIV/0!		
100.524100	Gifted and Talented Program Salaries				-	#DIV/0!		
100.524200	Gifted and Talented Program Benefits				-	#DIV/0!		
100.524300	Gifted and Talented Program Purchased Services				-	#DIV/0!		
100.524400	Gifted and Talented Program Supplies				-	#DIV/0!		
100.524500	Gifted and Talented Program Capital Outlay				-	#DIV/0!		
100.524600	Gifted and Talented Program Debt Retirement				-	#DIV/0!		
100.524700	Gifted and Talented Program Insurance				-	#DIV/0!		
100.531100	Interscholastic Program Salaries				-	#DIV/0!		
100.531200	Interscholastic Program Benefits				-	#DIV/0!		
100.531300	Interscholastic Program Purchased Services				-	#DIV/0!		
100.531400	Interscholastic Program Supplies				-	#DIV/0!		
100.531500	Interscholastic Program Capital Outlay				-	#DIV/0!		
100.531600	Interscholastic Program Debt Retirement				-	#DIV/0!		
100.531700	Interscholastic Program Insurance				-	#DIV/0!		
100.532100	School Activity Program Salaries				-	#DIV/0!		
100.532200	School Activity Program Benefits				-	#DIV/0!		
100.532300	School Activity Program Purchased Services				-	#DIV/0!		
100.532400	School Activity Program Supplies				-	#DIV/0!		
100.532500	School Activity Program Capital Outlay				-	#DIV/0!		
100.532600	School Activity Program Debt Retirement				-	#DIV/0!		
100.532700	School Activity Program Insurance				-	#DIV/0!		
100.541100	Summer School Program Salaries				-	#DIV/0!		
100.541200	Summer School Program Benefits				-	#DIV/0!		
100.541300	Summer School Program Purchased Services				-	#DIV/0!		
100.541400	Summer School Program Supplies				-	#DIV/0!		
100.541500	Summer School Program Capital Outlay				-	#DIV/0!		
100.541600	Summer School Program Debt Retirement				-	#DIV/0!		
100.541700	Summer School Program Insurance				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
Subtotals: Instruction		819,141.00	819,141.00	430,096.00	389,045.00	53%	819,141.00	
100.611100	Attendance-Guidance-Health Salaries				-	#DIV/0!		
100.611200	Attendance-Guidance-Health Benefits				-	#DIV/0!		
100.611300	Attendance-Guidance-Health Purchased Services				-	#DIV/0!		
100.611400	Attendance-Guidance-Health Supplies				-	#DIV/0!		
100.611500	Attendance-Guidance-Health Capital Outlay				-	#DIV/0!		
100.611600	Attendance-Guidance-Health Debt Retirement				-	#DIV/0!		
100.611700	Attendance-Guidance-Health Insurance				-	#DIV/0!		
100.616100	Special Services Program Salaries				-	#DIV/0!		
100.616200	Special Services Program Benefits				-	#DIV/0!		
100.616300	Special Services Program Purchased Services				-	#DIV/0!		
100.616400	Special Services Program Supplies				-	#DIV/0!		
100.616500	Special Services Program Capital Outlay				-	#DIV/0!		
100.616600	Special Services Program Debt Retirement				-	#DIV/0!		
100.616700	Special Services Program Insurance				-	#DIV/0!		
100.621100	Instruction Improvement Salaries				-	#DIV/0!		
100.621200	Instruction Improvement Benefits				-	#DIV/0!		
100.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
100.621400	Instruction Improvement Supplies				-	#DIV/0!		
100.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
100.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
100.621700	Instruction Improvement Insurance				-	#DIV/0!		
100.622100	Educational Media Salaries				-	#DIV/0!		
100.622200	Educational Media Benefits				-	#DIV/0!		
100.622300	Educational Media Purchased Services				-	#DIV/0!		
100.622400	Educational Media Supplies				-	#DIV/0!		
100.622500	Educational Media Capital Outlay				-	#DIV/0!		
100.622600	Educational Media Debt Retirement				-	#DIV/0!		
100.622700	Educational Media Insurance				-	#DIV/0!		
100.623100	Instruction-Related Technology Salaries				-	#DIV/0!		
100.623200	Instruction-Related Technology Benefits				-	#DIV/0!		
100.623300	Instruction-Related Technology Purchased Services				-	#DIV/0!		
100.623400	Instruction-Related Technology Supplies				-	#DIV/0!		
100.623500	Instruction-Related Technology Capital Outlay				-	#DIV/0!		
100.623600	Instruction-Related Technology Debt Retirement				-	#DIV/0!		
100.623700	Instruction-Related Technology Insurance				-	#DIV/0!		
100.631100	Board of Education Program Salaries				-	#DIV/0!		
100.631200	Board of Education Program Benefits				-	#DIV/0!		
100.631300	Board of Education Program Purchased Services				-	#DIV/0!		
100.631400	Board of Education Program Supplies				-	#DIV/0!		
100.631500	Board of Education Program Capital Outlay				-	#DIV/0!		
100.631600	Board of Education Program Debt Retirement				-	#DIV/0!		
100.631700	Board of Education Program Insurance				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.632100	District Administration Program Salaries				-	#DIV/0!		
100.632200	District Administration Program Benefits				-	#DIV/0!		
100.632300	District Administration Program Purchased Services				-	#DIV/0!		
100.632400	District Administration Program Supplies				-	#DIV/0!		
100.632500	District Administration Program Capital Outlay				-	#DIV/0!		
100.632600	District Administration Program Debt Retirement				-	#DIV/0!		
100.632700	District Administration Program Insurance				-	#DIV/0!		
100.641100	School Administration Program Salaries	244,252.00	244,252.00	146,254.00	97,998.00	60%	244,252.00	
100.641200	School Administration Program Benefits	54,830.00	54,830.00	35,269.00	19,561.00	64%	54,830.00	
100.641300	School Administration Program Purchased Services	119,680.00	119,680.00	62,926.00	56,754.00	53%	119,680.00	
100.641400	School Administration Program Supplies	4,079.00	4,079.00	10,850.00	(6,771.00)	266%	10,850.00	
100.641500	School Administration Program Capital Outlay	1,272.00	1,272.00	722.00	550.00	57%	1,272.00	
100.641600	School Administration Program Debt Retirement				-	#DIV/0!		
100.641700	School Administration Program Insurance				-	#DIV/0!		
100.651100	Business Operation Program Salaries				-	#DIV/0!		
100.651200	Business Operation Program Benefits				-	#DIV/0!		
100.651300	Business Operation Program Purchased Services				-	#DIV/0!		
100.651400	Business Operation Program Supplies				-	#DIV/0!		
100.651500	Business Operation Program Capital Outlay				-	#DIV/0!		
100.651600	Business Operation Program Debt Retirement				-	#DIV/0!		
100.651700	Business Operation Program Insurance				-	#DIV/0!		
100.655100	Central Service Program Salaries				-	#DIV/0!		
100.655200	Central Service Program Benefits				-	#DIV/0!		
100.655300	Central Service Program Purchased Services				-	#DIV/0!		
100.655400	Central Service Program Supplies				-	#DIV/0!		
100.655500	Central Service Program Capital Outlay				-	#DIV/0!		
100.655600	Central Service Program Debt Retirement				-	#DIV/0!		
100.655700	Central Service Program Insurance				-	#DIV/0!		
100.656100	Administrative Technology Service Salaries				-	#DIV/0!		
100.656200	Administrative Technology Service Benefits				-	#DIV/0!		
100.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
100.656400	Administrative Technology Service Supplies				-	#DIV/0!		
100.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
100.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
100.656700	Administrative Technology Service Insurance				-	#DIV/0!		
100.661100	Buildings - Care Program Salaries				-	#DIV/0!		
100.661200	Buildings - Care Program Benefits				-	#DIV/0!		
100.661300	Buildings - Care Program Purchased Services				-	#DIV/0!		
100.661400	Buildings - Care Program Supplies				-	#DIV/0!		
100.661500	Buildings - Care Program Capital Outlay				-	#DIV/0!		
100.661600	Buildings - Care Program Debt Retirement				-	#DIV/0!		
100.661700	Buildings - Care Program Insurance				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.663100	Maintenance - Non-Student Occupied Salaries				-	#DIV/0!		
100.663200	Maintenance - Non-Student Occupied Benefits				-	#DIV/0!		
100.663300	Maintenance - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.663400	Maintenance - Non-Student Occupied Supplies				-	#DIV/0!		
100.663500	Maintenance - Non-Student Occupied Capital Outlay				-	#DIV/0!		
100.663600	Maintenance - Non-Student Occupied Debt Retirement				-	#DIV/0!		
100.663700	Maintenance - Non-Student Occupied Insurance				-	#DIV/0!		
100.664100	Maintenance - Student Occupied Salaries				-	#DIV/0!		
100.664200	Maintenance - Student Occupied Benefits				-	#DIV/0!		
100.664300	Maintenance - Student Occupied Purchased Services				-	#DIV/0!		
100.664400	Maintenance - Student Occupied Supplies				-	#DIV/0!		
100.664500	Maintenance - Student Occupied Capital Outlay				-	#DIV/0!		
100.664600	Maintenance - Student Occupied Debt Retirement				-	#DIV/0!		
100.664700	Maintenance - Student Occupied Insurance				-	#DIV/0!		
100.665100	Maintenance - Grounds Salaries				-	#DIV/0!		
100.665200	Maintenance - Grounds Benefits				-	#DIV/0!		
100.665300	Maintenance - Grounds Purchased Services				-	#DIV/0!		
100.665400	Maintenance - Grounds Supplies				-	#DIV/0!		
100.665500	Maintenance - Grounds Capital Outlay				-	#DIV/0!		
100.665600	Maintenance - Grounds Debt Retirement				-	#DIV/0!		
100.665700	Maintenance - Grounds Capital Insurance				-	#DIV/0!		
100.667100	Security Program Salaries				-	#DIV/0!		
100.667200	Security Program Benefits				-	#DIV/0!		
100.667300	Security Program Purchased Services				-	#DIV/0!		
100.667400	Security Program Supplies				-	#DIV/0!		
100.667500	Security Program Capital Outlay				-	#DIV/0!		
100.667600	Security Program Debt Retirement				-	#DIV/0!		
100.667700	Security Program Insurance				-	#DIV/0!		
100.681100	Pupil-to-School Transportation Salaries				-	#DIV/0!		
100.681200	Pupil-to-School Transportation Benefits				-	#DIV/0!		
100.681300	Pupil-to-School Transportation Purchased Services				-	#DIV/0!		
100.681400	Pupil-to-School Transportation Supplies				-	#DIV/0!		
100.681500	Pupil-to-School Transportation Capital Outlay				-	#DIV/0!		
100.681600	Pupil-to-School Transportation Debt Retirement				-	#DIV/0!		
100.681700	Pupil-to-School Transportation Insurance				-	#DIV/0!		
100.682100	Pupil-Activity Transportation Salaries				-	#DIV/0!		
100.682200	Pupil-Activity Transportation Benefits				-	#DIV/0!		
100.682300	Pupil-Activity Transportation Purchased Services				-	#DIV/0!		
100.682400	Pupil-Activity Transportation Supplies				-	#DIV/0!		
100.682500	Pupil-Activity Transportation Capital Outlay				-	#DIV/0!		
100.682600	Pupil-Activity Transportation Debt Retirement				-	#DIV/0!		
100.682700	Pupil-Activity Transportation Insurance				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.683100	General Transportation Salaries				-	#DIV/0!		
100.683200	General Transportation Benefits				-	#DIV/0!		
100.683300	General Transportation Purchased Services				-	#DIV/0!		
100.683400	General Transportation Supplies				-	#DIV/0!		
100.683500	General Transportation Capital Outlay				-	#DIV/0!		
100.683600	General Transportation Debt Retirement				-	#DIV/0!		
100.683700	General Transportation Insurance				-	#DIV/0!		
100.691100	Other Support Services Program Salaries				-	#DIV/0!		
100.691200	Other Support Services Program Benefits				-	#DIV/0!		
100.691300	Other Support Services Program Purchased Services				-	#DIV/0!		
100.691400	Other Support Services Program Supplies				-	#DIV/0!		
100.691500	Other Support Services Program Capital Outlay				-	#DIV/0!		
100.691600	Other Support Services Program Debt Retirement				-	#DIV/0!		
100.691700	Other Support Services Program Insurance				-	#DIV/0!		
Subtotals: Support Services		424,113.00	424,113.00	256,021.00	168,092.00	60%	430,884.00	
100.710100	Child Nutrition Salaries				-	#DIV/0!		
100.710200	Child Nutrition Benefits				-	#DIV/0!		
100.710300	Child Nutrition Purchased Services				-	#DIV/0!		
100.710400	Child Nutrition Supplies				-	#DIV/0!		
100.710500	Child Nutrition Capital Outlay				-	#DIV/0!		
100.710600	Child Nutrition Debt Retirement				-	#DIV/0!		
100.710700	Child Nutrition Insurance				-	#DIV/0!		
100.720100	Community Services Program Salaries				-	#DIV/0!		
100.720200	Community Services Program Benefits				-	#DIV/0!		
100.720300	Community Services Program Purchased Services				-	#DIV/0!		
100.720400	Community Services Program Supplies				-	#DIV/0!		
100.720500	Community Services Program Capital Outlay				-	#DIV/0!		
100.720600	Community Services Program Debt Retirement				-	#DIV/0!		
100.720700	Community Services Program Insurance				-	#DIV/0!		
100.730100	Enterprise Operations Program Salaries				-	#DIV/0!		
100.730200	Enterprise Operations Program Benefits				-	#DIV/0!		
100.730300	Enterprise Operations Program Purchased Services				-	#DIV/0!		
100.730400	Enterprise Operations Program Supplies				-	#DIV/0!		
100.730500	Enterprise Operations Program Capital Outlay				-	#DIV/0!		
100.730600	Enterprise Operations Program Debt Retirement				-	#DIV/0!		
100.730700	Enterprise Operations Program Capital Insurance				-	#DIV/0!		
100.810300	Capital Assets - Student Occupied Purchased Services				-	#DIV/0!		
100.810400	Capital Assets - Student Occupied Supplies				-	#DIV/0!		
100.810500	Capital Assets - Student Occupied Capital Outlay				-	#DIV/0!		
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.811400	Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!		
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.911500	Principal Capital Outlay				-	#DIV/0!		
100.911600	Principal Debt Retirement				-	#DIV/0!		
100.912500	Interest Capital Outlay				-	#DIV/0!		
100.912600	Interest Debt Retirement				-	#DIV/0!		
100.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
100.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
Subtotals: Non-Instruction		-	-	-	-	#DIV/0!	-	
100.920000	Transfers Out				-	#DIV/0!		
100.950000	Contingency Reserve				-	#DIV/0!		
Subtotals: Other		-	-	-	-	#DIV/0!	-	
TOTAL GENERAL FUND EXPENDITURES		\$1,243,254.00	\$1,243,254.00	\$686,117.00	\$557,137.00	55%	\$1,250,025.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		\$393,555.00	\$393,555.00	\$556,073.00			\$353,521.00	
BEGINNING FUND BALANCE (July 1, 2013)		\$985,256.00	\$985,256.00	\$985,256.00			\$985,256.00	
CHANGES IN FUND BALANCE		\$393,555.00	\$393,555.00	\$556,073.00			\$353,521.00	
ENDING FUND BALANCE AS OF 1-9-2015		\$1,378,811.00	\$1,378,811.00	\$1,541,329.00			\$1,338,777.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUNDS 230-239 (Local Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
23X.419200	Contributions/Donations				-	#DIV/0!		
23X.419900	Other Local Revenue				-	#DIV/0!		
23X.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
23X.512100	Elementary Salaries				-	#DIV/0!		
23X.512200	Elementary Benefits				-	#DIV/0!		
23X.512300	Elementary Purchased Services				-	#DIV/0!		
23X.512400	Elementary Supplies				-	#DIV/0!		
23X.512500	Elementary Capital Outlay				-	#DIV/0!		
23X.512600	Elementary Debt Retirement				-	#DIV/0!		
23X.512700	Elementary Insurance				-	#DIV/0!		
23X.515100	Secondary Salaries				-	#DIV/0!		
23X.515200	Secondary Benefits				-	#DIV/0!		
23X.515300	Secondary Purchased Services				-	#DIV/0!		
23X.515400	Secondary Supplies				-	#DIV/0!		
23X.515500	Secondary Capital Outlay				-	#DIV/0!		
23X.515600	Secondary Debt Retirement				-	#DIV/0!		
23X.515700	Secondary Insurance				-	#DIV/0!		
23X.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUNDS 242, 244, 247, 248, 249 (State Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
24X.431900	Other State Support				-	#DIV/0!		
24X.439000	Other State Revenue				-	#DIV/0!		
24X.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
24X.512100	Elementary Salaries				-	#DIV/0!		
24X.512200	Elementary Benefits				-	#DIV/0!		
24X.512300	Elementary Purchased Services				-	#DIV/0!		
24X.512400	Elementary Supplies				-	#DIV/0!		
24X.512500	Elementary Capital Outlay				-	#DIV/0!		
24X.512600	Elementary Debt Retirement				-	#DIV/0!		
24X.512700	Elementary Insurance				-	#DIV/0!		
24X.515100	Secondary Salaries				-	#DIV/0!		
24X.515200	Secondary Benefits				-	#DIV/0!		
24X.515300	Secondary Purchased Services				-	#DIV/0!		
24X.515400	Secondary Supplies				-	#DIV/0!		
24X.515500	Secondary Capital Outlay				-	#DIV/0!		
24X.515600	Secondary Debt Retirement				-	#DIV/0!		
24X.515700	Secondary Insurance				-	#DIV/0!		
24X.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support				-	#DIV/0!		
245.439000	Other State Revenue				-	#DIV/0!		
245.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
245.512100	Elementary Salaries				-	#DIV/0!		
245.512200	Elementary Benefits				-	#DIV/0!		
245.512300	Elementary Purchased Services				-	#DIV/0!		
245.512400	Elementary Supplies				-	#DIV/0!		
245.512500	Elementary Capital Outlay				-	#DIV/0!		
245.512600	Elementary Debt Retirement				-	#DIV/0!		
245.512700	Elementary Insurance				-	#DIV/0!		
245.515100	Secondary Salaries				-	#DIV/0!		
245.515200	Secondary Benefits				-	#DIV/0!		
245.515300	Secondary Purchased Services				-	#DIV/0!		
245.515400	Secondary Supplies				-	#DIV/0!		
245.515500	Secondary Capital Outlay				-	#DIV/0!		
245.515600	Secondary Debt Retirement				-	#DIV/0!		
245.515700	Secondary Insurance				-	#DIV/0!		
245.622100	Educational Media Salaries				-	#DIV/0!		
245.622200	Educational Media Benefits				-	#DIV/0!		
245.622300	Educational Media Purchased Services				-	#DIV/0!		
245.622400	Educational Media Supplies				-	#DIV/0!		
245.622500	Educational Media Capital Outlay				-	#DIV/0!		
245.622600	Educational Media Debt Retirement				-	#DIV/0!		
245.622700	Educational Media Insurance				-	#DIV/0!		
245.623100	Instruction-Related Technology Salaries				-	#DIV/0!		
245.623200	Instruction-Related Technology Benefits				-	#DIV/0!		
245.623300	Instruction-Related Technology Purchased Services				-	#DIV/0!		
245.623400	Instruction-Related Technology Supplies				-	#DIV/0!		
245.623500	Instruction-Related Technology Capital Outlay				-	#DIV/0!		
245.623600	Instruction-Related Technology Debt Retirement				-	#DIV/0!		
245.623700	Instruction-Related Technology Insurance				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
245.656100	Administrative Technology Service Salaries				-	#DIV/0!		
245.656200	Administrative Technology Service Benefits				-	#DIV/0!		
245.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
245.656400	Administrative Technology Service Supplies				-	#DIV/0!		
245.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
245.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
245.656700	Administrative Technology Service Insurance				-	#DIV/0!		
245.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-	#DIV/0!		
251.445100	Title I - ESEA				-	#DIV/0!		
251.445900	Other Indirect Restricted Federal				-	#DIV/0!		
251.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
251.512100	Elementary Salaries				-	#DIV/0!		
251.512200	Elementary Benefits				-	#DIV/0!		
251.512300	Elementary Purchased Services				-	#DIV/0!		
251.512400	Elementary Supplies				-	#DIV/0!		
251.512500	Elementary Capital Outlay				-	#DIV/0!		
251.512600	Elementary Debt Retirement				-	#DIV/0!		
251.512700	Elementary Insurance				-	#DIV/0!		
251.515100	Secondary Salaries				-	#DIV/0!		
251.515200	Secondary Benefits				-	#DIV/0!		
251.515300	Secondary Purchased Services			RICHARD MCKENNA CHARTER HIGH	#VALUE!	#VALUE!		
251.515400	Secondary Supplies				-	#DIV/0!		
251.515500	Secondary Capital Outlay				-	#DIV/0!		
251.515600	Secondary Debt Retirement				-	#DIV/0!		
251.515700	Secondary Insurance				-	#DIV/0!		
251.621100	Instruction Improvement Program Salaries				-	#DIV/0!		
251.621200	Instruction Improvement Program Benefits				-	#DIV/0!		
251.621300	Instruction Improvement Program Purchased Services				-	#DIV/0!		
251.621400	Instruction Improvement Program Supplies				-	#DIV/0!		
251.621500	Instruction Improvement Program Capital Outlay				-	#DIV/0!		
251.621600	Instruction Improvement Program Debt Retirement				-	#DIV/0!		
251.621700	Instruction Improvement Program Insurance				-	#DIV/0!		
251.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	#VALUE!	#DIV/0!	\$0.00	
TOTAL FUND REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF _____		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-	#DIV/0!		
257.445600	Title VI-B IDEA Federal Revenue				-	#DIV/0!		
257.445900	Other Indirect Restricted Federal				-	#DIV/0!		
257.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
								SCHOOL
EXPENDITURES								
257.512100	Elementary Salaries				-	#DIV/0!		
257.512200	Elementary Benefits				-	#DIV/0!		
257.512300	Elementary Purchased Services				-	#DIV/0!		
257.512400	Elementary Supplies				-	#DIV/0!		
257.512500	Elementary Capital Outlay				-	#DIV/0!		
257.512600	Elementary Debt Retirement				-	#DIV/0!		
257.512700	Elementary Insurance				-	#DIV/0!		
257.515100	Secondary Salaries				-	#DIV/0!		
257.515200	Secondary Benefits				-	#DIV/0!		
257.515300	Secondary Purchased Services				-	#DIV/0!		
257.515400	Secondary Supplies				-	#DIV/0!		
257.515500	Secondary Capital Outlay				-	#DIV/0!		
257.515600	Secondary Debt Retirement				-	#DIV/0!		
257.515700	Secondary Insurance				-	#DIV/0!		
257.521100	Exceptional Child Salaries				-	#DIV/0!		
257.521200	Exceptional Child Benefits				-	#DIV/0!		
257.521300	Exceptional Child Purchased Services				-	#DIV/0!		
257.521400	Exceptional Child Supplies				-	#DIV/0!		
257.521500	Exceptional Child Capital Outlay				-	#DIV/0!		
257.521600	Exceptional Child Debt Retirement				-	#DIV/0!		
257.521700	Exceptional Child Insurance				-	#DIV/0!		
257.616100	Special Services Certified Salaries				-	#DIV/0!		
257.616200	Special Services Benefits				-	#DIV/0!		
257.616300	Special Services Purchased Services				-	#DIV/0!		
257.616400	Special Services Supplies				-	#DIV/0!		
257.616500	Special Services Capital Outlay				-	#DIV/0!		
257.616600	Special Services Debt Retirement				-	#DIV/0!		
257.616700	Special Services Insurance				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
257.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
262.443000	Direct Restricted Federal				-	#DIV/0!		
262.445900	Other Indirect Restricted Federal				-	#DIV/0!		
262.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
262.512100	Elementary Salaries				-	#DIV/0!		
262.512200	Elementary Benefits				-	#DIV/0!		
262.512300	Elementary Purchased Services				-	#DIV/0!		
262.512400	Elementary Supplies				-	#DIV/0!		
262.512500	Elementary Capital Outlay				-	#DIV/0!		
262.512600	Elementary Debt Retirement				-	#DIV/0!		
262.512700	Elementary Insurance				-	#DIV/0!		
262.515100	Secondary Salaries				-	#DIV/0!		
262.515200	Secondary Benefits				-	#DIV/0!		
262.515300	Secondary Purchased Services				-	#DIV/0!		
262.515400	Secondary Supplies				-	#DIV/0!		
262.515500	Secondary Capital Outlay				-	#DIV/0!		
262.515600	Secondary Debt Retirement				-	#DIV/0!		
262.515700	Secondary Insurance				-	#DIV/0!		
262.621100	Exceptional Child Salaries				-	#DIV/0!		
262.621200	Exceptional Child Benefits				-	#DIV/0!		
262.621300	Exceptional Child Purchased Services				-	#DIV/0!		
262.621400	Exceptional Child Supplies				-	#DIV/0!		
262.621500	Exceptional Child Capital Outlay				-	#DIV/0!		
262.621600	Exceptional Child Debt Retirement				-	#DIV/0!		
262.621700	Exceptional Child Insurance				-	#DIV/0!		
262.621100	Instruction Improvement Salaries				-	#DIV/0!		
262.621200	Instruction Improvement Benefits				-	#DIV/0!		
262.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
262.621400	Instruction Improvement Supplies				-	#DIV/0!		
262.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
262.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
262.621700	Instruction Improvement Insurance				-	#DIV/0!		
262.920000	Transfers Out				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF _____	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-	#DIV/0!		
271.445900	Other Indirect Restricted Federal				-	#DIV/0!		
271.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
271.512100	Elementary Salaries				-	#DIV/0!		
271.512200	Elementary Benefits				-	#DIV/0!		
271.512300	Elementary Purchased Services				-	#DIV/0!		
271.512400	Elementary Supplies				-	#DIV/0!		
271.512500	Elementary Capital Outlay				-	#DIV/0!		
271.512600	Elementary Debt Retirement				-	#DIV/0!		
271.512700	Elementary Insurance				-	#DIV/0!		
271.515100	Secondary Salaries				-	#DIV/0!		
271.515200	Secondary Benefits				-	#DIV/0!		
271.515300	Secondary Purchased Services				-	#DIV/0!		
271.515400	Secondary Supplies				-	#DIV/0!		
271.515500	Secondary Capital Outlay				-	#DIV/0!		
271.515600	Secondary Debt Retirement				-	#DIV/0!		
271.515700	Secondary Insurance				-	#DIV/0!		
271.621100	Instruction Improvement Salaries				-	#DIV/0!		
271.621200	Instruction Improvement Benefits				-	#DIV/0!		
271.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
271.621400	Instruction Improvement Supplies				-	#DIV/0!		
271.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
271.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
271.621700	Instruction Improvement Insurance				-	#DIV/0!		
271.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF _____		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
2XX.442000	Indirect Unrestricted Federal				-	#DIV/0!		
2XX.443000	Direct Restricted Federal				-	#DIV/0!		
2XX.445900	Other Indirect Restricted Federal				-	#DIV/0!		
271.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
2XX.512100	Elementary Salaries				-	#DIV/0!		
2XX.512200	Elementary Benefits				-	#DIV/0!		
2XX.512300	Elementary Purchased Services				-	#DIV/0!		
2XX.512400	Elementary Supplies				-	#DIV/0!		
2XX.512500	Elementary Capital Outlay				-	#DIV/0!		
2XX.512600	Elementary Debt Retirement				-	#DIV/0!		
2XX.512700	Elementary Insurance				-	#DIV/0!		
2XX.515100	Secondary Salaries				-	#DIV/0!		
2XX.515200	Secondary Benefits				-	#DIV/0!		
2XX.515300	Secondary Purchased Services				-	#DIV/0!		
2XX.515400	Secondary Supplies				-	#DIV/0!		
2XX.515500	Secondary Capital Outlay				-	#DIV/0!		
2XX.515600	Secondary Debt Retirement				-	#DIV/0!		
2XX.515700	Secondary Insurance				-	#DIV/0!		
2XX.621100	Exceptional Child Salaries				-	#DIV/0!		
2XX.621200	Exceptional Child Benefits				-	#DIV/0!		
2XX.621300	Exceptional Child Purchased Services				-	#DIV/0!		
2XX.621400	Exceptional Child Supplies				-	#DIV/0!		
2XX.621500	Exceptional Child Capital Outlay				-	#DIV/0!		
2XX.621600	Exceptional Child Debt Retirement				-	#DIV/0!		
2XX.621700	Exceptional Child Insurance				-	#DIV/0!		
2XX.621100	Instruction Improvement Salaries				-	#DIV/0!		
2XX.621200	Instruction Improvement Benefits				-	#DIV/0!		
2XX.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
2XX.621400	Instruction Improvement Supplies				-	#DIV/0!		
2XX.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
2XX.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
2XX.621700	Instruction Improvement Insurance				-	#DIV/0!		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
	2XX.920000 Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL--- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service				-	#DIV/0!		
290.416200	Meal sales: non-reimbursable				-	#DIV/0!		
290.416900	Other Food Sales				-	#DIV/0!		
290.443000	Direct Restricted Federal				-	#DIV/0!		
290.445500	Child Nutrition Reimbursement				-	#DIV/0!		
290.445900	Other Indirect Restricted Federal				-	#DIV/0!		
290.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
290.710100	Food Service Salaries				-	#DIV/0!		
290.710200	Food Service Benefits				-	#DIV/0!		
290.710300	Food Service Purchased Services				-	#DIV/0!		
290.710400	Food Service Supplies				-	#DIV/0!		
290.710500	Food Service Capital Outlay				-	#DIV/0!		
290.710600	Food Service Debt Retirement				-	#DIV/0!		
290.710700	Food Service Insurance				-	#DIV/0!		
290.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF _____		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 300 (Debt Service)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
300.419900	Other Local Revenue				-	#DIV/0!		
300.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
300.911500	Principal Capital Outlay				-	#DIV/0!		
300.911600	Principal Debt Retirement				-	#DIV/0!		
300.912500	Interest Capital Outlay				-	#DIV/0!		
300.912600	Interest Debt Retirement				-	#DIV/0!		
300.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
300.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
300.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
310.451000	Proceeds				-	#DIV/0!		
310.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
310.911500	Principal Capital Outlay				-	#DIV/0!		
310.911600	Principal Debt Retirement				-	#DIV/0!		
310.912500	Interest Capital Outlay				-	#DIV/0!		
310.912600	Interest Debt Retirement				-	#DIV/0!		
310.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
310.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
310.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF _____		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 400 (Capital Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
400.451000	Proceeds				-	#DIV/0!		
400.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
400.810300	Capital Assets - Student Occupied Purchased Services				-	#DIV/0!		
400.810400	Capital Assets - Student Occupied Supplies				-	#DIV/0!		
400.810500	Capital Assets - Student Occupied Capital Outlay				-	#DIV/0!		
400.811300	Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!		
400.811400	Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!		
400.811500	Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!		
400.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF _____	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL FISCAL YEAR 2014-2015 CASH FLOW (All Funds)

DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
CASH ON HAND (Beginning Cash)	N/A	985,256	875,637	1,653,742	1,562,486	1,319,053	1,546,697	1,437,677	1,437,677	1,437,677	1,437,677	1,437,677	1,437,677	N/A
RECEIPTS														
Base Support	1,378,803	0	771,046	0	0	312,662	0	0	0	0	0	0	0	1,083,708
Benefit Apportionment	184,302	0	95,298	0	0	38,644	0	0	0	0	0	0	0	133,942
Lottery / Maintenance	4,602	0	8,509	0	0	0	0	0	0	0	0	0	0	8,509
Transportation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exceptional Child Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuition Equivalency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Support	29,339	0	9,540	11,187	0	0	0	0	0	0	0	0	0	20,727
Other State Revenue	33,611	0	781	0	0	0	0	0	0	0	0	0	0	781
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Local Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fees & Fundraising	5,332	0	650	650	550	400	200	0	0	0	0	0	0	2,450
Other Revenue	820	68	115	153	143	161	166	0	0	0	0	0	0	806
TOTAL RECEIPTS	1,636,809	68	885,939	11,990	693	351,867	366	0	0	0	0	0	0	1,250,923
OUTFLOW														
Salaries	854,400	71,005	65,291	70,893	201,622	91,635	81,279	0	0	0	0	0	0	581,725
Benefits	170,758	21,282	11,002	12,846	13,412	14,926	15,270	0	0	0	0	0	0	88,738
Subtotal - Payroll	1,025,158	92,287	76,293	83,739	215,034	106,561	96,549	0	0	0	0	0	0	670,463
Facility Costs (All)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Occupancy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary Supplies & Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Supplies & Services	13,479	858	2,848	3,012	1,660	1,869	1,566	0	0	0	0	0	0	11,813
Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exceptional Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Support Services	123,759	13,363	20,147	9,886	19,306	5,308	4,862	0	0	0	0	0	0	72,872
Other Program Costs	78,986	2,573	8,546	6,609	8,126	10,485	6,409	0	0	0	0	0	0	42,748
Subtotal - Educational Program	216,224	16,794	31,541	19,507	29,092	17,662	12,837	0	0	0	0	0	0	127,433
Capital Outlay	1,872	606	0	0	0	0	0	0	0	0	0	0	0	606
Debt Retirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Other Costs	1,872	606	0	0	0	0	0	0	0	0	0	0	0	606
Other loan payments/obligations	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OUTFLOW	1,243,254	109,687	107,834	103,246	244,126	124,223	109,386	0	0	0	0	0	0	798,502
CHANGE IN CASH	393,555	(109,619)	778,105	(91,256)	(243,433)	227,644	(109,020)	0	0	0	0	0	0	0
ENDING CASH	N/A	875,637	1,653,742	1,562,486	1,319,053	1,546,697	1,437,677	1,437,677	1,437,677	1,437,677	1,437,677	1,437,677	1,437,677	1,437,677
ASSUMPTIONS / NOTES:														

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RICHARD MCKENNA CHARTER HIGH SCHOOL - Cash Flow Details

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
REVENUE														
414100	Tuition	0												
415000	Earnings on Investments	820	68	115	153	143	161	166						
416100	School Food Service	0												
416200	Meal Sales - non reimbursable	0												
416900	Other Food Sales	0												
417100	Admissions / Activities	0												
417200	Bookstore Sales	0												
417300	Clubs / Organization Dues, etc.	0												
417400	School Fees & Charges	5,332		650	650	550	400	200						
417900	Other Student Revenue	0												
419100	Rentals	0												
419200	Contributions/Donations	0												
419900	Other Local Revenue	0												
431100	Base Support	1,378,803		771,046			312,662							
431200	Transportation Support	0												
431400	Exceptional Child Support	0												
431600	Tuition Equivalency	0												
431800	Benefit Apportionment	184,302		95,298			38,644							
431900	Other State Support	29,339		9,540	11,187									
437000	Lottery / Addtl State Maintenance	4,602		8,509										
439000	Other State Revenue	33,611		781										
442000	Indirect Unrestricted Federal	0												
443000	Direct Restricted Federal	0												
445100	Title I	0												
445500	Child Nutrition Reimbursement	0												
445600	Title VI-B	0												
445900	Other Indirect Restricted Federal	0												
451000	Proceeds	0												
N/A	OTHER Revenue (any funds not included above)													
TOTAL REVENUES		\$1,636,809	\$68	\$885,939	\$11,990	\$693	\$351,867	\$366	\$0	\$0	\$0	\$0	\$0	\$0
EXPENDITURES														
Instruction / Educational Program														
512100	Elementary Salaries	0												
512200	Elementary Benefits	0												
512300	Elementary Purchased Services	0												
512400	Elementary Supplies	0												
512500	Elementary Capital Outlay	0												
512600	Elementary Debt Retirement	0												
512700	Elementary Insurance	0												
515100	Secondary Salaries	155,860	11,645	10,469	11,870	135,863	16,659	14,070						
515200	Secondary Benefits	29,613	3,521	1,937	1,875	2,140	2,470	2,543						
515300	Secondary Purchased Services	2,885	679	1,475	731	0	0	0						
515400	Secondary Supplies	10,594	179	1,373	2,281	1,660	1,869	1,566						
515500	Secondary Capital Outlay	0												
515600	Secondary Debt Retirement	0												
515700	Secondary Insurance	0												
517100	Alternative School Program Salaries	454,288	34,936	31,408	35,609	40,759	49,976	42,209						
517200	Alternative School Program Benefits	86,315	10,564	5,810	5,626	6,421	7,411	7,629						
517300	Alternative School Program Purchased Services	72,622	2,037	4,426	4,901	8,126	10,485	6,409						
517400	Alternative School Program Supplies	6,364	536	4,120	1,708	0	0	0						
517500	Alternative School Program Capital Outlay	600												
517600	Alternative School Program Debt Retirement	0												
517700	Alternative School Program Insurance	0												
521100	Exceptional Child Salaries	0												
521200	Exceptional Child Benefits	0												
521300	Exceptional Child Purchased Services	0												
521400	Exceptional Child Supplies	0												

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RICHARD MCKENNA CHARTER HIGH SCHOOL - Cash Flow Details

521500	Exceptional Child Capital Outlay	0					
521600	Exceptional Child Debt Retirement	0					
521700	Exceptional Child Insurance	0					
524100	Gifted and Talented Program Salaries	0					
524200	Gifted and Talented Program Benefits	0					
524300	Gifted and Talented Program Purchased Services	0					
524400	Gifted and Talented Program Supplies	0					
524500	Gifted and Talented Program Capital Outlay	0					
524600	Gifted and Talented Program Debt Retirement	0					
524700	Gifted and Talented Program Insurance	0					
531100	Interscholastic Program Salaries	0					
531200	Interscholastic Program Benefits	0					
531300	Interscholastic Program Purchased Services	0					
531400	Interscholastic Program Supplies	0					
531500	Interscholastic Program Capital Outlay	0					
531600	Interscholastic Program Debt Retirement	0					
531700	Interscholastic Program Insurance	0					
532100	School Activity Program Salaries	0					
532200	School Activity Program Benefits	0					
532300	School Activity Program Purchased Services	0					
532400	School Activity Program Supplies	0					
532500	School Activity Program Capital Outlay	0					
532600	School Activity Program Debt Retirement	0					
532700	School Activity Program Insurance	0					
541100	Summer School Program Salaries	0					
541200	Summer School Program Benefits	0					
541300	Summer School Program Purchased Services	0					
541400	Summer School Program Supplies	0					
541500	Summer School Program Capital Outlay	0					
541600	Summer School Program Debt Retirement	0					
541700	Summer School Program Insurance	0					
Support Services							
611100	Attendance-Guidance-Health Salaries	0					
611200	Attendance-Guidance-Health Benefits	0					
611300	Attendance-Guidance-Health Purchased Services	0					
611400	Attendance-Guidance-Health Supplies	0					
611500	Attendance-Guidance-Health Capital Outlay	0					
611600	Attendance-Guidance-Health Debt Retirement	0					
611700	Attendance-Guidance-Health Insurance	0					
616100	Special Services Program Salaries	0					
616200	Special Services Program Benefits	0					
616300	Special Services Program Purchased Services	0					
616400	Special Services Program Supplies	0					
616500	Special Services Program Capital Outlay	0					
616600	Special Services Program Debt Retirement	0					
616700	Special Services Program Insurance	0					
621100	Instruction Improvement Salaries	0					
621200	Instruction Improvement Benefits	0					
621300	Instruction Improvement Purchased Services	0					
621400	Instruction Improvement Supplies	0					
621500	Instruction Improvement Capital Outlay	0					
621600	Instruction Improvement Debt Retirement	0					
621700	Instruction Improvement Insurance	0					
622100	Educational Media Salaries	0					
622200	Educational Media Benefits	0					
622300	Educational Media Purchased Services	0					
622400	Educational Media Supplies	0					
622500	Educational Media Capital Outlay	0					
622600	Educational Media Debt Retirement	0					
622700	Educational Media Insurance	0					
623100	Instruction-Related Technology Salaries	0					
623200	Instruction-Related Technology Benefits	0					
623300	Instruction-Related Technology Purchased Services	0					

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RICHARD MCKENNA CHARTER HIGH SCHOOL - Cash Flow Details

623400	Instruction-Related Technology Supplies	0						
623500	Instruction-Related Technology Capital Outlay	0						
623600	Instruction-Related Technology Debt Retirement	0						
623700	Instruction-Related Technology Insurance	0						
631100	Board of Education Program Salaries	0						
631200	Board of Education Program Benefits	0						
631300	Board of Education Program Purchased Services	0						
631400	Board of Education Program Supplies	0						
631500	Board of Education Program Capital Outlay	0						
631600	Board of Education Program Debt Retirement	0						
631700	Board of Education Program Insurance	0						
632100	District Administration Program Salaries	0						
632200	District Administration Program Benefits	0						
632300	District Administration Program Purchased Services	0						
632400	District Administration Program Supplies	0						
632500	District Administration Program Capital Outlay	0						
632600	District Administration Program Debt Retirement	0						
632700	District Administration Program Insurance	0						
641100	School Administration Program Salaries	244,252	24,424	23,414	23,414	25,000	25,000	25,000
641200	School Administration Program Benefits	54,830	7,197	3,255	5,345	4,851	5,045	5,098
641300	School Administration Program Purchased Services	119,680	10,594	16,036	8,687	16,821	5,154	4,732
641400	School Administration Program Supplies	4,079	2,769	4,111	1,199	2,485	154	130
641500	School Administration Program Capital Outlay	1,272	606					
641600	School Administration Program Debt Retirement	0						
641700	School Administration Program Insurance	0						
651100	Business Operation Program Salaries	0						
651200	Business Operation Program Benefits	0						
651300	Business Operation Program Purchased Services	0						
651400	Business Operation Program Supplies	0						
651500	Business Operation Program Capital Outlay	0						
651600	Business Operation Program Debt Retirement	0						
651700	Business Operation Program Insurance	0						
655100	Central Service Program Salaries	0						
655200	Central Service Program Benefits	0						
655300	Central Service Program Purchased Services	0						
655400	Central Service Program Supplies	0						
655500	Central Service Program Capital Outlay	0						
655600	Central Service Program Debt Retirement	0						
655700	Central Service Program Insurance	0						
656100	Administrative Technology Service Salaries	0						
656200	Administrative Technology Service Benefits	0						
656300	Administrative Technology Service Purchased Services	0						
656400	Administrative Technology Service Supplies	0						
656500	Administrative Technology Service Capital Outlay	0						
656600	Administrative Technology Service Debt Retirement	0						
656700	Administrative Technology Service Insurance	0						
661100	Buildings - Care Program Salaries	0						
661200	Buildings - Care Program Benefits	0						
661300	Buildings - Care Program Purchased Services	0						
661400	Buildings - Care Program Supplies	0						
661500	Buildings - Care Program Capital Outlay	0						
661600	Buildings - Care Program Debt Retirement	0						
661700	Buildings - Care Program Insurance	0						
663100	Maintenance - Non-Student Occupied Salaries	0						
663200	Maintenance - Non-Student Occupied Benefits	0						
663300	Maintenance - Non-Student Occupied Purchased Services	0						
663400	Maintenance - Non-Student Occupied Supplies	0						
663500	Maintenance - Non-Student Occupied Capital Outlay	0						
663600	Maintenance - Non-Student Occupied Debt Retirement	0						
663700	Maintenance - Non-Student Occupied Insurance	0						
664100	Maintenance - Student Occupied Salaries	0						
664200	Maintenance - Student Occupied Benefits	0						
664300	Maintenance - Student Occupied Purchased Services	0						

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RICHARD MCKENNA CHARTER HIGH SCHOOL - Cash Flow Details

664400	Maintenance - Student Occupied Supplies	0					
664500	Maintenance - Student Occupied Capital Outlay	0					
664600	Maintenance - Student Occupied Debt Retirement	0					
664700	Maintenance - Student Occupied Insurance	0					
665100	Maintenance - Grounds Salaries	0					
665200	Maintenance - Grounds Benefits	0					
665300	Maintenance - Grounds Purchased Services	0					
665400	Maintenance - Grounds Supplies	0					
665500	Maintenance - Grounds Capital Outlay	0					
665600	Maintenance - Grounds Debt Retirement	0					
665700	Maintenance - Grounds Capital Insurance	0					
667100	Security Program Salaries	0					
667200	Security Program Benefits	0					
667300	Security Program Purchased Services	0					
667400	Security Program Supplies	0					
667500	Security Program Capital Outlay	0					
667600	Security Program Debt Retirement	0					
667700	Security Program Insurance	0					
681100	Pupil-to-School Transportation Salaries	0					
681200	Pupil-to-School Transportation Benefits	0					
681300	Pupil-to-School Transportation Purchased Services	0					
681400	Pupil-to-School Transportation Supplies	0					
681500	Pupil-to-School Transportation Capital Outlay	0					
681600	Pupil-to-School Transportation Debt Retirement	0					
681700	Pupil-to-School Transportation Insurance	0					

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RICHARD MCKENNA CHARTER HIGH SCHOOL - Cash Flow Details

682100	Pupil-Activity Transportation Salaries	0												
682200	Pupil-Activity Transportation Benefits	0												
682300	Pupil-Activity Transportation Purchased Services	0												
682400	Pupil-Activity Transportation Supplies	0												
682500	Pupil-Activity Transportation Capital Outlay	0												
682600	Pupil-Activity Transportation Debt Retirement	0												
682700	Pupil-Activity Transportation Insurance	0												
683100	General Transportation Salaries	0												
683200	General Transportation Benefits	0												
683300	General Transportation Purchased Services	0												
683400	General Transportation Supplies	0												
683500	General Transportation Capital Outlay	0												
683600	General Transportation Debt Retirement	0												
683700	General Transportation Insurance	0												
691100	Other Support Services Program Salaries	0												
691200	Other Support Services Program Benefits	0												
691300	Other Support Services Program Purchased Services	0												
691400	Other Support Services Program Supplies	0												
691500	Other Support Services Program Capital Outlay	0												
691600	Other Support Services Program Debt Retirement	0												
691700	Other Support Services Program Insurance	0												
Non-Instruction														
710100	Child Nutrition Salaries	0												
710200	Child Nutrition Benefits	0												
710300	Child Nutrition Purchased Services	0												
710400	Child Nutrition Supplies	0												
710500	Child Nutrition Capital Outlay	0												
710600	Child Nutrition Debt Retirement	0												
710700	Child Nutrition Insurance	0												
720100	Community Services Program Salaries	0												
720200	Community Services Program Benefits	0												
720300	Community Services Program Purchased Services	0												
720400	Community Services Program Supplies	0												
720500	Community Services Program Capital Outlay	0												
720600	Community Services Program Debt Retirement	0												
720700	Community Services Program Insurance	0												
730100	Enterprise Operations Program Salaries	0												
730200	Enterprise Operations Program Benefits	0												
730300	Enterprise Operations Program Purchased Services	0												
730400	Enterprise Operations Program Supplies	0												
730500	Enterprise Operations Program Capital Outlay	0												
730600	Enterprise Operations Program Debt Retirement	0												
730700	Enterprise Operations Program Capital Insurance	0												
810300	Capital Assets - Student Occupied Purchased Services	0												
810400	Capital Assets - Student Occupied Supplies	0												
810500	Capital Assets - Student Occupied Capital Outlay	0												
811300	Capital Assets - Non-Student Occupied Purchased Services	0												
811400	Capital Assets - Non-Student Occupied Supplies	0												
811500	Capital Assets - Non-Student Occupied Capital Outlay	0												
911500	Principal Capital Outlay	0												
911600	Principal Debt Retirement	0												
912500	Interest Capital Outlay	0												
912600	Interest Debt Retirement	0												
913500	Refunded Debt Capital Outlay	0												
913600	Refunded Debt - Debt Retirement	0												
N/A	Other Loan Payments & Obligations (line of credit, etc.)													
N/A	OTHER Costs (any not included above)													
TOTAL EXPENDITURES		\$1,243,254	\$109,687	\$107,834	\$103,246	\$244,126	\$124,223	\$109,386	\$0	\$0	\$0	\$0	\$0	\$0

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Idaho Public Charter School Commission Charter Petition: Budget Assumptions

School Name: RICHARD MCKENNA CHARTER SCHC

Revenue

Explanations Related to Key Revenue Line Items (required)

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Line Item / Account	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Case Budget		Worst	Assumptions / Details / Sources
School Fees & Charges / Fundraising				5,332.00						
Contributions / Donations										
Earnings on Investments				820.00						
Other Local Revenue										
Base Support				1,451,973.00						
Exceptional Child										
Fund balance carry over	900,000.00									
Transportation Support				41,310.00						
Benefit Apportionment				185,407.00						
Lottery				4,602.00						
Other State Support Total (details below)				29,339.00						
Other State Revenue				33,611.00						
REVENUE TOTALS	\$900,000.00			\$1,499,435.00			\$0.00		\$0.00	

Additional Notes or Details regarding Revenue: We have \$900,000 of reserves in fund 100 to pay for phase one of our elementary school. Phase one includes the construction of two, 2,500 sf buildings that house 4 classrooms. We will build the facility on five acres which we own in Mountain Home, Idaho.

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Case Budget		Worst	Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount		
Classroom Teachers										
Elementary Teachers			2.0	80,000.00						
Secondary Teachers			15.0	136,860.00						
Other Teachers [clarify in assumptions]										
Classroom Teacher Subtotals	0.0	-	17.0	216,860.00	0.0	-	0.0	-		Average classroom size:
Special Education										
SPED Director / Coordinator			1.0	42,000.00						Title and hours:
Special Education Subtotals	0.0	-	1.0	42,000.00	0.0	-	0.0	-		Anticipated % Special Education Students:
Other Certified Staff										
Administrator			1.0	88,213.00						Title and hours:
Other Certified Staff Subtotals	0.0	-	1.0	88,213.00	0.0	-	0.0	-		
CERTIFIED STAFF TOTALS	0.0	\$0.00	19.0	\$347,073.00	0.0	\$0.00	0.0	\$0.00		

CLASSIFIED STAFF	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Case Budget		Worst	Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount		
Position										
Paraprofessionals- General										
Paraprofessionals- SPED										
Admin / Front Office Staff			4.0	131,230.00						
CLASSIFIED STAFF TOTALS	0.0	\$0.00	4.0	\$131,230.00	0.0	\$0.00	0.0	\$0.00		

BENEFITS	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Case Budget		Worst	Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount		
Type										
PERSI										
Workers comp										

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FICA/medicare							
Group insurance			102,984.00				
Paid time off [clarify in assumptions]			184,302.00				
BENEFIT TOTALS		\$0.00	\$287,286.00		\$0.00		\$0.00
CERTIFIED & CLASSIFIED STAFF TOTALS \$0.00 \$478,303.00 \$0.00 \$0.00							
TOTAL STAFF & BENEFITS TOTALS \$0.00 \$765,589.00 \$0.00 \$0.00							
Additional Notes or Details regarding Staffing Expenditures:							

Educational Program (required)

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Professional Development	20,000.00	10,000.00			
SPED Contract Services					Types of anticipated SPED Contractors:
Other Contract Services [clarify in assumptions]					
Overall Educ Pgm & Special Pgms Subtotals	20,000.00	10,000.00	-	-	
Elementary Program	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Elementary Supplies (details below)	30,000.00	15,000.00			
Curriculum / text books					
Other supplies [clarify in assumptions]					
Elementary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Elementary Pgm Subtotals	80,000.00	30,000.00	-	-	

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Secondary Program	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Secondary Supplies (details below)		21,037.00			
Curriculum / text books					
Other supplies [clarify in assumptions]					
Secondary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Secondary Pgm Subtotals	-	21,037.00	-	-	
EDUCATIONAL PROGRAM TOTALS	\$100,000.00	\$61,037.00	\$0.00	\$0.00	

Additional Notes or Details regarding Educational Program Expenditures: \$20,000 will pay for the Montessori training for the Kindergarten and First Grade teachers.

Technology (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Case Budget	Worst	Assumptions / Details / Sources
Contract Services (details below)	48,000.00					
Internet						
Other Contrace Services [clarify in assumptions]		48,000.00				
Technology fees & licenses						
TECHNOLOGY TOTALS	\$48,000.00	\$48,000.00	\$0.00		\$0.00	

Additional Notes or Details regarding Technology Expenditures: We will use our existing servers and internet services.

Non-Facilities Capital Outlay (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Case Budget	Worst	Assumptions / Details / Sources
Educational Pgm Capital Outlay (details below)	50,000.00	15,000.00				
Furniture [clarify types in assumptions]						
Other Outlay [clarify types in assumptions]						
Technology Capital Outlay (details below)	5,000.00					
Computers for staff use						
Computers for staff use						
Other Technology [clarify in assumptions]						
Other Capital Outlay [clarify in assumptions]						Account # / Location in Budget:
CAPITAL OUTLAY TOTALS	\$55,000.00	\$15,000.00	\$0.00		\$0.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: It costs approximately \$15,000 to purchase the Montessori materials for each classroom. We are budgeting another \$10,000 per classroom for tables, chairs, white boards and technology.

Board of Directors (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Case Budget	Worst	Assumptions / Details / Sources
Board Training						Account # / Location in Budget:
Legal						Account # / Location in Budget:
Audit		3,500.00				Account # / Location in Budget:
BOARD OF DIRECTORS TOTALS	\$0.00	\$3,500.00	\$0.00		\$0.00	

Additional Notes or Details regarding Board of Directors Expenditures:

Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

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Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Case Budget	Worst	Assumptions / Details / Sources
Construction / Remodeling (if applicable)	700,000.00					Account # / Location in Budget:
Mortgage or Lease payments (specify in assumptions)						Account # / Location in Budget:
Repairs and Maintenance		19,199.00				Account # / Location in Budget:
Utilities (details below)		12,000.00				This are included in purchased services
Gas						
Electric						
Other (specify in assumptions)						
FACILITIES TOTALS	\$700,000.00	\$31,199.00	\$0.00	\$0.00		
Additional Notes or Details regarding Facilities Expenditures: Construction will be paid out of fund 100 reserves. We currently have about \$900,000 saved up for this project.						

Transportation (optional)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Case Budget	Worst	Assumptions / Details / Sources
Contract Services (specify in assumption)						Account # / Location in Budget:
Special transportation (SPED, field trips, etc.)						
TRANSPORTATION TOTALS	\$0.00	\$0.00	\$0.00	\$0.00		
Additional Notes or Details regarding Transportation Expenditures:						

Other Expenses (optional)

[Please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Case Budget	Worst	Assumptions / Details / Sources
						Account # / Location in Budget:
						Account # / Location in Budget:
						Account # / Location in Budget:
OTHER TOTALS	\$0.00	\$0.00	\$0.00	\$0.00		
Additional Notes or Details regarding Transportation Expenditures:						

Narrative: Pre-Opening & Operational Budgets

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

Narrative: 1st Year Cash Flow

[If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]

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List of Attachments		
[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]		
Attachment Title	Location (Appendix _)	Description

February 12, 2015

RICHARD MCKENNA CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
INFO Projected Enrollment (Number of Student)	N/A	336	360	384	0	0	0	0	0	0
REVENUE										
414100 Tuition	-	-	-	-	-	-	-	-	-	-
415000 Earnings on Investments	-	820.00	844.60	869.94	-	-	-	-	-	-
416100 School Food Service	-	-	-	-	-	-	-	-	-	-
416200 Meal sales: non-reimbursable	-	-	-	-	-	-	-	-	-	-
416900 Other Food Sales	-	-	-	-	-	-	-	-	-	-
417100 Admissions / Activities	-	-	-	-	-	-	-	-	-	-
417200 Bookstore Sales	-	-	-	-	-	-	-	-	-	-
417300 Clubs / Organization Fees, etc.	-	-	-	-	-	-	-	-	-	-
417400 School Fees & Charges/Fundraising	-	5,332.00	5,491.96	5,656.72	-	-	-	-	-	-
417900 Other Student Revenue	-	-	-	-	-	-	-	-	-	-
419100 Rentals	-	-	-	-	-	-	-	-	-	-
419200 Contributions/Donations	-	-	-	-	-	-	-	-	-	-
419900 Other Local Revenue	-	-	-	-	-	-	-	-	-	-
431100 Base Support Program	-	1,451,973.00	1,460,167.00	1,543,972.00	-	-	-	-	-	-
431200 Transportation Support	-	41,310.00	72,900.00	82,620.00	-	-	-	-	-	-
431400 Exceptional Child Support	-	-	-	-	-	-	-	-	-	-
431600 Tuition Equivalency	-	-	-	-	-	-	-	-	-	-
431800 Benefit Apportionment	-	185,407.00	190,969.21	200,716.36	-	-	-	-	-	-
431900 Other State Support	-	29,339.00	30,219.17	31,125.75	-	-	-	-	-	-
437000 Lottery / Addtl State Maintenance	-	4,602.00	4,740.06	4,882.26	-	-	-	-	-	-
439000 Other State Revenue	-	33,611.00	33,611.00	33,611.00	-	-	-	-	-	-
442000 Indirect Unrestricted Federal	-	-	-	-	-	-	-	-	-	-
443000 Direct Restricted Federal	-	-	-	-	-	-	-	-	-	-
445000 Title I - ESEA	-	-	-	-	-	-	-	-	-	-
445500 Child Nutrition Reimbursement	-	-	-	-	-	-	-	-	-	-
445600 Title VI-B IDEA	-	-	-	-	-	-	-	-	-	-
445900 Other Indirect Restricted Federal	-	-	-	-	-	-	-	-	-	-
451000 Proceeds	-	-	-	-	-	-	-	-	-	-
460000 Transfers In	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	\$0.00	\$1,752,394.00	\$1,798,943.00	\$1,903,454.02	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
EXPENDITURES										
Salaries	-	957,400.00	1,023,722.00	1,090,833.66	-	-	-	-	-	-
Benefits	-	181,158.00	191,480.74	208,357.16	-	-	-	-	-	-
Subtotal: Payroll	-	1,138,558.00	1,215,202.74	1,299,190.82	-	-	-	-	-	-
Buildings-Care	-	36,000.00	37,080.00	38,192.40	-	-	-	-	-	-
Maintenance	-	19,199.00	19,199.00	19,199.00	-	-	-	-	-	-
Capital Assets	-	-	-	-	-	-	-	-	-	-
Principal	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-
Subtotal: Facilities	-	55,199.00	56,279.00	57,391.40	-	-	-	-	-	-
Elementary Supplies	-	30,000.00	15,000.00	15,000.00	-	-	-	-	-	-
Elementary Purchases Services	-	2,500.00	2,500.00	2,500.00	-	-	-	-	-	-
Secondary Supplies	-	10,594.00	10,911.82	11,239.17	-	-	-	-	-	-
Secondary Purchased Services	-	2,885.00	2,971.55	3,060.70	-	-	-	-	-	-
Professional Development	-	20,000.00	10,000.00	10,000.00	-	-	-	-	-	-
Technology	-	48,000.00	48,000.00	48,000.00	-	-	-	-	-	-
Exceptional Child	-	-	-	-	-	-	-	-	-	-
Transportation	-	48,600.00	72,900.00	97,200.00	-	-	-	-	-	-
Nutrition	-	-	-	-	-	-	-	-	-	-
Support Services	-	1,000.00	1,000.00	1,000.00	-	-	-	-	-	-
Administration / Operations	-	123,759.00	127,471.77	131,295.92	-	-	-	-	-	-
Other Program Costs	-	78,986.00	81,355.58	83,796.25	-	-	-	-	-	-
Subtotal: Educational Program	-	366,324.00	372,110.72	403,092.04	-	-	-	-	-	-
Capital Outlay	-	1,872.00	1,928.16	1,986.00	-	-	-	-	-	-
Debt Retirement	-	-	-	-	-	-	-	-	-	-
Insurance	-	116,584.00	126,473.00	136,455.00	-	-	-	-	-	-
Other Costs	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-
Subtotal: Other Costs	-	118,456.00	128,401.16	138,441.00	-	-	-	-	-	-
TOTAL EXPENDITURES	\$0.00	\$1,678,537.00	\$1,771,993.62	\$1,898,115.27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$73,857.00	\$26,949.38	\$5,338.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL BEGINNING BALANCE (All Funds)	\$0.00	\$0.00	\$73,857.00	\$100,806.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL CHANGES (All Funds)	\$0.00	\$73,857.00	\$26,949.38	\$11,738.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING BALANCE (All Funds)	\$0.00	\$73,857.00	\$100,806.38	\$112,545.14	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
CHANGES IN FUND BALANCE BY FUND										
100 Beginning Fund Balance	\$0.00	\$0.00	\$73,857.00	\$100,806.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100 Changes in Fund Balance	\$0.00	\$73,857.00	\$26,949.38	\$11,738.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100 Ending Fund Balance	\$0.00	\$73,857.00	\$100,806.38	\$112,545.14	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Fed Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
INFO	Projected Enrollment (Number of Student)	N/A	336	360	384						
REVENUE											
100.414100	Tuition										
100.415000	Earnings on Investments		820.00	844.60	869.94						
100.417100	Admissions / Activities										
100.417200	Bookstore Sales										
100.417300	Clubs / Organization Dues, etc.										
100.417400	School Fees & Charges		5,332.00	5,491.96	5,656.72						
100.417900	Other Student Revenue										
100.419100	Rentals										
100.419200	Contributions/Donations										
100.419900	Other Local Revenue										
100.431100	Base Support		1,451,973.00	1,460,167.00	1,543,972.00						
100.431200	Transportation Support		41,310.00	72,900.00	82,620.00						
100.431400	Exceptional Child Support										
100.431600	Tuition Equivalency										
100.431800	Benefit Apportionment		185,407.00	190,969.21	200,716.36						
100.431900	Other State Support		29,339.00	30,219.17	31,125.75						
100.437000	Lottery / Addtl State Maintenance		4,602.00	4,740.06	4,882.26						
100.439000	Other State Revenue		33,611.00	33,611.00	33,611.00						
100.442000	Indirect Unrestricted Federal										
100.443000	Direct Restricted Federal										
100.445900	Other Indirect Restricted Federal										
100.460000	Transfers In										
TOTAL GENERAL FUND REVENUES		\$0.00	\$1,752,394.00	\$1,798,943.00	\$1,903,454.02	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
100.512100	Elementary Salaries		80,000.00	120,000.00	160,000.00						
100.512200	Elementary Benefits		10,400.00	15,600.00	20800						
100.512300	Elementary Purchased Services		2,500.00	2,500.00	2,500.00						
100.512400	Elementary Supplies		30,000.00	15,000.00	15,000.00						
100.512500	Elementary Capital Outlay										
100.512600	Elementary Debt Retirement										
100.512700	Elementary Insurance		13,600.00	20,400.00	27,200.00						

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.515100	Secondary Salaries		136,860.00	140,965.80	145,194.77						
100.515200	Secondary Benefits		22,683.00	23,363.49	24,064.39						
100.515300	Secondary Purchased Services		2,885.00	2,971.55	3,060.70						
100.515400	Secondary Supplies		10,594.00	10,911.82	11,239.17						
100.515500	Secondary Capital Outlay										
100.515600	Secondary Debt Retirement										
100.515700	Secondary Insurance										
100.517100	Alternative School Program Salaries		454,288.00	467,916.64	481,954.14						
100.517200	Alternative School Program Benefits		86,315.00	88,904.45	91,571.58						
100.517300	Alternative School Program Purchased Services		72,622.00	74,800.66	77,044.68						
100.517400	Alternative School Program Supplies		6,364.00	6,554.92	6,751.57						
100.517500	Alternative School Program Capital Outlay		600.00	618.00	636.54						
100.517600	Alternative School Program Debt Retirement										
100.517700	Alternative School Program Insurance		102,984.00	106,073.00	109,255.00						
100.521100	Exceptional Child Salaries										
100.521200	Exceptional Child Benefits										
100.521300	Exceptional Child Purchased Services										
100.521400	Exceptional Child Supplies										
100.521500	Exceptional Child Capital Outlay										
100.521600	Exceptional Child Debt Retirement										
100.521700	Exceptional Child Insurance										
100.524100	Gifted and Talented Program Salaries										
100.524200	Gifted and Talented Program Benefits										
100.524300	Gifted and Talented Program Purchased Services										
100.524400	Gifted and Talented Program Supplies										
100.524500	Gifted and Talented Program Capital Outlay										
100.524600	Gifted and Talented Program Debt Retirement										
100.524700	Gifted and Talented Program Insurance										
100.531100	Interscholastic Program Salaries										
100.531200	Interscholastic Program Benefits										
100.531300	Interscholastic Program Purchased Services										
100.531400	Interscholastic Program Supplies										
100.531500	Interscholastic Program Capital Outlay										
100.531600	Interscholastic Program Debt Retirement										
100.531700	Interscholastic Program Insurance										

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RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.532100	School Activity Program Salaries										
100.532200	School Activity Program Benefits										
100.532300	School Activity Program Purchased Services										
100.532400	School Activity Program Supplies										
100.532500	School Activity Program Capital Outlay										
100.532600	School Activity Program Debt Retirement										
100.532700	School Activity Program Insurance										
100.541100	Summer School Program Salaries										
100.541200	Summer School Program Benefits										
100.541300	Summer School Program Purchased Services										
100.541400	Summer School Program Supplies										
100.541500	Summer School Program Capital Outlay										
100.541600	Summer School Program Debt Retirement										
100.541700	Summer School Program Insurance										
Subtotals: Instruction		-	1,032,695.00	1,096,580.33	1,176,272.55	-	-	-	-	-	-
100.611100	Attendance-Guidance-Health Salaries										
100.611200	Attendance-Guidance-Health Benefits										
100.611300	Attendance-Guidance-Health Purchased Services										
100.611400	Attendance-Guidance-Health Supplies										
100.611500	Attendance-Guidance-Health Capital Outlay										
100.611600	Attendance-Guidance-Health Debt Retirement										
100.611700	Attendance-Guidance-Health Insurance										
100.616100	Special Services Program Salaries		42,000.00	43,260.00	44,557.80						
100.616200	Special Services Program Benefits		6,930.00	7,137.90	7,352.04						
100.616300	Special Services Program Purchased Services										
100.616400	Special Services Program Supplies										
100.616500	Special Services Program Capital Outlay										
100.616600	Special Services Program Debt Retirement										
100.616700	Special Services Program Insurance										
100.621100	Instruction Improvement Salaries										
100.621200	Instruction Improvement Benefits										
100.621300	Instruction Improvement Purchased Services		20,000.00	10,000.00	10,000.00						
100.621400	Instruction Improvement Supplies										
100.621500	Instruction Improvement Capital Outlay										
100.621600	Instruction Improvement Debt Retirement										
100.621700	Instruction Improvement Insurance										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.622100	Educational Media Salaries										
100.622200	Educational Media Benefits										
100.622300	Educational Media Purchased Services										
100.622400	Educational Media Supplies										
100.622500	Educational Media Capital Outlay										
100.622600	Educational Media Debt Retirement										
100.622700	Educational Media Insurance										
100.623100	Instruction-Related Technology Salaries										
100.623200	Instruction-Related Technology Benefits										
100.623300	Instruction-Related Technology Purchased Services										
100.623400	Instruction-Related Technology Supplies										
100.623500	Instruction-Related Technology Capital Outlay										
100.623600	Instruction-Related Technology Debt Retirement										
100.623700	Instruction-Related Technology Insurance										
100.631100	Board of Education Program Salaries										
100.631200	Board of Education Program Benefits										
100.631300	Board of Education Program Purchased Services										
100.631400	Board of Education Program Supplies										
100.631500	Board of Education Program Capital Outlay										
100.631600	Board of Education Program Debt Retirement										
100.631700	Board of Education Program Insurance										
100.632100	District Administration Program Salaries		244,252.00	251,579.56	259,126.95						
100.632200	District Administration Program Benefits		54,830.00	56,474.90	58,169.15						
100.632300	District Administration Program Purchased Services		119,680.00	123,270.40	126,968.51						
100.632400	District Administration Program Supplies		4,079.00	4,201.37	4,327.41						
100.632500	District Administration Program Capital Outlay		1,272.00	1,310.16	1,349.46						
100.632600	District Administration Program Debt Retirement										
100.632700	District Administration Program Insurance										
100.641100	School Administration Program Salaries										
100.641200	School Administration Program Benefits										
100.641300	School Administration Program Purchased Services										
100.641400	School Administration Program Supplies										
100.641500	School Administration Program Capital Outlay										
100.641600	School Administration Program Debt Retirement										
100.641700	School Administration Program Insurance										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.651100	Business Operation Program Salaries										
100.651200	Business Operation Program Benefits										
100.651300	Business Operation Program Purchased Services										
100.651400	Business Operation Program Supplies										
100.651500	Business Operation Program Capital Outlay										
100.651600	Business Operation Program Debt Retirement										
100.651700	Business Operation Program Insurance										
100.655100	Central Service Program Salaries										
100.655200	Central Service Program Benefits										
100.655300	Central Service Program Purchased Services										
100.655400	Central Service Program Supplies										
100.655500	Central Service Program Capital Outlay										
100.655600	Central Service Program Debt Retirement										
100.655700	Central Service Program Insurance										
100.656100	Administrative Technology Service Salaries										
100.656200	Administrative Technology Service Benefits										
100.656300	Administrative Technology Service Purchased Services		48,000.00	48,000.00	48,000.00						
100.656400	Administrative Technology Service Supplies										
100.656500	Administrative Technology Service Capital Outlay										
100.656600	Administrative Technology Service Debt Retirement										
100.656700	Administrative Technology Service Insurance										
100.661100	Buildings - Care Program Salaries										
100.661200	Buildings - Care Program Benefits										
100.661300	Buildings - Care Program Purchased Services		36,000.00	37,080.00	38,192.40						
100.661400	Buildings - Care Program Supplies										
100.661500	Buildings - Care Program Capital Outlay										
100.661600	Buildings - Care Program Debt Retirement										
100.661700	Buildings - Care Program Insurance										
100.663100	Maintenance - Non-Student Occupied Salaries										
100.663200	Maintenance - Non-Student Occupied Benefits										
100.663300	Maintenance - Non-Student Occupied Purchased Services		19,199.00	19,199.00	19,199.00						
100.663400	Maintenance - Non-Student Occupied Supplies										
100.663500	Maintenance - Non-Student Occupied Capital Outlay										
100.663600	Maintenance - Non-Student Occupied Debt Retirement										
100.663700	Maintenance - Non-Student Occupied Insurance										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.664100	Maintenance - Student Occupied Salaries										
100.664200	Maintenance - Student Occupied Benefits										
100.664300	Maintenance - Student Occupied Purchased Services										
100.664400	Maintenance - Student Occupied Supplies										
100.664500	Maintenance - Student Occupied Capital Outlay										
100.664600	Maintenance - Student Occupied Debt Retirement										
100.664700	Maintenance - Student Occupied Insurance										
100.665100	Maintenance - Grounds Salaries										
100.665200	Maintenance - Grounds Benefits										
100.665300	Maintenance - Grounds Purchased Services										
100.665400	Maintenance - Grounds Supplies										
100.665500	Maintenance - Grounds Capital Outlay										
100.665600	Maintenance - Grounds Debt Retirement										
100.665700	Maintenance - Grounds Capital Insurance										
100.667100	Security Program Salaries										
100.667200	Security Program Benefits										
100.667300	Security Program Purchased Services										
100.667400	Security Program Supplies										
100.667500	Security Program Capital Outlay										
100.667600	Security Program Debt Retirement										
100.667700	Security Program Insurance										
100.681100	Pupil-to-School Transportation Salaries										
100.681200	Pupil-to-School Transportation Benefits										
100.681300	Pupil-to-School Transportation Purchased Services		48,600.00	72,900.00	97,200.00						
100.681400	Pupil-to-School Transportation Supplies										
100.681500	Pupil-to-School Transportation Capital Outlay										
100.681600	Pupil-to-School Transportation Debt Retirement										
100.681700	Pupil-to-School Transportation Insurance										
100.682100	Pupil-Activity Transportation Salaries										
100.682200	Pupil-Activity Transportation Benefits										
100.682300	Pupil-Activity Transportation Purchased Services										
100.682400	Pupil-Activity Transportation Supplies										
100.682500	Pupil-Activity Transportation Capital Outlay										
100.682600	Pupil-Activity Transportation Debt Retirement										
100.682700	Pupil-Activity Transportation Insurance										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.683100	General Transportation Salaries										
100.683200	General Transportation Benefits										
100.683300	General Transportation Purchased Services										
100.683400	General Transportation Supplies										
100.683500	General Transportation Capital Outlay										
100.683600	General Transportation Debt Retirement										
100.683700	General Transportation Insurance										
100.691100	Other Support Services Program Salaries										
100.691200	Other Support Services Program Benefits										
100.691300	Other Support Services Program Purchased Services		1,000.00	1,000.00	1,000.00						
100.691400	Other Support Services Program Supplies										
100.691500	Other Support Services Program Capital Outlay										
100.691600	Other Support Services Program Debt Retirement										
100.691700	Other Support Services Program Insurance										
Subtotals: Support Services		-	645,842.00	675,413.29	715,442.72	-	-	-	-	-	-
100.710100	Child Nutrition Salaries										
100.710200	Child Nutrition Benefits										
100.710300	Child Nutrition Purchased Services										
100.710400	Child Nutrition Supplies										
100.710500	Child Nutrition Capital Outlay										
100.710600	Child Nutrition Debt Retirement										
100.710700	Child Nutrition Insurance										
100.720100	Community Services Program Salaries										
100.720200	Community Services Program Benefits										
100.720300	Community Services Program Purchased Services										
100.720400	Community Services Program Supplies										
100.720500	Community Services Program Capital Outlay										
100.720600	Community Services Program Debt Retirement										
100.720700	Community Services Program Insurance										
100.730100	Enterprise Operations Program Salaries										
100.730200	Enterprise Operations Program Benefits										
100.730300	Enterprise Operations Program Purchased Services										
100.730400	Enterprise Operations Program Supplies										
100.730500	Enterprise Operations Program Capital Outlay										
100.730600	Enterprise Operations Program Debt Retirement										
100.730700	Enterprise Operations Program Capital Insurance										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.810300	Capital Assets - Student Occupied Purchased Services										
100.810400	Capital Assets - Student Occupied Supplies										
100.810500	Capital Assets - Student Occupied Capital Outlay										
100.811300	Capital Assets - Non-Student Occupied Purchased Services										
100.811400	Capital Assets - Non-Student Occupied Supplies										
100.811500	Capital Assets - Non-Student Occupied Capital Outlay										
100.911500	Principal Capital Outlay										
100.911600	Principal Debt Retirement										
100.912500	Interest Capital Outlay										
100.912600	Interest Debt Retirement										
100.913500	Refunded Debt Capital Outlay										
100.913600	Refunded Debt - Debt Retirement										
100.920000	Transfers Out										
Subtotals: Non-Instruction		-	-	-	-	-	-	-	-	-	-
TOTAL GENERAL FUND EXPENDITURES		0.00	1,678,537.00	1,771,993.62	1,891,715.27	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$73,857.00	\$26,949.38	\$11,738.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE		\$0.00	\$0.00	\$73,857.00	\$100,806.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE		\$0.00	\$73,857.00	\$26,949.38	\$11,738.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE		\$0.00	\$73,857.00	\$100,806.38	\$112,545.14	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUNDS 230-239 (Local Special Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	23X.419200 Contributions/Donations										
	23X.419900 Other Local Revenue										
	23X.460000 Transfers In										
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	23X.512100 Elementary Salaries										
	23X.512200 Elementary Benefits										
	23X.512300 Elementary Purchased Services										
	23X.512400 Elementary Supplies										
	23X.512500 Elementary Capital Outlay										
	23X.512600 Elementary Debt Retirement										
	23X.512700 Elementary Insurance										
	23X.515100 Secondary Salaries										
	23X.515200 Secondary Benefits										
	23X.515300 Secondary Purchased Services										
	23X.515400 Secondary Supplies										
	23X.515500 Secondary Capital Outlay										
	23X.515600 Secondary Debt Retirement										
	23X.515700 Secondary Insurance										
	23X.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUNDS 242, 244, 247, 248, 249 (State Special Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	24X.431900 Other State Support										
	24X.439000 Other State Revenue										
	24X.460000 Transfers In										
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	24X.512100 Elementary Salaries										
	24X.512200 Elementary Benefits										
	24X.512300 Elementary Purchased Services										
	24X.512400 Elementary Supplies										
	24X.512500 Elementary Capital Outlay										
	24X.512600 Elementary Debt Retirement										
	24X.512700 Elementary Insurance										
	24X.515100 Secondary Salaries										
	24X.515200 Secondary Benefits										
	24X.515300 Secondary Purchased Services										
	24X.515400 Secondary Supplies										
	24X.515500 Secondary Capital Outlay										
	24X.515600 Secondary Debt Retirement										
	24X.515700 Secondary Insurance										
	24X.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
245.431900	Other State Support										
245.439000	Other State Revenue										
245.460000	Transfers In										
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
245.512100	Elementary Salaries										
245.512200	Elementary Benefits										
245.512300	Elementary Purchased Services										
245.512400	Elementary Supplies										
245.512500	Elementary Capital Outlay										
245.512600	Elementary Debt Retirement										
245.512700	Elementary Insurance										
245.515100	Secondary Salaries										
245.515200	Secondary Benefits										
245.515300	Secondary Purchased Services										
245.515400	Secondary Supplies										
245.515500	Secondary Capital Outlay										
245.515600	Secondary Debt Retirement										
245.515700	Secondary Insurance										
245.622100	Educational Media Salaries										
245.622200	Educational Media Benefits										
245.622300	Educational Media Purchased Services										
245.622400	Educational Media Supplies										
245.622500	Educational Media Capital Outlay										
245.622600	Educational Media Debt Retirement										
245.622700	Educational Media Insurance										
245.623100	Instruction-Related Technology Salaries										
245.623200	Instruction-Related Technology Benefits										
245.623300	Instruction-Related Technology Purchased Services										
245.623400	Instruction-Related Technology Supplies										
245.623500	Instruction-Related Technology Capital Outlay										
245.623600	Instruction-Related Technology Debt Retirement										
245.623700	Instruction-Related Technology Insurance										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
245.656100	Administrative Technology Service Salaries										
245.656200	Administrative Technology Service Benefits										
245.656300	Administrative Technology Service Purchased Services										
245.656400	Administrative Technology Service Supplies										
245.656500	Administrative Technology Service Capital Outlay										
245.656600	Administrative Technology Service Debt Retirement										
245.656700	Administrative Technology Service Insurance										
245.920000	Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
251.443000	Direct Restricted Federal										
251.445100	Title I - ESEA										
251.445900	Other Indirect Restricted Federal										
251.460000	Transfers In										
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
251.512100	Elementary Salaries										
251.512200	Elementary Benefits										
251.512300	Elementary Purchased Services										
251.512400	Elementary Supplies										
251.512500	Elementary Capital Outlay										
251.512600	Elementary Debt Retirement										
251.512700	Elementary Insurance										
251.515100	Secondary Salaries										
251.515200	Secondary Benefits										
251.515300	Secondary Purchased Services										
251.515400	Secondary Supplies										
251.515500	Secondary Capital Outlay										
251.515600	Secondary Debt Retirement										
251.515700	Secondary Insurance										
251.621100	Instruction Improvement Program Salaries										
251.621200	Instruction Improvement Program Benefits										
251.621300	Instruction Improvement Program Purchased Services										
251.621400	Instruction Improvement Program Supplies										
251.621500	Instruction Improvement Program Capital Outlay										
251.621600	Instruction Improvement Program Debt Retirement										
251.621700	Instruction Improvement Program Insurance										
251.920000	Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
257.443000	Direct Restricted Federal										
257.445600	Title VI-B IDEA Federal Revenue										
257.445900	Other Indirect Restricted Federal										
257.460000	Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
257.512100	Elementary Salaries										
257.512200	Elementary Benefits										
257.512300	Elementary Purchased Services										
257.512400	Elementary Supplies										
257.512500	Elementary Capital Outlay										
257.512600	Elementary Debt Retirement										
257.512700	Elementary Insurance										
257.515100	Secondary Salaries										
257.515200	Secondary Benefits										
257.515300	Secondary Purchased Services										
257.515400	Secondary Supplies										
257.515500	Secondary Capital Outlay										
257.515600	Secondary Debt Retirement										
257.515700	Secondary Insurance										
257.521100	Exceptional Child Salaries										
257.521200	Exceptional Child Benefits										
257.521300	Exceptional Child Purchased Services										
257.521400	Exceptional Child Supplies										
257.521500	Exceptional Child Capital Outlay										
257.521600	Exceptional Child Debt Retirement										
257.521700	Exceptional Child Insurance										
257.616100	Special Services Certified Salaries										
257.616200	Special Services Benefits										
257.616300	Special Services Purchased Services										
257.616400	Special Services Supplies										
257.616500	Special Services Capital Outlay										
257.616600	Special Services Debt Retirement										
257.616700	Special Services Insurance										
257.920000	Transfers Out										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
262.443000	Direct Restricted Federal										
262.445900	Other Indirect Restricted Federal										
262.460000	Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
262.512100	Elementary Salaries										
262.512200	Elementary Benefits										
262.512300	Elementary Purchased Services										
262.512400	Elementary Supplies										
262.512500	Elementary Capital Outlay										
262.512600	Elementary Debt Retirement										
262.512700	Elementary Insurance										
262.515100	Secondary Salaries										
262.515200	Secondary Benefits										
262.515300	Secondary Purchased Services										
262.515400	Secondary Supplies										
262.515500	Secondary Capital Outlay										
262.515600	Secondary Debt Retirement										
262.515700	Secondary Insurance										
262.621100	Exceptional Child Salaries										
262.621200	Exceptional Child Benefits										
262.621300	Exceptional Child Purchased Services										
262.621400	Exceptional Child Supplies										
262.621500	Exceptional Child Capital Outlay										
262.621600	Exceptional Child Debt Retirement										
262.621700	Exceptional Child Insurance										
262.621100	Instruction Improvement Salaries										
262.621200	Instruction Improvement Benefits										
262.621300	Instruction Improvement Purchased Services										
262.621400	Instruction Improvement Supplies										
262.621500	Instruction Improvement Capital Outlay										
262.621600	Instruction Improvement Debt Retirement										
262.621700	Instruction Improvement Insurance										
262.920000	Transfers Out										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	TOTAL FUND EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	TOTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	271.443000 Direct Restricted Federal										
	271.445900 Other Indirect Restricted Federal										
	271.460000 Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	271.512100 Elementary Salaries										
	271.512200 Elementary Benefits										
	271.512300 Elementary Purchased Services										
	271.512400 Elementary Supplies										
	271.512500 Elementary Capital Outlay										
	271.512600 Elementary Debt Retirement										
	271.512700 Elementary Insurance										
	271.515100 Secondary Salaries										
	271.515200 Secondary Benefits										
	271.515300 Secondary Purchased Services										
	271.515400 Secondary Supplies										
	271.515500 Secondary Capital Outlay										
	271.515600 Secondary Debt Retirement										
	271.515700 Secondary Insurance										
	271.621100 Instruction Improvement Salaries										
	271.621200 Instruction Improvement Benefits										
	271.621300 Instruction Improvement Purchased Services										
	271.621400 Instruction Improvement Supplies										
	271.621500 Instruction Improvement Capital Outlay										
	271.621600 Instruction Improvement Debt Retirement										
	271.621700 Instruction Improvement Insurance										
	271.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / OPERATING PROJECTED BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
2XX.442000	Indirect Unrestricted Federal										
2XX.443000	Direct Restricted Federal										
2XX.445900	Other Indirect Restricted Federal										
271.460000	Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
2XX.512100	Elementary Salaries										
2XX.512200	Elementary Benefits										
2XX.512300	Elementary Purchased Services										
2XX.512400	Elementary Supplies										
2XX.512500	Elementary Capital Outlay										
2XX.512600	Elementary Debt Retirement										
2XX.512700	Elementary Insurance										
2XX.515100	Secondary Salaries										
2XX.515200	Secondary Benefits										
2XX.515300	Secondary Purchased Services										
2XX.515400	Secondary Supplies										
2XX.515500	Secondary Capital Outlay										
2XX.515600	Secondary Debt Retirement										
2XX.515700	Secondary Insurance										
2XX.621100	Exceptional Child Salaries										
2XX.621200	Exceptional Child Benefits										
2XX.621300	Exceptional Child Purchased Services										
2XX.621400	Exceptional Child Supplies										
2XX.621500	Exceptional Child Capital Outlay										
2XX.621600	Exceptional Child Debt Retirement										
2XX.621700	Exceptional Child Insurance										
2XX.621100	Instruction Improvement Salaries										
2XX.621200	Instruction Improvement Benefits										
2XX.621300	Instruction Improvement Purchased Svcs										
2XX.621400	Instruction Improvement Supplies										
2XX.621500	Instruction Improvement Capital Outlay										
2XX.621600	Instruction Improvement Debt Retirement										
2XX.621700	Instruction Improvement Insurance										

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / OPERATING PROJECTED BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	2XX.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL--- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	290.416100 School Food Service										
	290.416200 Meal sales: non-reimbursable										
	290.416900 Other Food Sales										
	290.443000 Direct Restricted Federal										
	290.445500 Child Nutrition Reimbursement										
	290.445900 Other Indirect Restricted Federal										
	290.460000 Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	290.710100 Food Service Salaries										
	290.710200 Food Service Benefits										
	290.710300 Food Service Purchased Services										
	290.710400 Food Service Supplies										
	290.710500 Food Service Capital Outlay										
	290.710600 Food Service Debt Retirement										
	290.710700 Food Service Insurance										
	290.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 300 (Debt Service)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	300.419900										
	Other Local Revenue										
	300.460000										
	Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	300.911500										
	Principal Capital Outlay										
	300.911600										
	Principal Debt Retirement										
	300.912500										
	Interest Capital Outlay										
	300.912600										
	Interest Debt Retirement										
	300.913500										
	Refunded Debt Capital Outlay										
	300.913600										
	Refunded Debt - Debt Retirement										
	300.920000										
	Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	310.451000	Proceeds									
	310.460000	Transfers In									
TOTAL FUND REVENUES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	310.911500	Principal Capital Outlay									
	310.911600	Principal Debt Retirement									
	310.912500	Interest Capital Outlay									
	310.912600	Interest Debt Retirement									
	310.913500	Refunded Debt Capital Outlay									
	310.913600	Refunded Debt - Debt Retirement									
	310.920000	Transfers Out									
TOTAL FUND EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FUND 400 (Capital Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	PROJECTED / LIKELY OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	400.451000	Proceeds									
	400.460000	Transfers In									
TOTAL FUND REVENUES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	400.810300	Capital Assets - Student Occupied Purchased Services									
	400.810400	Capital Assets - Student Occupied Supplies									
	400.810500	Capital Assets - Student Occupied Capital Outlay									
	400.811300	Capital Assets - Non-Student Occupied Purchased Services									
	400.811400	Capital Assets - Non-Student Occupied Supplies									
	400.811500	Capital Assets - Non-Student Occupied Capital Outlay									
	400.920000	Transfers Out									
TOTAL FUND EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

1	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
2	ACCOUNT	DESCRIPTION	Likely / Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
3	REVENUE														
4	414100	Tuition	0												
5	415000	Earnings on Investments	820												
6															
7	416100	School Food Service	0												
8	416200	Meal Sales - non reimbursable	0												
9	416900	Other Food Sales	0												
10															
11	417100	Admissions / Activities	0												
12	417200	Bookstore Sales	0												
13	417300	Clubs / Organization Dues, etc.	0												
14	417400	School Fees & Charges	5,332												
15	417900	Other Student Revenue	0												
16															
17	419100	Rentals	0												
18	419200	Contributions/Donations	0												
19	419900	Other Local Revenue	0												
20															
21	431100	Base Support	1,451,973	150,000	725,987			290,395			290,395			145,197	
22	431200	Transportation Support	41,310		20,655			8,262			8,262			4,131	
23	431400	Exceptional Child Support	0												
24	431600	Tuition Equivalency	0												
25	431800	Benefit Apportionment	185,407												
26	431900	Other State Support	29,339					29,339							
27	437000	Lottery / Addtl State Maintenance	4,602				4,602								
28	439000	Other State Revenue	33,611			12,519	3,907								17,185
29															
30	442000	Indirect Unrestricted Federal	0												
31	443000	Direct Restricted Federal	0												
32	445100	Title I	0												
33	445500	Child Nutrition Reimbursement	0												
34	445600	Title VI-B	0												
35	445900	Other Indirect Restricted Federal	0												
36															
37	451000	Proceeds	0												
38															
39	TOTAL REVENUES		\$1,752,394	\$150,000	\$746,642	\$12,519	\$8,509	\$327,996	\$0	\$0	\$298,657	\$0	\$0	\$149,328	\$17,185

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1			Likely / Projected												
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
41	EXPENDITURES														
42	Instruction / Educational Program														
43	512100	Elementary Salaries	80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
44	512200	Elementary Benefits	10,400	867	867	867	867	867	867	867	867	867	867	867	867
45	512300	Elementary Purchased Services	2,500												
46	512400	Elementary Supplies	30,000	30,000											
47	512500	Elementary Capital Outlay	0												
48	512600	Elementary Debt Retirement	0												
49	512700	Elementary Insurance	13,600	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133
50															
51	515100	Secondary Salaries	136,860	11,405	11,405	11,405	11,405	11,405	11,405	11,405	11,405	11,405	11,405	11,405	11,405
52	515200	Secondary Benefits	22,683	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890
53	515300	Secondary Purchased Services	2,885	2,885											
54	515400	Secondary Supplies	10,594	10,594											
55	515500	Secondary Capital Outlay	0												
56	515600	Secondary Debt Retirement	0												
57	515700	Secondary Insurance	0												
58															
59	517100	Alternative School Program Salaries	454,288	37,857	37,857	37,857	37,857	37,857	37,857	37,857	37,857	37,857	37,857	37,857	37,857
60	517200	Alternative School Program Benefits	86,315	7,193	7,193	7,193	7,193	7,193	7,193	7,193	7,193	7,193	7,193	7,193	7,193
61	517300	Alternative School Program Purchased Services	72,622	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052
62	517400	Alternative School Program Supplies	6,364		6,364										
63	517500	Alternative School Program Capital Outlay	600		600										
64	517600	Alternative School Program Debt Retirement	0												
65	517700	Alternative School Program Insurance	102,984	8,582	8,582	8,582	8,582	8,582	8,582	8,582	8,582	8,582	8,582	8,582	8,582
66															
67	521100	Exceptional Child Salaries	0												
68	521200	Exceptional Child Benefits	0												
69	521300	Exceptional Child Purchased Services	0												
70	521400	Exceptional Child Supplies	0												
71	521500	Exceptional Child Capital Outlay	0												
72	521600	Exceptional Child Debt Retirement	0												
73	521700	Exceptional Child Insurance	0												
74															
75	524100	Gifted and Talented Program Salaries	0												
76	524200	Gifted and Talented Program Benefits	0												
77	524300	Gifted and Talented Program Purchased Services	0												
78	524400	Gifted and Talented Program Supplies	0												
79	524500	Gifted and Talented Program Capital Outlay	0												
80	524600	Gifted and Talented Program Debt Retirement	0												
81	524700	Gifted and Talented Program Insurance	0												
82															
83	531100	Interscholastic Program Salaries	0												
84	531200	Interscholastic Program Benefits	0												
85	531300	Interscholastic Program Purchased Services	0												
86	531400	Interscholastic Program Supplies	0												
87	531500	Interscholastic Program Capital Outlay	0												
88	531600	Interscholastic Program Debt Retirement	0												
89	531700	Interscholastic Program Insurance	0												
90															
91	532100	School Activity Program Salaries	0												
92	532200	School Activity Program Benefits	0												
93	532300	School Activity Program Purchased Services	0												
94	532400	School Activity Program Supplies	0												
95	532500	School Activity Program Capital Outlay	0												
96	532600	School Activity Program Debt Retirement	0												
97	532700	School Activity Program Insurance	0												

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
		Likely / Projected												
1														
2	ACCOUNT DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
98														
99	541100 Summer School Program Salaries	0												
100	541200 Summer School Program Benefits	0												
101	541300 Summer School Program Purchased Services	0												
102	541400 Summer School Program Supplies	0												
103	541500 Summer School Program Capital Outlay	0												
104	541600 Summer School Program Debt Retirement	0												
105	541700 Summer School Program Insurance	0												
106														
107	Support Services													
108	611100 Attendance-Guidance-Health Salaries	0												
109	611200 Attendance-Guidance-Health Benefits	0												
110	611300 Attendance-Guidance-Health Purchased Services	0												
111	611400 Attendance-Guidance-Health Supplies	0												
112	611500 Attendance-Guidance-Health Capital Outlay	0												
113	611600 Attendance-Guidance-Health Debt Retirement	0												
114	611700 Attendance-Guidance-Health Insurance	0												
115														
116	616100 Special Services Program Salaries	42,000												
117	616200 Special Services Program Benefits	6,930												
118	616300 Special Services Program Purchased Services	0												
119	616400 Special Services Program Supplies	0												
120	616500 Special Services Program Capital Outlay	0												
121	616600 Special Services Program Debt Retirement	0												
122	616700 Special Services Program Insurance	0												
123														
124	621100 Instruction Improvement Salaries	0												
125	621200 Instruction Improvement Benefits	0												
126	621300 Instruction Improvement Purchased Services	20,000												
127	621400 Instruction Improvement Supplies	0												
128	621500 Instruction Improvement Capital Outlay	0												
129	621600 Instruction Improvement Debt Retirement	0												
130	621700 Instruction Improvement Insurance	0												
131														
132	622100 Educational Media Salaries	0												
133	622200 Educational Media Benefits	0												
134	622300 Educational Media Purchased Services	0												
135	622400 Educational Media Supplies	0												
136	622500 Educational Media Capital Outlay	0												
137	622600 Educational Media Debt Retirement	0												
138	622700 Educational Media Insurance	0												
139														
140	623100 Instruction-Related Technology Salaries	0												
141	623200 Instruction-Related Technology Benefits	0												
142	623300 Instruction-Related Technology Purchased Services	0												
143	623400 Instruction-Related Technology Supplies	0												
144	623500 Instruction-Related Technology Capital Outlay	0												
145	623600 Instruction-Related Technology Debt Retirement	0												
146	623700 Instruction-Related Technology Insurance	0												
147														
148	631100 Board of Education Program Salaries	0												
149	631200 Board of Education Program Benefits	0												
150	631300 Board of Education Program Purchased Services	0												
151	631400 Board of Education Program Supplies	0												
152	631500 Board of Education Program Capital Outlay	0												
153	631600 Board of Education Program Debt Retirement	0												
154	631700 Board of Education Program Insurance	0												

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Likely / Projected														
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
155															
156	632100	District Administration Program Salaries	244,252	20,354	20,354	20,354	20,354	20,354	20,354	20,354	20,354	20,354	20,354	20,354	20,354
157	632200	District Administration Program Benefits	54,830	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569
158	632300	District Administration Program Purchased Services	119,680	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973
159	632400	District Administration Program Supplies	4,079	4,079											
160	632500	District Administration Program Capital Outlay	1,272	1,272											
161	632600	District Administration Program Debt Retirement	0												
162	632700	District Administration Program Insurance	0												
163															
164	641100	School Administration Program Salaries	0												
165	641200	School Administration Program Benefits	0												
166	641300	School Administration Program Purchased Services	0												
167	641400	School Administration Program Supplies	0												
168	641500	School Administration Program Capital Outlay	0												
169	641600	School Administration Program Debt Retirement	0												
170	641700	School Administration Program Insurance	0												
171															
172	651100	Business Operation Program Salaries	0												
173	651200	Business Operation Program Benefits	0												
174	651300	Business Operation Program Purchased Services	0												
175	651400	Business Operation Program Supplies	0												
176	651500	Business Operation Program Capital Outlay	0												
177	651600	Business Operation Program Debt Retirement	0												
178	651700	Business Operation Program Insurance	0												
179															
180	655100	Central Service Program Salaries	0												
181	655200	Central Service Program Benefits	0												
182	655300	Central Service Program Purchased Services	0												
183	655400	Central Service Program Supplies	0												
184	655500	Central Service Program Capital Outlay	0												
185	655600	Central Service Program Debt Retirement	0												
186	655700	Central Service Program Insurance	0												
187															
188	656100	Administrative Technology Service Salaries	0												
189	656200	Administrative Technology Service Benefits	0												
190	656300	Administrative Technology Service Purchased Services	48,000												
191	656400	Administrative Technology Service Supplies	0												
192	656500	Administrative Technology Service Capital Outlay	0												
193	656600	Administrative Technology Service Debt Retirement	0												
194	656700	Administrative Technology Service Insurance	0												
195															
196	661100	Buildings - Care Program Salaries	0												
197	661200	Buildings - Care Program Benefits	0												
198	661300	Buildings - Care Program Purchased Services	36,000												
199	661400	Buildings - Care Program Supplies	0												
200	661500	Buildings - Care Program Capital Outlay	0												
201	661600	Buildings - Care Program Debt Retirement	0												
202	661700	Buildings - Care Program Insurance	0												
203															
204	663100	Maintenance - Non-Student Occupied Salaries	0												
205	663200	Maintenance - Non-Student Occupied Benefits	0												
206	663300	Maintenance - Non-Student Occupied Purchased Services	19,199												
207	663400	Maintenance - Non-Student Occupied Supplies	0												
208	663500	Maintenance - Non-Student Occupied Capital Outlay	0												
209	663600	Maintenance - Non-Student Occupied Debt Retirement	0												
210	663700	Maintenance - Non-Student Occupied Insurance	0												

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Likely / Projected														
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
211															
212	664100	Maintenance - Student Occupied Salaries	0												
213	664200	Maintenance - Student Occupied Benefits	0												
214	664300	Maintenance - Student Occupied Purchased Services	0												
215	664400	Maintenance - Student Occupied Supplies	0												
216	664500	Maintenance - Student Occupied Capital Outlay	0												
217	664600	Maintenance - Student Occupied Debt Retirement	0												
218	664700	Maintenance - Student Occupied Insurance	0												
219															
220	665100	Maintenance - Grounds Salaries	0												
221	665200	Maintenance - Grounds Benefits	0												
222	665300	Maintenance - Grounds Purchased Services	0												
223	665400	Maintenance - Grounds Supplies	0												
224	665500	Maintenance - Grounds Capital Outlay	0												
225	665600	Maintenance - Grounds Debt Retirement	0												
226	665700	Maintenance - Grounds Capital Insurance	0												
227															
228	667100	Security Program Salaries	0												
229	667200	Security Program Benefits	0												
230	667300	Security Program Purchased Services	0												
231	667400	Security Program Supplies	0												
232	667500	Security Program Capital Outlay	0												
233	667600	Security Program Debt Retirement	0												
234	667700	Security Program Insurance	0												
235															
236	681100	Pupil-to-School Transportation Salaries	0												
237	681200	Pupil-to-School Transportation Benefits	0												
238	681300	Pupil-to-School Transportation Purchased Services	48,600	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050
239	681400	Pupil-to-School Transportation Supplies	0												
240	681500	Pupil-to-School Transportation Capital Outlay	0												
241	681600	Pupil-to-School Transportation Debt Retirement	0												
242	681700	Pupil-to-School Transportation Insurance	0												
243															
244	682100	Pupil-Activity Transportation Salaries	0												
245	682200	Pupil-Activity Transportation Benefits	0												
246	682300	Pupil-Activity Transportation Purchased Services	0												
247	682400	Pupil-Activity Transportation Supplies	0												
248	682500	Pupil-Activity Transportation Capital Outlay	0												
249	682600	Pupil-Activity Transportation Debt Retirement	0												
250	682700	Pupil-Activity Transportation Insurance	0												
251															
252	683100	General Transportation Salaries	0												
253	683200	General Transportation Benefits	0												
254	683300	General Transportation Purchased Services	0												
255	683400	General Transportation Supplies	0												
256	683500	General Transportation Capital Outlay	0												
257	683600	General Transportation Debt Retirement	0												
258	683700	General Transportation Insurance	0												
259															
260	691100	Other Support Services Program Salaries	0												
261	691200	Other Support Services Program Benefits	0												
262	691300	Other Support Services Program Purchased Services	1,000												
263	691400	Other Support Services Program Supplies	0												
264	691500	Other Support Services Program Capital Outlay	0												
265	691600	Other Support Services Program Debt Retirement	0												
266	691700	Other Support Services Program Insurance	0												

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Likely /														
2	Projected														
	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
267															
268	Non-Instruction														
269	710100	Child Nutrition Salaries	0												
270	710200	Child Nutrition Benefits	0												
271	710300	Child Nutrition Purchased Services	0												
272	710400	Child Nutrition Supplies	0												
273	710500	Child Nutrition Capital Outlay	0												
274	710600	Child Nutrition Debt Retirement	0												
275	710700	Child Nutrition Insurance	0												
276															
277	720100	Community Services Program Salaries	0												
278	720200	Community Services Program Benefits	0												
279	720300	Community Services Program Purchased Services	0												
280	720400	Community Services Program Supplies	0												
281	720500	Community Services Program Capital Outlay	0												
282	720600	Community Services Program Debt Retirement	0												
283	720700	Community Services Program Insurance	0												
284															
285	730100	Enterprise Operations Program Salaries	0												
286	730200	Enterprise Operations Program Benefits	0												
287	730300	Enterprise Operations Program Purchased Services	0												
288	730400	Enterprise Operations Program Supplies	0												
289	730500	Enterprise Operations Program Capital Outlay	0												
290	730600	Enterprise Operations Program Debt Retirement	0												
291	730700	Enterprise Operations Program Capital Insurance	0												
292															
293	810300	Capital Assets - Student Occupied Purchased Services	0												
294	810400	Capital Assets - Student Occupied Supplies	0												
295	810500	Capital Assets - Student Occupied Capital Outlay	0												
296															
297	811300	Capital Assets - Non-Student Occupied Purchased Services	0												
298	811400	Capital Assets - Non-Student Occupied Supplies	0												
299	811500	Capital Assets - Non-Student Occupied Capital Outlay	0												
300															
301	911500	Principal Capital Outlay	0												
302	911600	Principal Debt Retirement	0												
303															
304	912500	Interest Capital Outlay	0												
305	912600	Interest Debt Retirement	0												
306															
307	913500	Refunded Debt Capital Outlay	0												
308	913600	Refunded Debt - Debt Retirement	0												
309															
310	TOTAL EXPENDITURES		\$1,678,537	\$169,393	\$127,557	\$120,593	\$120,593	\$120,593	\$120,593	\$120,593	\$120,593	\$120,593	\$120,593	\$120,593	\$120,593

February 12, 2015
RICHARD MCKENNA CHARTER SCHOOL
FIRST YEAR CASH FLOW (FY17 All Funds)

DESCRIPTION	Likely / Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
CASH ON HAND (Beginning Cash)	N/A	985,256	965,863	1,584,948	1,476,874	1,364,790	1,572,193	1,451,600	1,331,007	1,509,071	1,388,478	1,267,885	1,296,621	N/A
RECEIPTS														
Base Support	1,451,973	150,000	725,987	0	0	290,395	0	0	290,395	0	0	145,197	0	1,601,973
Benefit Apportionment	185,407	0	0	0	0	0	0	0	0	0	0	0	0	0
Lottery / Maintenance	4,602	0	0	0	4,602	0	0	0	0	0	0	0	0	4,602
Transportation	41,310	0	20,655	0	0	8,262	0	0	8,262	0	0	4,131	0	41,310
Exceptional Child Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuition Equivalency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Support	29,339	0	0	0	0	29,339	0	0	0	0	0	0	0	29,339
Other State Revenue	33,611	0	0	12,519	3,907	0	0	0	0	0	0	0	17,185	33,611
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Local Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fees & Fundraising	5,332	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue	820	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	1,752,394	150,000	746,642	12,519	8,509	327,996	0	0	298,657	0	0	149,328	17,185	1,710,835
OUTFLOW														
Salaries	0	76,283	76,283	76,283	76,283	76,283	76,283	76,283	76,283	76,283	76,283	76,283	76,283	915,400
Benefits	0	14,519	14,519	14,519	14,519	14,519	14,519	14,519	14,519	14,519	14,519	14,519	14,519	174,228
Subtotal - Payroll	0	90,802	90,802	90,802	90,802	90,802	90,802	90,802	90,802	90,802	90,802	90,802	90,802	1,089,628
Facility Costs (All)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Occupancy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary Supplies & Services	0	30,000	0	0	0	0	0	0	0	0	0	0	0	30,000
Secondary Supplies & Services	0	13,449	0	0	0	0	0	0	0	0	0	0	0	13,449
Professional Development	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exceptional Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	0	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	48,600
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Support Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Administration / Operations	0	14,052	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973	9,973	123,759
Other Program Costs	0	6,052	12,416	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	78,986
Subtotal - Educational Program	0	67,603	26,439	20,075	20,075	20,075	20,075	20,075	20,075	20,075	20,075	20,075	20,075	294,794
Capital Outlay	0	1,272	600	0	0	0	0	0	0	0	0	0	0	1,872
Debt Retirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Insurance	0	9,715	9,715	9,715	9,715	9,715	9,715	9,715	9,715	9,715	9,715	9,715	9,715	116,584
Other Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Other Costs	0	10,987	10,315	9,715	9,715	9,715	9,715	9,715	9,715	9,715	9,715	9,715	9,715	118,456
TOTAL OUTFLOW	0	169,393	127,557	120,593	120,593	120,593	120,593	120,593	120,593	120,593	120,593	120,593	120,593	1,502,878
CHANGE IN CASH	1,752,394	(19,393)	619,085	(108,074)	(112,084)	207,403	(120,593)	(120,593)	178,064	(120,593)	(120,593)	28,735	(103,408)	
ENDING CASH	N/A	965,863	1,584,948	1,476,874	1,364,790	1,572,193	1,451,600	1,331,007	1,509,071	1,388,478	1,267,885	1,296,621	1,193,213	

February 12, 2015

Richard McKenna Charter High School



ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

February 12, 2015

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	The mission of Richard McKenna Charter High School is to prepare students for successful post-secondary education, training, and employment. We focus on developing strong reading, writing, math, and study skills in the context of a liberal arts education.	
Key Design Elements	<ul style="list-style-type: none"> • Active Learning. We teach our students how to formulate questions, develop solutions, apply solutions, and share the results by focusing on: <ul style="list-style-type: none"> ○ Critical and Analytical Thinking ○ Hard Work, Respect, and Service ○ Presentations and Projects ○ Reflecting and Recording • Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth. • Online Learning. We provide online courses for both general ed. and at-risk students statewide. Online learning provides convenience and flexibility for students who cannot attend class in a traditional setting. 	
School Contact Information	Address: 675 South Haskett Street, Mountain Home, ID 83647	Phone: 208-580-2449
Surrounding District	Mountain Home School District	
Opening Year	2002	
Current Term	June 17, 2014 - June 30, 2017	
Grades Served	9 - 12	
Enrollment	Approved: 75 on-sight, unlimited online	Actual: 222

	School	Surrounding District	State
Non-White	18.54%	30.98%	22.56%
Limited English Proficiency	.56%	6.43%	6.24%
Special Needs	3.93%	12.66%	9.46%
Free & Reduced Lunch	36.24%	45.76%	47.07%

School Leadership	Role
Meg Warren	Chair
Don Dow	Vice Chair
Melody Landis	Director
Doug Mayne	Treasurer
Maralee Smith	Director
Larry Slade	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

February 12, 2015

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Richard McKenna Charter High School- General Year Opened: 2002 Operating Term: 6/17/14-6/30/17 Date Executed: 6/17/2014

Introduction

Idaho’s charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer’s evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC. The Alternative framework was adopted by the PCSC on May 1, 2014.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school’s total score for the Academic & Mission Specific Accountability Designation reflects the school’s performance on a set of academic measures. These measures are the same for all non-alternative schools. The “Meets Standard” rating for each measure is designed to align closely with state minimum standards as established in Idaho’s ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school’s total score for the Academic & Mission Specific Accountability Designation reflects the school’s performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

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Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

GENERAL PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	15.00	25	7%	15.00
	1b	25	2%	15.00	25	7%	15.00
Proficiency	2a	75	5%	54.02	75	20%	54.02
	2b	75	5%	41.71	75	20%	41.71
	2c	75	5%	44.98	75	20%	44.98
Growth	3a	100	7%	0.00	0	0%	0.00
	3b	100	7%	0.00	0	0%	0.00
	3c	100	7%	0.00	0	0%	0.00
	3d	75	5%	0.00	0	0%	0.00
	3e	75	5%	0.00	0	0%	0.00
	3f	75	5%	0.00	0	0%	0.00
	3g	100	7%	0.00	0	0%	0.00
College & Career Readiness	4a				50	13%	0.00
	4b1 / 4b2				0	0%	0.00
	4c				50	13%	10.36
Total Possible Academic Points		900			375		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			375		
Total Academic Points Received				170.72			181.08
% of Possible Academic Points for This School				18.97%			48.29%

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				0	0%	0.00
English language skills improvement	2				0	0%	0.00
Math skills improvement	3				0	0%	0.00
Study skills acquisition	4				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1500			375		
TOTAL GENERAL PROGRAM POINTS RECEIVED				170.72			181.08
% OF POSSIBLE GENERAL ACADEMIC & MISSION-SPECIFIC POINTS				11.38%			48.29%

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	1%	0.00	25	17%	0.00
	1b	75	4%	0.00	75	50%	0.00
Proficiency	2a	75	4%	0.00	0	0%	0.00
	2b	75	4%	0.00	0	0%	0.00
	2c	75	4%	0.00	0	0%	0.00
Growth	3a	100	5%	0.00	0	0%	0.00
	3b	100	5%	0.00	0	0%	0.00
	3c	100	5%	0.00	0	0%	0.00
	3d	75	4%	0.00	0	0%	0.00
	3e	75	4%	0.00	0	0%	0.00
	3f	75	4%	0.00	0	0%	0.00
	3g	100	5%	0.00	0	0%	0.00
Alternative School Student Engagement	4a	100	5%	0.00	0	0%	0.00
	4b	100	5%	0.00	0	0%	0.00
College & Career Readiness	5a				50	33%	0.00
	5b1 / 5b2				0	0%	0.00
	5c1 / 5c2				0	0%	0.00
Total Possible Academic Points		1150	60%		150	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		1150			150		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading skills improvement	1				0	0%	0.00
English language skills improvement	2				0	0%	0.00
Math skills improvement	3				0	0%	0.00
Study skills acquisition	4				0	0%	0.00
Total Possible Mission-Specific Points		775	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1925			150		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

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RICHARD MCKENNA CHARTER HIGH SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	15.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	345.00
% OF POSSIBLE OPERATIONAL POINTS		86.25%		

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	300.00
% OF POSSIBLE FINANCIAL POINTS		75.00%		

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		55% - 74% of points possible		80% - 89% of points possible	86.25%	65% - 84% of points possible	75.00%
Remediation (General) Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible	48.29%	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical (Alternative) Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 30% of points possible	0.00%	0% - 60% of points possible		0% - 45% of points possible	

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RICHARD MCKENNA CHARTER HIGH SCHOOL--- GENERAL PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
		Result (Stars)	Points Possible	Points Earned			
Measure 1a Overall Star Rating Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.		5	25				
		4	20				
		3	15	15			
		2	0				
		1	0				
					15		
Notes							
		Result	Points Possible	Points Earned			
Measure 1b State Designations Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0				
					15		
	Notes						
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a ISAT / SBA % Proficiency Reading Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.			57-75	19	90-100	11	0
		86.40	38.56	19	65-89	25	54
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							54
	Notes						
		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b ISAT / SBA % Proficiency Math Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.			57-75	19	90-100	11	0
		70.20	38.56	19	65-89	25	42
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							42
	Notes						
		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.			57-75	19	90-100	11	0
		74.50	38.56	19	65-89	25	45
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							45
	Notes						

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RICHARD MCKENNA CHARTER HIGH SCHOOL--- GENERAL PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						

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RICHARD MCKENNA CHARTER HIGH SCHOOL--- GENERAL PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Language	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
							0
Notes No result due to insufficient sample size.							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
							0
Notes No result due to insufficient sample size.							
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				0
							0
Notes							
Measure 4b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
							0
Notes No result due to insufficient sample size.							
Measure 4b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
							0
Notes							
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		55.80	0-13	13	1-70	70
							10
Notes							

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

MISSION-SPECIFIC GOALS				
Measure 1	Is the school helping students gain appropriate reading skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		175	
	Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		140	
	Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		70	
	Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 2	Is the school helping students gain appropriate English Language skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		175	
	Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education TABE.		140	
	Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		70	
	Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

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RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 3	Is the school helping students gain appropriate math skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 86%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		175	
	Meets Standard: 66%-85% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.		140	
	Does Not Meet Standard: 46%-65% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.		70	
	Falls Far Below Standard: Fewer than 46% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE).		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 4	Is the school helping students gain appropriate learning and studying strategies?	Result	Points Possible	Points Earned
	Exceeds Standard: 86%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		175	
	Meets Standard: 66%-85% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		140	
	Does Not Meet Standard: 46%-65% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		70	
	Falls Far Below Standard: Fewer than 46% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		0	
				0.00
Notes	The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL--- ALTERNATIVE PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY						
		Points Possible	Points Earned			
Measure 1a Overall Star Rating Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	5	25				
	4	20				
	3	15				
	2	0				
	1	0		0		
Notes						
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY						
Measure 1b Alternative School Performance Comparison How is the school performing in comparison to other alternative schools in the state? Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools. Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools. Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools. Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.	Result	Points Possible				
		75				
		50				
		15				
		20th	0	0		
Notes						
Measure 2a ISAT / SBA % Proficiency Reading Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	19	90-100	11	0	
	38-56	19	65-89	25	0	
	20-37	18	41-64	24	0	
	0-19	19	1-40	40	0	
						0
Notes: No result due to insufficient sample size.						
Measure 2b ISAT / SBA % Proficiency Math Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	19	90-100	11	0	
	38-56	19	65-89	25	0	
	20-37	18	41-64	24	0	
	0-19	19	1-40	40	0	
						0
Notes: No result due to insufficient sample size.						
Measure 2c ISAT / SBA % Proficiency Language Arts Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	19	90-100	11	0	
	38-56	19	65-89	25	0	
	20-37	18	41-64	24	0	
	0-19	19	1-40	40	0	
						0
Notes: No result due to insufficient sample size.						

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL--- ALTERNATIVE PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes	No result due to insufficient sample size.						
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						

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RICHARD MCKENNA CHARTER HIGH SCHOOL--- ALTERNATIVE PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

Measure	Standard	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?						
Growth in Language	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 th and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
Notes	No result due to insufficient sample size.						
INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT							
Measure 4a Attendance	Are students demonstrating engagement through regular attendance?						
	Exceeds Standard:		12	90-100	11	0	
	Meets Standard:		13	81-89	9	0	
	Does Not Meet Standard:		13	71-80	10	0	
	Falls Far Below Standard:		13	1-70	70	0	
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						
Measure 4b Course / Credit Completion	Are students demonstrating engagement by successfully completing their courses?						
	Exceeds Standard:			12	90-100	11	0
	Meets Standard:			13	81-89	9	0
	Does Not Meet Standard:			13	71-80	10	0
	Falls Far Below Standard:			13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						
INDICATOR 5: COLLEGE AND CAREER READINESS							
Measure 5a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?						
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0				
Notes							
Measure 5b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?						
Exam Results	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes							

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RICHARD MCKENNA CHARTER HIGH SCHOOL--- ALTERNATIVE PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

Measure 5b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
Notes							
Measure 5c1 Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
4-year Cohort	Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes No result due to insufficient sample size.							
Measure 5c2 Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
6-year Cohort	Exceeds Standard:		39-50	12	90-100	11	0
	Meets Standard:		26-38	13	81-89	9	0
	Does Not Meet Standard:		14-25	12	71-80	10	0
	Falls Far Below Standard:		0-13	13	1-70	70	0
Notes Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2. Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has							

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RICHARD MCKENNA CHARTER HIGH SCHOOL --- ALTERNATIVE PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

MISSION-SPECIFIC GOALS			
Measure 1	Is the school helping students gain appropriate reading skills?	Result	Points Possible
	<p>Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).</p> <p>Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.</p> <p>Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.</p> <p>Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their reading by at least one grade level equivalent as measured by the TABE.</p>		<p>215</p> <p>172</p> <p>86</p> <p>0</p>
			0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.		
Measure 2	Is the school helping students gain appropriate English Language skills?	Result	Points Possible
	<p>Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).</p> <p>Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.</p> <p>Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.</p> <p>Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their English language skills by at least one grade level equivalent as measured by the TABE.</p>		<p>215</p> <p>172</p> <p>86</p> <p>0</p>
			0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.		

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- ALTERNATIVE PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

		Result	Points Possible	Points Earned
Measure 3	Is the school helping students gain appropriate math skills?			
	Exceeds Standard: 80%-100% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the Test of Adult Basic Education (TABE).		215	
	Meets Standard: 60%-79% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.		172	
	Does Not Meet Standard: 40%-59% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.		86	
	Falls Far Below Standard: Fewer than 40% of students who had an attendance rate of 90% or higher since the beginning of the school year increased their math skills by at least one grade level equivalent as measured by the TABE.		0	
				0.00
Notes	The pre-test of the TABE will be administered to all students within 6 weeks of the start of the school year; the post-test will be administered within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			
Measure 4	Is the school helping students gain appropriate learning and studying strategies?			
	Exceeds Standard: 80%-100% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		230	
	Meets Standard: 60%-79% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		184	
	Does Not Meet Standard: 40%-59% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		92	
	Falls Far Below Standard: Fewer than 40% of 12th grade students who had an attendance rate of 90% or higher since the beginning of the school year scored at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.		0	
				0.00
Notes	The LASSI-HS test will be administered by computer within 6 weeks of the end of the school year. The school will report data to the PCSC by October 1 each year.			

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	<p>Is the school implementing the material terms of the educational program as defined in the performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	Result	Points Possible	Points Earned
		Meets	25	25.00
			0	0
				25.00
Notes				
Measure 1b Education Requirements	<p>Is the school complying with applicable education requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	0
			0	0
				25.00
Notes				
Measure 1c Students with Disabilities	<p>Is the school protecting the rights of students with disabilities?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	0
			0	0
				25.00
Notes				

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RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

<p>Measure 1d English Language Learners</p> <p>Is the school protecting the rights of English Language Learner (ELL) students?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Result</p> <p>No instances of non-compliance documented</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Earned</p> <p>25.00</p> <p>15.00</p> <p>0.00</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>
Notes			
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<p>Measure 2a Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Result</p> <p>See note</p> <p>0</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Earned</p> <p>15.00</p> <p>0.00</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>15.00</p>
Notes			
FY13 fiscal audit (due Nov 15, 2013) was submitted 12/19/13.			
<p>Measure 2b GAAP</p> <p>Is the school following Generally Accepted Accounting Principles (GAAP)?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Result</p> <p>See note</p>	<p>Points Possible</p> <p>25</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p> <p>0.00</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>0.00</p>
Notes			
FY14 audit includes a qualified opinion because management has not performance the actuarial calculations for some post-employment benefits, resulting in inability to fully consider post-employment benefit liability.			

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RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	<p>Is the school complying with governance requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 3b Reporting Requirements	<p>Is the school complying with reporting requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
		See note	15	15.00
			0	
				15.00
Notes				
Meeting materials for August 2013 annual update were submitted late.				
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	<p>Is the school protecting the rights of all students?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT				
Measure 5a Facilities and Transportation	<p>Is the school complying with facilities and transportation requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
		See note	15	15.00
			0	
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			15.00
Measure 5b Health and Safety	<p>Is the school complying with health and safety requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
Measure 5c Information Handling	<p>Is the school handling information appropriately?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
Notes			0	<u>25.00</u>

February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES

		Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equal to 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Ratio is 101.27	50	50.00
			10	
			0	50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	195 days cash	50	50.00
			10	
			0	50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Variance is 125%	50	50.00
			30	
			0	50.00
Notes				


		Result	Points Possible	Points Earned
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	No default or delinquency noted in audit	50	50.00
			0	
			0	50.00
Notes				

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RICHARD MCKENNA CHARTER HIGH SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: right;">Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">50</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">10</td> <td></td> </tr> <tr style="background-color: red;"> <td style="text-align: left;">Agg = (2.9%) Total = (19%)</td> <td style="text-align: center;">0</td> <td style="text-align: right;">0.00</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right; border-top: 1px solid black;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10		Agg = (2.9%) Total = (19%)	0	0.00			0.00			
Result	Points Possible	Points Earned																		
	50																			
	10																			
Agg = (2.9%) Total = (19%)	0	0.00																		
		0.00																		
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9 Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: right;">Points Earned</th> </tr> </thead> <tbody> <tr style="background-color: green;"> <td style="text-align: left;">Ratio is .019</td> <td style="text-align: center;">50</td> <td style="text-align: right;">50.00</td> </tr> <tr> <td></td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right; border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is .019	50	50.00		30			0				50.00			
Result	Points Possible	Points Earned																		
Ratio is .019	50	50.00																		
	30																			
	0																			
		50.00																		
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: right;">Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">50</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">30</td> <td></td> </tr> <tr style="background-color: yellow;"> <td style="text-align: left;">0</td> <td style="text-align: center;">0</td> <td style="text-align: right;">0.00</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right; border-top: 1px solid black;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0			50			30		0	0	0.00			0.00
Result	Points Possible	Points Earned																		
	0																			
	50																			
	30																			
0	0	0.00																		
		0.00																		
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1 Falls Far Below Standard: Not Applicable	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: right;">Points Earned</th> </tr> </thead> <tbody> <tr style="background-color: green;"> <td style="text-align: left;">School has no debt</td> <td style="text-align: center;">50</td> <td style="text-align: right;">50.00</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right; border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	School has no debt	50	50.00		0				50.00						
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	0																			
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February 12, 2015



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform

SUBJECT

Compass Public Charter School Proposed Charter and Performance Certificate Amendments

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

Compass Public Charter School (Compass) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Meridian since 2005. Compass serves approximately 656 students in grades K-12.

DISCUSSION

Compass has submitted a proposed charter amendment that would increase the school's overall enrollment cap from 700 to 1300 students.

If approved, the most significant enrollment increase would occur in the 2015-16 school year, when Compass aims to add an additional classroom in each grade from K-7. Compass would then serve three classrooms in each grade K-5 and four classrooms in each grade 6-7. This initial enrollment increase of 243 students, to a total of 900 students, represents an expansion of 37%.

The remaining enrollment growth would occur more slowly and organically as students progressed into eighth grade and the high school. Due to Compass's substantial waiting list and strong local reputation, they do not anticipate any difficulties in filling the additional seats.

In order to finance the expansion, Compass has applied for a J.A. and Katherine Albertson Foundation (JKAF) charter expansion grant. If awarded this grant in full, they could receive a little over \$1,000,000 to cover the costs of expansion. If the school is not awarded the grant, they nevertheless plan to proceed with the expansion.

In addition to the expansion grant, Compass is requesting a capital projects grant from JKAF for \$300,000 to cover facility renovations that are necessary to build new classrooms at their elementary campus on Cherry Lane. Compass plans to convert underused open spaces into classrooms. Compass has not yet sought construction bids because the expansion is contingent upon PCSC approval.

Compass's finances are generally stable. Although Compass projects operating at a \$217,000 loss in FY15, a substantial FY14 carryover of over \$1.3 million allows the school to maintain healthy reserves and positive

cash flow. If the \$1,000,000 JKAF grant is awarded and the proposed amendment is approved, the school predicts that year-end balances will increase over the next three years.

Compass did not provide documentation of how the school would finance its significant expansion, including facility construction, without the JKAF grant. If JKAF revenue is removed from the budgets provided, Compass' proposal appears to result in annual losses of approximately \$200,000 in FY16 and FY17.

The proposed expansion would require significant increases in staff. In order to address challenges associated with onboarding a large number of new teachers, the school has hired an instructional coach who will guide new and returning staff. In addition, the school provides early release once a week to allow for teacher collaboration and professional development.

Compass has a history of excellent academic outcomes. The school's current PCSC accountability designation is Honor, and its operational and financial outcomes are also strong.

In accordance with statute, Joint School District #2 was notified of Compass's proposal and invited to provide comment; the district did not submit comment in advance of this meeting.

Modifications to the performance certificate, which are aligned with the proposed changes to the charter, are included with these materials.

IMPACT

If the PCSC approves the proposed amendments, Compass Public Charter School will immediately begin operating under the amended charter and performance certificate. If the PCSC denies the amendments, Compass could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

Compass has demonstrated its ability to provide a successful educational program in which additional families from the community would like to participate. The expansion proposal appears very likely to succeed if the school is awarded the JKAF expansion and capital projects grant monies for which it has applied. Insufficient information is available to evaluate the viability of the expansion plan in the absence of grant funds, or if a lesser amount is awarded.

COMMISSION ACTION

A motion to approve the proposed charter and performance certificate amendments as submitted by Compass Public Charter School.

OR

A motion to deny the proposed charter and performance certificate amendments as submitted by Compass Public Charter School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

February 12, 2015



COMPASS PUBLIC CHARTER SCHOOL

Expansion Plan Proposal

JANUARY 14, 2015
COMPASS PUBLIC CHARTER SCHOOL
2511 W. Cherry Lane, Meridian, ID 83642

Overview

Compass Public Charter School, a Five Star Charter School in Meridian, Idaho, respectfully submits this Expansion Proposal.

During our last two annual reviews with the Idaho Public Charter School Commission, Chairman Reed has encouraged Compass to grow and expand as a model charter school. Based on this encouragement, the Compass Board of Directors moved forward on a strategic plan to expand our K-12 program in order to serve the 700+ new applicants we receive each year.

Compass Public Charter School is the only Kindergarten through high school public charter school in Ada County offering a true college preparatory education. Conceived in 2005 as a K-7 school, we have doubled our enrollment and developed a successful concurrent credit (dual enrollment) focused high school program offering over 50 concurrent college credits on our campus. Additionally, we offer two professional technical programs to high school students. Over 700 new applicants enter our annual lottery seeking K-12 enrollment; currently our wait list of new applicants outnumbers our total enrollment.

The best way to describe the past two years is a time of transition and reflection. We recognized that we had honed our culture and practices as a school, and yet we didn't have a clear brand identity that we could build our image and reputation upon. Therefore, we hired Davies-Moore Advertising to help us develop our unique brand, The Compass Model. Articulating our brand is intended to help us communicate who we are to the community and allow us to grow and expand our program to serve the large number of students on our waiting list.

The Compass Model is based on four overarching key themes:

1. NEXT LEVEL EXCELLENCE – Compass Prepares Students for Lifelong Success Through Unparalleled Educational and Real World Learning Opportunities.
2. EXCEPTIONAL ACADEMICS – Compass Challenges Students With a Rigorous Academic Curriculum.
3. STRONG CHARACTER VALUES – Compass Instills Students With a Strong Sense of Community, Integrity And Responsibility.
4. WORLDVIEW DEVELOPMENT – Compass Empowers Students to Become Critical Thinkers, Engaged Citizens and Inspired Leaders by Providing a Safe Learning Environment To Develop, Articulate, and Defend Their Personal View of The World.

We believe these Four Key Themes allow Compass to focus on the two main aspects of our program - Student Learning and a Positive School Culture.

How do we instill Exceptional Academics and promote Worldview Development?.....

- ❖ It's about quality vs. quantity - We encourage students to develop their own ideas rather than simply feeding back information.
- ❖ It's about respecting other viewpoints - Students are free to discuss issues and ideas in an atmosphere of open exchange.
- ❖ It's about developing relationships - Inter disciplinary coursework, smaller classes, and greater interaction between students and teachers.

- ❖ It's about skills for life and work - We promote critical thinking skills, develop excellent communication skills, and practice arguing thoughtfully.

How do we ensure Strong Character Development?....

- ❖ It's about service learning opportunities - Students are provided opportunities to serve in the classroom and around the school. At the high school level, students earn credit for serving their family, school and community.
- ❖ It's about giving students control - Our One School Rule allows students to take responsibility for their choices: "You may engage in any behavior which does not create a problem for you or anyone else in class or school."
- ❖ It's about building a sense of community - At Compass, students attend a school that will never be too big to be a family.
- ❖ It's about having "big school" activities in a safe environment – Sports: Volleyball (3-year academic state champs), Boys and girls basketball, Dances, Clubs, Student Government, Electives

How do we inspire Next Level Excellence?....

- ❖ It requires teaching seniors in Kindergarten – Through Professional Learning Communities and a strong commitment to the profession, teachers work to align our curriculum K-12 in order to provide a rigorous academic program that prepares students for success in the dual credit program.
- ❖ It's about early college opportunities - Compass has a partnership with the College of Western Idaho (CWI). A majority of our high school teachers are adjunct faculty with CWI.
- ❖ It's about real world experiences - Students earn credit for apprenticeships in multiple careers of interest.

Vision, Mission, and Values. Communicate your organization's vision, mission, and core values.

While Compass' roots began with the Harbor Method, the school has evolved and expanded. As a result we have developed our own methods and philosophy of school culture, and we have advanced our academic training. Our school culture emphasizes a safe and secure learning environment where students are encouraged to problem solve and take risks as learners, while our academic culture emphasizes strategic thinking and engagement as collaborative learners. Our approach has been identified as "The Compass Model." Our rebranding process included a revision of our school's mission, philosophy and vision statements; however, our core values and commitment to providing a highly challenging curriculum within a safe and secure learning environment have remained the same.

Compass Mission Statement:

Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

Compass Philosophy Statement:

The philosophy of Compass is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and persevere beyond expectations.

Compass Vision:

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.

Compass Core Values:

As our children chart their course through these tumultuous years, we hope to direct them to a safe haven. Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Compass Public Charter School setting. We believe that a kind environment should be extended through the potentially difficult middle school and high school years

Students and parents respect Compass Public Charter School teachers as role models and instructors due to their commitment to education and their genuine concern for children. Intelligence, creativity, responsibility and loyalty are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to suggestions from teachers and administrators for helping students.

Compass Public Charter School recognizes each child as an individual who, by virtue of his or her humanity, is in community with all the other children in the school, regardless of age. By providing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of American citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline and appropriate instruction.

[Leadership. Describe your leadership team, including short biographies of the current members. Describe any succession plans for key personnel.](#)

The Compass Leadership consists of the Charter Administrator, Kelly Trudeau, the Elementary Principal, Susan Luke, and the Business Manager, Cindy Stover. These individuals work closely together to assure efficiency and consistency in school management and operations.

Kelly Trudeau -

Kelly Trudeau serves as the Charter Administrator. In this role, Administrator Trudeau serves as the educational leader, responsible for managing the policies, regulations, and

procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school as outlined in the Charter. Administrator Trudeau works collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. Administrator Trudeau is also responsible for scheduling, curriculum development, monitoring student learning, extracurricular activities, personnel evaluation and management, emergency procedures and facility operations. Prior to serving as the School's Administrator, Kelly Trudeau was the school counselor at South Middle School in Nampa, Idaho and also previously worked as a preschool teacher at the Nampa Recreation Center. Kelly Trudeau has volunteer experience as the soccer registrar and coaches coordinator for the Nampa Youth Soccer Association. She received an associates' degree from Treasurer Valley Community College in Ontario, Oregon; a bachelor's degree in Psychology from Western Oregon State College; and a Master of Education degree with an endorsement in school counseling from Northwest Nazarene College. She has also received Educational Specialist (Education Leadership) certification from the University of Idaho.

Susan Luke -

During the last twelve years, Susan Luke has served as a public charter school founder, school board chair, classroom master teacher, teacher mentor, school culture coordinator, and elementary school principal. Having lived in Washington, Colorado, Utah, Illinois, Virginia, New York, and Idaho, Susan brings a wealth of experience and knowledge to her role as an educational leader.

Early on, Susan learned "in the trenches" the impact of powerful teaching while raising her four children, teaching music, working in the Scouting program, serving as a leader for local youth groups, and working in the public schools as a certified substitute teacher. After getting Compass Public Charter School approved through the Idaho State Charter School Commission, she co-authored a state approved Dissemination Grant and served as a member of the dissemination team in order to help other charter schools around the state learn from Compass's success. Additionally, she's taught both parenting classes and teaching seminars as a certified Love & Logic® instructor. Susan's passion for working with children, teachers, and parents supports her goal for defining, providing, and advancing what is best for kids.

Cindy Stover -

Cindy Stover serves as the Business Manager for Compass Public Charter School. In this role, Ms. Stover serves as the chief financial officer under the direction of the Administrator and is responsible for the school's business and financial functions, assisting with HR responsibilities, reporting student and employee data to the state department of education, and other duties as may be assigned by the Administrator. In addition, Ms. Stover also serves as the Clerk of the Board of Directors of Compass Public Charter School where she maintains a public record of board meetings, collaborates on the annual budgeting process, oversees the annual audit, processes accounts payable, and manages payroll. Prior to becoming Business Manager for Compass Public Charter School, Ms. Stover was the Technology Coordinator at Liberty Charter School and also the Payroll Clerk/Bookkeeper for

February 12, 2015

B & D Siding. She underwent undergraduate course work at Central Washington University and received her bachelor's degree from Northwest Nazarene College in Nampa, Idaho.

Additional support staff serving on the Leadership Team consists of:

- ❖ Ric Jacob – High School Teacher
- ❖ Greg Cordero – District Technology Director
- ❖ Scott Strickler – Elementary Teacher
- ❖ Kerilyn Gibbs – Elementary Teacher
- ❖ Debbie Foster – Instructional Coach
- ❖ Amanda Nagy – School Counselor
- ❖ Anthony Lechner – Special Education Director

Several members on the Leadership Team are seeking their administrative degrees. These individuals have a clear understanding of the school's mission and are participating in the vision of our expansion. These individuals are part of the succession plan.

[Statement of Impact. Communicate the impact you are seeking to achieve through your growth plan. For examples, see here.](#)

Compass Public Charter School will implement a growth plan that will increase our enrollment by 50% to serve the 700+ new applicants we receive each year. The Leadership Team and the Compass Board of Directors are driven by a sense of moral obligation to serve the students who desire a Compass Model education. With the completion of our full expansion, we will graduate more college-ready and college-admitted students per year. Currently, our juniors and senior average 573 college credits completed each year. If we double our enrollment, this figure will increase to an anticipated 1,146 college credits completed annually.

If afforded the opportunity to expand beyond the Treasure Valley, after our initial growth plan proves successful, Compass' ultimate vision includes improved student achievement statewide and an increase in Idaho students who are college and career ready. Our hope is to see other Compass Model Schools develop across the state. We see ourselves in a role of mentorship with these schools in order to stay true to the model. When legislation, charter authorizers, and state funding are aligned to allow for this type of growth to become possible, we will strategically grow by following these three guidelines:

1. Big enough to be relevant in Idaho, and
2. Big enough to reach financial sustainability, but
3. Small enough to preserve flexibility, culture, and values

[Expansion Plans. Present and explain your year-by-year projections for student enrollment, grade levels, and schools throughout the growth period covered in the business plan.](#)

In 2008, Compass expanded to include a high school program with a focus on concurrent college credit. Taking this action positioned our school to help meet some of the highest educational needs in both our community and state. Some of the statistics we took into consideration came from "The Future is Now! High School Redesign Summit" held in Boise

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on September 23, 2005. Many of these statistics remain true as cited in the Postsecondary Data and Information Resource Packet used by the J.A. Kathryn Albertson's Foundation.

- ❖ "Idaho ranks in the bottom ten states in college participation, retention and completion.
- ❖ Idaho ranks 3rd nationally in the projected need for some college.
- ❖ By 2018, 61% of jobs in Idaho (503,000) will require postsecondary education (national average is 63%). Currently, only 34% of Idaho's population has a credential or degree.
- ❖ Between 2008 and 2018, Idaho will have 239,000 job vacancies of which 146,000 will require postsecondary credentials.
- ❖ Between 2008 and 2018 new jobs requiring postsecondary education will grow by 65,000 while jobs for high school graduates and dropouts will grow by only 33,000 (1/2 the opportunities)."

Additionally, our research found that traditional public high schools were only providing concurrent credit opportunities to the highest achieving students. Rather than limiting concurrent credit to these students who are most likely to go on to college regardless, Compass sets its vision and goal to provide this opportunity to average achieving students who are willing to accept the challenge. This goal is supported by a recent study conducted by the Community College Research Center which finds:

"...dual enrollment programs – which have rapidly proliferated in recent years in part because of state support – are associated with positive outcomes on such measures as high school graduation and college enrollment rates, college grade point averages and progress toward college completion.

Finding that students from a broad spectrum of backgrounds benefit from enrolling in college courses while still in high school, the authors of 'The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States' argue that 'states and programs should consider ways to encourage participation for a broad range of students.' Traditionally, the authors point out, dual enrollment programs focused on high-achieving students, but they're increasingly perceived as beneficial in promoting academic rigor and easing the high school to college transition for students with average grade point averages and an interest in technical careers."

Focusing on a concurrent/dual credit program at Compass draws interest to our school at all grade levels. Parents recognize the importance of a challenging academic program throughout their education, not just in high school. Compass has a saying, "We teach seniors in Kindergarten." This saying specifies the importance of a rigorous and academically aligned K-12 school in order to prepare students for success in a concurrent credit high school program.

For this reason, our initial enrollment increase will take place at the K-7 level. We will allow natural matriculation from 7th to 8th, 8th to 9th and so forth to grow the upper grade levels. This permits at least four years of academic preparation prior to a student's participation in the concurrent credit program as a junior in high school. In this way, the Compass model is fashioned to prepare students for the opportunity to succeed in a concurrent/dual credit high school program.

Governance. Describe your board of directors and how it interfaces with your organization. Include short professional biographies of the members. If you have school-level boards, describe the role they play and how they interact with your central board.

Compass Public Charter School's defining characteristics are modelled by the Board as they consider decisions, make policies, advise the administration, oversee finances (including an annual independent audit), plan for school success, hire personnel, analyze and use data, and develop relationships within the community. Those characteristics are:

- ❖ Communicate clear expectations
- ❖ Focus on kindness
- ❖ Celebrate success
- ❖ Develop positive relationships
- ❖ Encourage parent engagement
- ❖ Maintain instructional fidelity
- ❖ Monitor Progress

The Compass Board of Directors consists of seven members serving either elected or appointed two year terms. According to the bylaws, there will be a minimum of five directors and a maximum of seven directors. The offices of chairman, vice-chairman, treasurer, and secretary are currently held by directors with two to seven years of service on the board, but only the offices of chairman and treasurer require a minimum of two years of service.

The board of directors is formed of a variety of members. Two members of the current board are community members who don't have any children enrolled in the school. One member is a founder, and the remaining four are parents of students enrolled in the school. These seven members of the board bring business leadership, volunteer experience, technology awareness, and resourcefulness to the table. The board has placed a recurring board training item on their monthly agendas so that they will continue to develop into a highly effective board.

The business experience the board members bring to the table allows them to be innovative and open to new ideas with an entrepreneurship mentality. This group of directors is excited about the opportunity to expand our current program and to share our unique brand and educational model with additional families within the community.

A nominating committee is formed each year to help recruit new candidates who have both the passion and the skills necessary to govern a successful charter school. This committee, traditionally headed by a founder, has also been active in revising the board candidate application to align with the Compass Model expectations. Other committees of the board are the finance committee, the expansion committee, and the grant planning committee. In addition to these board committees, the administrator has assembled a communications committee.

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The board recognizes the importance of employing an administrator who is capable of managing the day-to-day operations of the school. The administrator serves the following functions:

- ❖ Implements the educational program
- ❖ Provides the board with information
- ❖ Oversees and reports on the success of the staff
- ❖ Prepares the annual budget
- ❖ Applies policies
- ❖ Interprets the mission and vision to stakeholders and the community
- ❖ Helps analyze the data that will lead to progress.

The relationship between the board of directors and administration is positive and collaborative. This is due in large part to a practice of proactive and consistent communication.

Board Member Name	Office and Term	Skill Set(s)
Mike Adolf	Board Chair	Management/Technology
James L. Escobar	Vice-Chair	Systems Technology and Business Management
Jason Hessing	Secretary	Systems Technology and Business Management
Rich Fairbanks	Treasurer	Management
Stephen Pratt	Director	Computer Programmer
Nicole Shari Moore	Director	Wife & Mother

Board Bios:

Board Chair, Mike Adolf

Mike Adolf serves as Chairman of the Board and has served on the board since 2007. Mr. Adolf has been employed by Micron Technology for over 25 years in various capacities. His current position is Identity Management Senior Software Engineer. Prior to Micron Technology, Mr. Adolf did software verification for McDonnell Douglas Aerospace Information Services in Huntington Beach, California. Mr. Adolf received his bachelor's degree in mathematical sciences from Oregon State University and has continued studying computer sciences at the Oregon Institute of Technology.

Vice-Chair, James L. Escobar

James Escobar serves as Vice-Chairman of the Board and has served on the Board for four years. Mr. Escobar holds a Masters of Architecture and currently works as a Principal Architect. His skill set includes vision, planning, and business management. Mr. Escobar feels he can provide to the board an independent comparison from a "non-parent" perspective. He supports the growth/venture of charter school across the state.

Secretary, Jason Jeffrey Hessing

Jason Hessing serves as the Secretary of the Board and has served on the board for four years. Mr. Hessing holds a Masters of Science in Education from Indiana University and a Bachelors of Business Management form Brigham Young University. He is currently employed as a Design Strategist at Healthwise. He is focused on innovative patient education solutions in healthcare. Mr. Hessing brings a wealth of skills to the board such as instructional design, group facilitation, committee leadership, survey design and analysis. His goal is to help Compass preserve its positive culture and sense of community as we expand to serve more students.

Treasurer, Richard Fairbanks

Rich Fairbanks serves as the Treasurer of the Board and has served on the Board since 2009. Mr. Fairbanks has been employed with Bonneville Billing & Collections for over 21 years and is currently the Northwest Regional Manager. Mr. Fairbanks received his BA from Weber State University in Technical Sales. Mr. Fairbanks has also served as the president of the Meridian Swim Team, president of the Idaho Collectors association and president of the Idaho Credit association. Mr. Fairbanks enjoys being active in the community as well as spending his free time with his family in the outdoors.

Director, Bill Cassinelli

A father of five children, three of which attend CPCS, Bill Cassinelli began his seat on the board as Director in April of 2014, and is currently serving a two year term. Bill is a graduate of the University of Washington, and has lived in Meridian, Idaho for 10 years. The owner of several businesses, Bill is familiar with all aspects of running a successful organization, from marketing, sales, project management, budgeting, and evaluating employees. Compass's reputation and culture led Bill and his wife to enroll their children seven years ago, and he is passionate in his vision to help guide Compass as the leader of K-12 education in Idaho. He believes that the ability to prepare kids for life and give them the tools to succeed is what matters most. An active skier, Bill loves to get his family to the slopes and out on the waters of Idaho.

Director, Nicole Shari Moore

Nicole Moore serves as a director on the board and has served for one year. Mrs. Moore is a wife and homemaker with children who attend Compass Public Charter School. Mrs. Moore brings a variety of skills to the board such as problem solving, effective communication and a parent perspective. Mrs. Moore's goals for serving on the board are to positively contribute to the Compass Family as it grows and expands and to help make decisions that will ultimately improve students' character and education.

Market Analysis

Need. Provide evidence that there is a need for your schools in your target communities.

Compass resides within the boundaries of the Meridian School District, now referred to as West Ada School District (West Ada). West Ada is the largest school district in the State of Idaho with anticipated growth exceeding the number of schools currently serving the district. In June of 2014, West Ada floated a \$104 million dollar bond to build three new schools. The bond levy failed.

“The Meridian district has 36,150 students. Since the recession began, it has added roughly 500 students a year.

Based on increases in Meridian’s residential building permits, school officials are forecasting 650 new students this fall (2014), and they say growth could return to prerecession levels of 1,000 students a year.

‘Every indication says there is going to be more growth,’ spokesman Eric Exline said.” (June 2014)

Based on anticipated growth in our target area (Meridian, ID), and the fact that the West Ada School District is already experiencing overcrowding, Compass believes there will be enough of a need to warrant a school expansion. Combine the expected growth with our current waitlist of over 500 students, and Compass is certain that additional open seats will be filled.

Community Relations. Describe any community support or opposition to your growth in your target communities.

Overall Compass has had an excellent working relationship with various organizations in the community.

During our initial three years of operation, Compass shared the Cherry Lane campus facility with Cherry Lane Christian Church. This partnership was a win-win; it allowed Compass to gain financial stability during our start-up period, and it allowed the church to increase revenue by collecting Compass’ lease payment so they could move forward on the purchase of a new building. Compass and Cherry Lane Christian Church, now named Ten Mile Christian Church, continue to have a great working relationship.

Compass shares the Tech Lane campus facility with the University of Phoenix. This new partnership has also been a positive one. The University has invited our students to college financial aid workshops and informed high school students of the opportunity to complete CLEP testing for college credits.

Although Compass offers high school sports programs, we don’t have a gymnasium that meets the qualification of the Idaho High School Athletic Association, therefore, we must rent a gym in the community. We have been able to partner with Sawtooth Middle School, a West Ada school, to use their gym as our “home” gym for high school volleyball and basketball games.

The focus of our high school program is a concurrent college credit program. We have a strong and positive partnership with the College of Western Idaho (CWI). Our high school teachers are adjunct faculty with CWI, and based on a reputation of providing excellent academics, CWI has allowed Compass to teach several 200 level courses. As we expand, we recognize the need to hire additional staff to manage the increased case load of students participating in dual credit classes.

In order to develop civically responsible youth and future adults, Compass encourages students to participate in community service opportunities. Our students consistently participate in many service opportunities such as:

- ❖ We rake leaves in the neighborhood surrounding the school.
- ❖ We help clean and lay down new play bark at Meridian public parks.
- ❖ We grow potatoes in our school garden to donate to the Meridian Foodbank.
- ❖ We put together food baskets at the Meridian Foodbank.
- ❖ We participate in demolition and construction projects at Farmay Village (Migrant Worker and Low Income Housing Community).

We have consistently had two to three high school students serve on the Mayor's Youth Council. Administrator Trudeau meets annually with the Meridian Mayor to discuss ways the students can support the goals of the Youth Council.

High school students must complete 60 apprenticeship hours in order to graduate. This means Compass students are out in the community working in a variety of work related fields and businesses. One challenge that we have considered with growth is the ability to place students in apprenticeships.

Competition. Describe the competitive landscape with respect to students, teachers, and facilities.

West Ada offers many educational choices within their district from magnet schools to vocational technical schools. In spite of this fact, Compass has remained competitive based on a healthy reputation of providing a challenging academic program, opportunities for service learning, concurrent credit, and work experience apprenticeships in a safe learning environment. This is evidenced by the 700+ new applications we receive annually seeking enrollment.

Additionally, West Ada is able to run school bonds in order to build beautiful school facilities with gymnasiums, practice fields, specialized science classrooms, auditoriums, band rooms, and abundant green space. These facility amenities also provide more elective course opportunities for students. While Compass has had to make-do with less than adequate facilities, we have met these challenges by "thinking out of the box" in order to provide students with as many opportunities as is possible for a small school district. We have grown our athletic program by leasing gym space from the West Ada School District. Our high school girls' volleyball team are 3-year Academic District 1 Champions! We have increased the number of elective offerings by hiring part time staff and/or allowing students to take elective classes on CWI's campus as well as participating in dual enrollment opportunities at other high schools.

School Model

Past Academic Performance. Present your past academic performance on the measures that your organization values, including any state test comparisons, norm-referenced test outcomes, college readiness exams, etc.

Compass has consistently performed well on statewide assessments and more recently on college entrance exams. We are confident that this success is based on our challenging academic program coupled with our safe and positive school culture.

100% Proficient or Advanced

100% of 8th grade students scored Proficient or Advanced in **Reading** (2011-2013)

100% of 5th grade students scored Proficient or Advanced in **Reading** (2012-2013)

100% of 4th grade students scored Proficient or Advanced in **Reading** (2012-2013)

100% of 5th grade students scored Proficient or Advanced in **Language** (2012-2013)

100% of 4th grade students scored Proficient or Advanced in **Language** (2012-2013)

100% of 4th grade students scored Proficient or Advanced in **Math** (2012-2013)

100% of 3rd grade students scored Proficient or Advanced in **Math** (2011-2012)

High School

10th Grade ISAT

91% of 10th grade students scored Proficient or Advanced in Reading, Language, and Math (2009 to 2012)

87% of 10th grade students scored **Advanced** in Reading, 54% scored **Advanced** in Language, and 78% scored **Advanced** in Math (2012-2013)

93% of 10th grade students scored Advanced in Science (2012-2013)

11th Grade SAT

Compass is grouped with the school districts who have 500-999 students. We are ranked #4 overall on SAT performance. In specific categories as compared to the overall State performance:

Critical Reading – State = 464, Compass = 559

Math – State = 461, Compass = 558

Writing – State = 438, Compass = 546

11th Grade ACT

Of the Compass students who chose to take the ACT, the Compass group outperformed the state in all four categories of college readiness.

College English Composition – State = 75%, Compass = 83%

College Algebra – State = 53%, Compass = 83%

College Social Science – State = 55%, Compass = 67%

College Biology – State = 45%, Compass = 50%

Meeting all 4 – State = 34%, Compass = 50%

Middle School

Reading

92% of 6th, 7th, and 8th grade students scored Proficient or Advanced (2009-2013)

Language

90% of 8th grade students scored Proficient or Advanced (2009-2013)

82% of 7th grade students scored Proficient or Advanced in (2009-2013)

89% of 6th grade students scored Proficient or Advanced in (2009-2013)

Math

88% of 8th grade students scored Proficient or Advanced (2009-2013)

84% of 7th grade students scored Proficient or Advanced (2009-2013)

92% of 6th grade students scored Proficient or Advanced (2009-2013)

Elementary School

Reading

92% of 5th grade students scored Proficient or Advanced (2009-2012)

90% of 4th grade students scored Proficient or Advanced (2009-2012)

90% of 3rd grade students scored Proficient or Advanced (2009-2013)

Language

88% of 5th grade students scored Proficient or Advanced (2009-2012)

90% of 4th grade students scored Proficient or Advanced (2009-2012)

83% of 3rd grade students scored Proficient or Advanced (2009-2013)

Math

88% of 5th grade students scored Proficient or Advanced (2009-2013)

90% of 4th grade students scored Proficient or Advanced (2009-2012)

90% of 3rd grade students scored Proficient or Advanced (2009-2011, 2012-2013)

Core Model. Describe your academic model and describe your definition of student success. Which aspects of your model will be consistent across all schools and which may be varied?

Compass Public Charter School has established a school philosophy, embraced by teachers, the administrator, students, and parents which holds that every child is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize their and other's educational experiences. Compass' academic program is designed to meet the needs of the students, not cater to the convenience of teachers, administrators, or to the school calendar. That means that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised.

Our Core Educational Philosophy is based on a Teaching and Learning Centered Model of Instruction that uses traditionally balanced inquiry grounded in ongoing, formative assessment as its framework for teaching, learning, and instruction. Compass accomplishes this first and foremost by using the Understanding by Design framework for planning which emphasizes the teacher's role as the key designer of student learning. The framework embraces a standards driven curricular planning cycle embedded with formative and summative assessments that provide a varied, comprehensive picture of students' achievement. Coupled with this framework are more traditional teaching structures

grounded in the roots of cognitivism; a theory which understands that knowledge is comprised of not only deep understandings, but also the discrete skills that comprise the ability to understand and apply knowledge. To this end, Compass offers a balance of direct instruction, memory and recitation, practice, and problem-solving with a provision of learning experiences which are grounded in learners creating knowledge and meaning from authentic experiences through strategic thinking, interactive learning, integrated disciplinary instruction, differentiation, and performance-based assessment.

The school's instructional approach helps learners become thoughtful about, and productive with, content. Our goal is to prepare students for the world beyond school—to enable them to apply and transfer what they have learned to new situations they will face in the future.

To support these goals, teachers weave together three instructional approaches:

- ❖ Direct instruction. In this role, the teacher's primary goal is to help learners acquire basic information and skills through explicit instruction and modeling. Direct instructional strategies include lecture, multimedia presentations, convergent questioning, demonstration, modeling, guided practice, and feedback.
- ❖ Facilitation. Teachers in this role seek to help learners make meaning and understand important ideas and processes. Teachers guide learners in actively processing information and exploring complex problems through such instructional strategies as analogies, graphic organizers, divergent questioning and probing, simulations, problem-based learning, Socratic seminars, reciprocal teaching, and student self-assessment.
- ❖ Coaching. In a coaching role, teachers provide opportunities for students to transfer learning in increasingly complex situations. Teachers establish clear performance goals, provide models, and give feedback (as personalized as possible). They also provide just-in-time teaching (direct instruction) when needed. Instructional strategies include conferencing; encouraging student self-assessment and reflection; and providing specific commentary, feedback, and corrections in the context of authentic application.

As these categories make clear, there is rarely one best teaching approach. Compass is a school committed to teaching for understanding, therefore, we use all three pedagogies in differing degrees based on child development, grade level learning goals, and individual student needs. These K-12 teaching pedagogies ensure that the needs of students at various educational and developmental levels are met.

Success will be measured through academic data as well as the results of a school climate survey as described in our performance management section

[Performance Management. Explain your assessment strategy and practice and how data generated from these assessments is utilized by your organization.](#)

Compass utilizes multiple forms of assessment to gauge student progress and growth, both formative and summative in nature. While ongoing, informal formative assessments are used daily at the classroom level as part of the instructional process, Compass uses Measured Progress as a formative benchmark assessment system and will use Idaho's

Standard Achievement Test through the Smarter Balanced Assessment Consortium (SBAC) as a summative measure to assess patterns and trends occurring over time in relationship to achievement on the Idaho Core Standards.

Measured Progress provides a comprehensive formative assessment system for the third through twelfth grades instructional program. It is aligned with the claims measured on the SBAC test and provides test items closely linked in form and function to those on the SBAC. The Measured Progress Benchmarks are given three times each year (during the first two weeks of school, in mid-October, and in late March). The data acquired from the benchmarks is used to determine how students are progressing on the mastery of standards and learning targets. Once determinations are made, specific differentiated instructional techniques are implemented to support students struggling with proficiency targets while also bolstering the achievement range of students demonstrating proficiency.

The SBAC assessment will serve as our district’s state summative assessment. Compass will use data from this assessment in tandem with Measured Progress and classroom formative assessments in order to develop the most comprehensive view of each student’s achievement and progression toward mastery of the standards in addition to setting long-range goals for instruction and achievement school-wide.

Compass’ philosophy and vision are founded on the premise that when students are schooled in a safe and comfortable environment with rigorous and relevant learning opportunities, they will achieve excellence. Therefore, it is also valuable to know what perceptions students have of the school’s climate. A school climate survey developed for the purpose of the Charter Performance Certificate to measure mission specific goals will be administered annually. The climate survey will provide evidence of a safe and comfortable environment.

Culture. Describe student and staff culture and the role each plays in your organization. Describe how your culture will be sustained as you grow.

In order for Compass to become a school known for strong character values and worldview development, teachers and students collectively commit to follow the expectations of the Compass Model Focal Points in the area of culture and community. These expectations are outlined in the table below:

STUDENT EXCELLENCE IN CULTURE	TEACHER EXCELLENCE IN CULTURE
<ul style="list-style-type: none"> • Students respect Compass teachers, as role models and instructors, for their commitment to education and their genuine concern for students. • Students contribute to a caring and kind community with pride for their school. • Students demonstrate kindness to others, creating a sense of security. • Students understand that they are expected to solve their own problems, 	<ul style="list-style-type: none"> • Teachers practice/model what is expected of students such as respect and a growth mindset. • Teachers follow through, utilize consistency. • Teachers assure that students’ four basic needs are met in the classroom: Inclusion, Control, Affection, and Competency. • Teachers develop rapport and demonstrate kindness. Kindness is the

<p>or the ones they create, without creating problems for anyone else.</p> <ul style="list-style-type: none">• Students are given opportunities to make decisions and live with the consequences, be they good or bad.• Students recognize that practicing habits of respectful behavior toward others is a valuable habit for life.• Students recognize that practicing setting appropriate limits on how they allow others to treat them is a valuable habit for life. <p>STUDENT EXCELLENCE IN COMMUNITY</p> <ul style="list-style-type: none">• Students develop healthy social relationships through kindness, respect, and inclusion.• Students model school pride and ownership by keeping the school clean and showing respect for school property.• Students recognize that they represent Compass everywhere they go and carry their positive character traits into the community.• Students participate in service learning and model civic and personal responsibility.	<p>precursor to a safe and warm learning environment.</p> <ul style="list-style-type: none">• Teachers are prepared and ready to teach when students enter the room.• Teachers are proactive and alert. They use real-life examples to establish expectations.• Teachers establish the expectations and honor the students' choice.• Teachers follow the school rules/expectations even if they don't agree/like them.• Teachers set students up for success and think through the consequence of activities/privileges they determine for their own class.• Teachers use the Love & Logic Philosophy of discipline.• Teachers use humor appropriately. <p>TEACHER EXCELLENCE IN COMMUNITY</p> <ul style="list-style-type: none">• Teachers demonstrate school pride through "put ups" of school practices and co-workers.• Teachers consider all students their responsibility and consistently follow through with holding students accountable.• Teachers maintain relationships with students who have moved on to other grade levels by "noticing" positives, also referred to as "making deposits" (Love & Logic).• Teachers support the school community by attending some of the school events, especially those that their current students are participating in (concerts, sports, etc.).• Teachers have the attitude that "all work is honorable," when they see something that needs to be done, they take initiative and do it• Teachers demonstrate appreciation toward school volunteers.• Teachers make visitors feel welcome.
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Compass intentionally develops the school’s culture through a training program referred to as “Discovering Excellence Training.” This training consists of a series of workshops presented annually by teachers and student leaders in the first week of school. This practice is critical to maintain the culture as we grow and expand.

Enrollment & Staffing. Describe the size of your schools and whether they open full or add grades and students over time. Provide organizational charts for school staff and include job descriptions for key roles.

Enrollment and Staffing - A large portion of our enrollment increase will take place in year one. It is our intention to increase enrollment in the 2015-16 school year from 665 students to 908 with most of this growth occurring at the K-7 grade levels. This will be accomplished by adding a third class to the K-5 grade levels and a fourth class to the 6 and 7 grade levels. Growth in the initial year of expansion at the K-7 grade levels will naturally feed into the 8-12 program and at capacity (6 years) we will be serving a minimum of 1,143 students.

Staffing will also increase significantly in year one of the expansion (2015-16). We will need to hire new grade level teachers for K-6 (seven elementary teachers). Additionally, special subject teachers such as PE, science, music, and computers will need to be hired to meet the academic needs of the additional student body.

Enrollment Table

	Current Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1								
2	K	42	72	72	72	72	72	72
3	1st	52	72	72	72	72	72	72
4	2nd	52	78	78	78	78	78	78
5	3rd	56	78	78	78	78	78	78
6	4th	56	84	84	84	84	84	84
7	5th	77	84	84	84	84	84	84
8	6th	84	120	120	120	120	120	120
9	7th	62	120	120	120	120	120	120
10	8th	64	64	120	120	120	120	120
11	9th	36	48	48	90	90	90	90
12	10th	30	36	43	43	81	81	81
13	11th	26	28	33	40	40	75	75
14	12th	28	24	26	30	37	37	69
	Total	665	908	978	1031	1076	1111	1143

Compass’ current demographics include a primarily Caucasian student population. Our special education students make up just 2% of our student body and our free and reduced population is at 25% of our overall student enrollment.

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	26/5%	20/4%	501/88%	8/1%	9/2%	0	145/25%	10/2%
Previous	28/55%	17/3%	471/87%	5/1%	7/1%	2/.36%	118/22%	11/2%

Target Population. Describe your student demographics including minority population, income levels, English language learners, and special education needs.

Our initial target population will be to serve the students who are on our waitlist. Each year, Compass purges the waitlist and requires new applications to the school’s annual lottery. Over the past several years, we have received 700+ new applications for enrollment. Therefore, serving those students and families who have already demonstrated an interest in our program will be our initial focus.

Ultimately, our target population will be students who are willing to accept the challenge of a concurrent credit program in high school. Our goal is to see more students go on to college and obtain a degree. This process must begin as early as Kindergarten. Preparing students to achieve an average of 32 concurrent credits by the time they graduate high school, means providing a challenging academic program from the time they enter education.

Central Office

Compass will not have a central office model for the intended expansion. However, there are several key personnel that provide the “back office” support that allows the school to run sufficiently. These personnel include the business manager, webmaster & programs manager, IT support, registrar, instructional coach, etc. These individuals are currently employed with the school and will continue in their role as support staff.

Human Capital

Teachers. Describe your strategy for teacher recruitment, selection, development, evaluation, and retention.

In order to recruit teachers, Compass will continue with the branding process in order to reach out to the community and create a growth of interest in and knowledge of our product. We will increase interest of experienced job applicants through open houses and informational meetings to help potential applicants learn about our program. Finally, we will attend job fairs outside of the state to develop awareness of our program. Currently administration has purchased a booth at the Oregon Professional Educator Job Fair held in Portland, Oregon in April.

Teacher training and support is embedded in our program. With the hiring of an instructional coach two years ago and the implementation of Professional Learning Communities (PLC), new teacher hires receive significant support. New teacher training is conducted the week before school starts and each new teacher is assigned a teacher-mentor.

Compass follows the teacher evaluation model as required by the State Department of Education. Both school administrators have gone through the train-the-trainers workshop to become certified evaluators and trainers in the Charlotte Danielson Framework for Teaching.

Compensation. Describe your compensation strategy and practice.

The Compass Board of Directors approved a salary schedule several years ago. The goal of the salary schedule is to make our salaries competitive as compared to the district we reside in. We want to retain good teachers and not lose them to districts that are paying more. Teachers who take on additional duties and/or leadership roles such as mentoring new teachers, serving on committees, etc. are compensated above and beyond their salary for these responsibilities.

School Leaders. Describe your strategy for identifying, training, and supporting principals and other school leaders.

Teachers who have demonstrated proficient to expert teaching skills and who have expressed an interest in leadership have been encouraged to seek this credential. Some of the coursework required for new principals has been paid for through the professional development funding provided by the state. Training has occurred through participation on the Compass Leadership Team and through monthly meetings with the Charter Administrator.

Operations

Facilities. Describe your strategy for securing, financing, and maintaining school facilities.

Compass has purchased the K-6 facility through private bonds and acquired the 7-12 facility through a five year lease. Maintenance funds are set aside, as is required by the state, and the facility is updated, as is financially feasible, in accordance with our ten-year facility plan also developed per state requirement.

Securing: New facilities will be sought only when the waiting list is large enough to support the addition of enough students to fill the classes being added. As additional sites are needed, the administrative team will identify possible sites and make recommendations to the board. Sites will be chosen based on their location, size, and amount of renovation/construction needed, parking capacity, and cost.

Compass may seek the help of outside organizations, such as Building Hope, to ensure that negotiations are fair and complete.

Facilities and financing will be sought only if the Compass reserve contains a minimum of three months facilities cost or if the school has received charitable commitments of the same amount. This amount is above the debt service coverage required by the current bond holder.

Financing School Facilities: Each facility will present a unique set of financial circumstances. Compass uses the following guidelines when securing financing.

The financial commitment to a facility will not exceed 15% of the income provided by state funding for the students and faculty housed in it when it is filled to capacity.

Compass may use a variety of financing options, including, but not limited to, bond issuance and bank loans.

Maintaining Facilities: If a facility is purchased, the state requires money be set aside at an approximate rate of one dollar per square foot per year. Larger projects may be added to an upcoming budget, as feasible. If a facility is leased, maintenance will be part of the agreement. The financial team allows for some tenant improvements when budgeting.

Technology. Describe how you plan to utilize technology, whether for instructional or back office functions.

Due to a technology grant awarded by the state two years ago, Compass has created a learning environment designed for the Next Generation Learner that includes a technology-rich learning environment. Compass has three computer labs, three iPad carts for grades K-5, classroom iPads for grades 6-8, and one-to-one iPads for grades 9-12. Additionally, each teacher has a projector, document camera, laptop, and iPad to use for instructional purposes.

When technology is embedded in daily instruction, students become more engaged and begin to take control over their own learning. Compass' instructional staff supports effective technology integration which has the potential to change classroom dynamics and encourage student-centered project-based learning. The goal to a technology-rich learning environment is to assist students in developing creativity and innovation, collaboration and communication skills, problem-solving and critical-thinking skills, and media and information literacy and technology skills. In order to accomplish the previously stated goals, Compass must continue to acquire up-to-date equipment and resources which will continue to transform teaching and learning strategies for the Next Generation of Learners.

Compliance and Legal. Describe how your organization obtains charters, manages charter renewals, and handles other critical compliance/legal issues.

Obtaining Charters: The laws governing charter schools in the State of Idaho do not currently allow enrollment preference, or lottery preference, to be given to students outside the original charter, when filling seats at a middle school or high school. Therefore, in order to fill the Compass middle school and high school with students who have been accustomed to the culture and expectations of Compass, a single charter is preferable. The leadership team has not ruled out the possibility of seeking new charters, but feels it would be critical to find an informed group of founders to pursue a new charter. Once identified, that group would be supported by the Compass Board of Directors and Leadership Team.

Renewals: Compass Public Charter School has a performance certificate in place with the Idaho Public Charter School Commission. The board and leadership team will review the measurable goals each year to determine if they have been met. As the renewal date approaches, the leadership team will review the charter and performance certificate, and recommend changes to the board, if necessary. The board will determine if changes are required and submit them to the commission. The Compass Board of Directors also has on

retainer an attorney familiar with charter law and current legislative rules. The Board Attorney attends all regular meetings of the Compass Board of Directors.

Compliance: Compass Public Charter School Board of Director's contracts with an attorney who monitors legislative changes, and a leadership representative attends the post legislative meetings that the State Department of Education provides. Currently, ISBA membership allows access to information concerning federal compliance.

Other Operations. Describe any other operational functions that are critical to your organization (i.e., transportation, food service, etc.).

Transportation: Compass Public Charter School contracts transportation services. Currently, Brown Bus Company is providing morning and afternoon routes as well as shuttle service between buildings. The existing contract expires in July 2015. The likelihood of renewal is excellent since Brown Bus Company has always been responsive to the needs of the school at competitive rates.

Food Service: The school has an approved National School Lunch Program and Special Milk Program. Care is taken to comply with all guidelines of the programs. The Cherry Lane location has kitchen facilities, and prepared meals are shuttled to the Tech Lane location which has warming and cooling appliances for food safety.

Purchasing: Purchasing is done on a building level with the budget in mind. Supplies and curriculum are purchased only as needed. The purchasing manager can take advantage of Internet pricing to get the best buys. The board of directors and administrator monitor expenditures on a weekly basis.

External Relations

Marketing. Describe your strategy for marketing, branding, and interfacing with any key external stakeholders.

Compass Public Charter School is a school that is building for the future. We continue to educate young people in our community to help insure we will have intelligent, successful young adults ready to enter our local workforce in coming years. We offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships. This program is career focused for the individual student and provides "real work" opportunities. Additionally, Compass has developed a partnership with College of Western Idaho to provide concurrent college credit courses to our junior and senior students. Over 80% of our students are taking advantage of the college credit opportunities in high school. Therefore, our students are prepared for college and ready to enter the workforce earlier than their counterparts from other traditional public high schools; demonstrated by our most recent graduating seniors who averaged 36 college credits at graduation. Compass Public Charter School produces students who go off to college, many in Idaho, thus helping Idaho's economy. Our students are prepared to become part of Idaho's future workforce and help make our community successful for years to come.

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Recently, Compass hired DaviesMoore to help CPCS strengthen its brand, key messages and tactical delivery of those messages in order to increase awareness of CPCS among target audiences, drive continued enrollment strength, and lay the groundwork for significant philanthropic giving that will provide for facilities enhancement. During this partnership, Compass defined key target audiences and areas of focus for marketing and branding purposes. Our key target audiences include: Treasure Valley general public, with a particular focus on parents and future parents of Meridian-area school age children; leadership of education-focused philanthropic organizations; and Treasure Valley business leaders. Areas of focus for successful branding and marketing of Compass Public Charter School include:

- ❖ College of Western Idaho (CWI) dual credit program
- ❖ Enhanced leverage of school events and forums to get more people directly engaged with the school
- ❖ Earned media in targeted Treasure Valley publications, websites, news radio and television news in the form of articles, Op-Ed submissions and radio and television coverage
- ❖ Radio advertising at targeted points in time to drive applications
- ❖ Print advertising at targeted points in time to drive applications
- ❖ Briefing meetings and relationship building with targeted education-focused philanthropic organizations
- ❖ Print materials and relationship building with feeder schools, particularly at the traditional entry points to CPCS, perhaps Kindergarten and High School
- ❖ Enhanced social media presence on Facebook
- ❖ Website redesign with enhanced content

Student Recruitment. Describe your strategy for recruiting students and communicating with families.

All advertising and promotion processes for CPCS will include the dissemination of enrollment information, printed in both English and Spanish, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, CPCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; CPCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. Advertising for Compass Public Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- ❖ Advertising with elementary and middle schools located within the target area using flyers upon administrative approval.
- ❖ Compass Public Charter School website that will introduce the Compass Model, and other information about the school.

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- ❖ Brochures promoting the curriculum and methods used at Compass Public Charter School.
- ❖ Public informational meetings about Compass Public Charter School held in accordance with Idaho Statute §67-23.
- ❖ Tours of the school arranged for all interested persons.
- ❖ Other methods may include: news releases, radio, television, newspapers, news conferences, and newsletters.

Compass Public Charter School Board of Directors shall establish policies to ensure parental involvement. Involvement shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. CPCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school. Additionally, the board shall establish or recognize an official Parent Committee (PFA). Members of this committee will be elected annually by parents of student enrolled in the school according to policy to be set by the board. The Parent Committee shall be authorized by the board to make recommendations regarding any aspect of the school.

The school's communication goal is to work closely with parents to uphold standards of courtesy, respect and kind behavior. Communication with families shall include student conferences that are held two times per year. These meetings are designed for discussing the student's academic achievement and citizenship. In addition, parents and teachers are welcome to request conferences throughout the year. Apart from the formally scheduled conferences and specially arranged parent-teacher meetings, Compass teachers stay in communication with parents regarding the quality of student work. Parents are also invited to communicate with teachers via email or appointments to discuss student work. In grades 6-12, PowerSchool can be accessed for progress and attendance reports. In so doing, parents are kept apprised of their student's work on a consistent basis. For this purpose, parents and students in 6th-12th grade receive login and password information to PowerSchool to access grades.

[Advocacy. Discuss any current or potential political challenges or opportunities and your strategy for addressing them.](#)

Compass will continue its membership, partnership, and involvement with the Idaho Charter School Network. We are stronger together (all charter schools) than we are individually.

Innovation

[Cycles of Innovation. Describe how innovation occurs in your organization. How are experiments undertaken, ineffective practices discarded, and new practices implemented?](#)

Compass Public Charter School's (CPCS) mission is founded on the promise of life long excellence through exceptional academics. Because exceptional academics are grounded in teacher expertise, CPCS provides the time and structure to engage in the reflective, collaborative inquiry that is vital for a culture of innovation.

CPCS's cycle of innovation occurs within an embedded, ongoing professional development initiative based on teacher input and needs, professional development requirements from the state, school wide goals, and CPCS's mission specific goals. This professional development initiative is housed within the framework of Professional Learning Communities (PLCs). Each Monday, teachers meet for two hours in PLCs. This is accomplished by releasing students one hour early from school and extending teacher contract time to include an additional hour following the standard release time. This structure allows PLCs to serve as the vehicle for teachers to learn about and share effective instructional techniques and teaching practices as well as discuss those techniques and practices that need to be revised or discarded. Because student achievement is the goal of any innovation, both quantitative and qualitative forms of data are used to process and evaluate the overall effectiveness or ineffectiveness of instructional practices and curriculum.

To support CPCS's mission for next level excellence for all students, PLCs also provide a structured time and focused agenda to engage in the Response to Intervention (RTI) process to improve students' academic achievement by using data from formative assessments. Formative assessments are analyzed, looking for trends and patterns in relation to selected learning targets and standards. This data then drives instructional design, decision making, and differentiation approaches, but also serves the purpose of promoting collaborative inquiry—inquiry that seeks to learn why a pattern, trend, or specific standard or target is being met with either proficiency or non-proficiency amongst a group of students.

Finally PLCs serve as a placeholder where teachers can learn to apply innovative, technological teaching practices that require a shift in pedagogical mindsets and approaches.

Finance

Financial Strategy. Describe the economic model for your schools and central office, including your strategy for covering your central office, school startup, and facilities financing needs to execute your growth plan. What are the most critical cost and revenue assumptions that underlay your strategy?

Compass has developed a conservative financial plan which demonstrates how the school's projected growth will enable it to implement a sustainable operating model. Over the course of the next six years, this plan will add 478 new seats to the existing 655 for a total enrollment of 1,143, an increase of 72%. Upon reaching the full enrollment target, the proposed plan will operate solely on recurring public revenue without the need for philanthropic funding.

The financial model reflects Compass's commitment to providing students with a robust staff. At capacity, Compass maintains a student:staff ratio of 15-to-1 and a

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student:instructional staff ratio of 21-to-1 which is challenging in Idaho's low funding environment. Wages and benefits comprise more than 70% of total expenses. This is achieved in large measure by carefully and intentionally managing all non-personnel and maximizing our use of our two facilities. Non-personnel expense line items are based on current and historic expenditures and reflect both the ongoing costs as well as costs associated with adding new students. The facility expenses reflect the debt service on our first building as well as the negotiated lease for our high school building. In order to accommodate the planned enrollment, we will need to make \$200,000 in capital improvements in FY16 for our elementary building and \$100,000 in capital improvements in FY18 for our high school building.

The revenue assumptions are based on current state formulas for the entitlement, staff apportionment and benefit apportionment which make up the majority of our income. Additional revenue assumptions are based on the FY15 Special Distributions funding as detailed by the state. Finally, the transportation and IDEA funding are based on our current student population and associated funding. Please note that we have assumed no revenue inflation over time. The complicated nature of the funding formulas and inconsistent funding levels make it difficult to estimate and calculate potential increases in funding levels. As we are not inflating revenue, the model also assumes no inflation for expenses. It is our intention to increase salaries in direct proportion to increases in state funding. Should funding remain flat, we will manage our non-personnel expenditures to ensure that we maintain a threshold of no more than 11% of total expenses.

We have also included a contingency of 2% of annual revenue in our budget. This contingency serves to ensure that we will not find ourselves in a state of financial distress should revenues decrease or if we incur unanticipated expenses. However, it is not our intention to use the contingency reserve unless absolutely necessary. Instead, we plan much of the annual contingency as possible to further build our cash reserves which will in turn provide us with additional protections against decreases in revenue and/or increases in expenses.

The following table provides a high level summary of the Compass budget from FY16 to our steady state in FY22:

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Enrollment	908	978	1,031	1,076	1,111	1,143	1,143
Total Revenue	4,650,270	4,964,710	5,326,641	5,375,698	5,540,456	5,720,224	5,721,806
Total Wages and Benefits	3,449,976	3,507,921	3,756,751	4,017,501	4,017,501	4,017,501	4,017,501
Total Nonpersonnel Expenses	631,380	597,080	613,960	632,610	643,960	658,330	637,530
Total Facilities Expenses	732,948	862,623	884,493	906,950	906,950	906,950	906,950
Contingency	93,005	99,294	106,533	107,514	110,809	114,404	114,436
Total Operating Expense	4,907,310	5,066,918	5,361,736	5,664,575	5,679,220	5,697,185	5,676,417
Operating Surplus/(Deficit)	(257,039)	(102,208)	(35,096)	(288,877)	(138,763)	23,039	45,390
Capital Expense	200,000	-	100,000	-	-	-	-
Total Surplus/(Deficit)	(457,039)	(102,208)	(135,096)	(288,877)	(138,763)	23,039	45,390

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To implement the proposed expansion plan, Compass will require philanthropic funding of approximately \$1.1M. The funding need can be broken in to two components, operating and capital. The following table details the fundraising need of each category and in total:

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Total
Operating	(257,039)	(102,208)	(35,096)	(288,877)	(138,763)	(821,983)
Capital	(200,000)	-	(100,000)	-	-	(300,000)
Total	(457,039)	(102,208)	(135,096)	(288,877)	(138,763)	(1,121,983)

Using cost per new seat created as a metric for defining the Compass philanthropic need in relative terms the financial model shows the following:

Operating cost per new seat	\$1,720
<u>Capital cost per new seat</u>	<u>628</u>
Total cost per new seat	\$2,348

Given our conservative approach in developing this financial model, we are confident that with support of the J.A. and Kathryn Albertson Foundation we can successfully implement the proposed expansion plan while maintaining our track record of academic excellence.

[Financial Model. See attached.](#)

[Financial Statements. Attach most recent audited financial statements. Describe any current or planned debt and your strategy for managing your balance sheet and cash reserves.](#)

The 2014 Compass audited financial statements demonstrate the fiscal health of our organization. The audit shows that we operated at a modest surplus in FY14 and as of June 30, 2014, we had:

- \$1.3M in cash reserves which represents 135 days of cash on hand
- A current ratio of 3.9
- Net assets totaling \$422K

Compass currently has bond obligations of \$5,105,000 for the building located on Cherry Lane. The board may choose to purchase a facility when the current lease on the Tech Lane building expires in 2019, thus incurring more debt. The financial strategy, which has served Compass well for nearly ten years, is to maintain a contingency reserve of at least 5% of the annual operating revenue so that the school has the flexibility to meet funding challenges while preserving the quality of the program. It is our intention to maintain a minimum of 60 days cash on hand at all times. Furthermore, to ensure adequate liquidity, Compass is committed to maintaining a current ratio of 1.5 or higher.

Finances are carefully managed by the school leadership and board of directors. Compass uses a system of checks and balances to ensure that several sets of eyes are watching the

bottom line. The board receives financial reports in the monthly meeting packet, the administration verifies the bank statement monthly, and deposits are prepared by someone other than the person who takes them to the bank.

Fundraising. Describe your past fundraising achievements, future fundraising needs, and strategy for achieving your fundraising goals. Indicate how you will create a broad pool of donors beyond the Foundation.

In 2012 Compass had a feasibility study conducted. The study showed that there was not enough name recognition in our community. The board chose to spend time redefining the Compass Model and redesigning the school website in order to prepare for a public relations campaign that would lead to a capital campaign. At one point, stakeholders were given the opportunity to donate toward the cost of developing a facility plan. The Compass community responded with more than \$7,000. The facility planning goals have changed slightly, with the addition of a second location. However, the need for restructuring, updating, and adding to the Cherry Lane location remains the same.

A communications committee has been formed to continue work on the public relations campaign. This committee has representatives from the school's administration, board members, staff, parents, students, local business, a local college, and the Idaho Charter School Network. Their job will be to reach out to local businesses and foundations with information about Compass Public Charter School's success and needs. The Compass Communications Plan is intended to do the following:

- ❖ Implement a communications program that directly helps Compass Public Charter School achieve its strategic goals.
- ❖ Foster strong relationships with stakeholders.
- ❖ Enable the school to present itself accurately to all audiences.
- ❖ Ensure long-term enrollment.
- ❖ Create key messages and talking points about Compass Public Charter School to establish "one clear voice" throughout all communication channels.
- ❖ Establish a clear brand identity for the school and build on that image and reputation.
- ❖ Maintain proactive media relationships to enhance the school's image on local, state and national levels.
- ❖ Utilize effective operational practices to provide good customer service, increased efficiency and quality printed materials.
- ❖ Use stakeholder feedback effectively to build school/home/community partnerships.

Risk Factors

Describe the major risks your organization will face in attempting to execute its growth plan and your strategies for mitigating these risks.

We recognize that there are risks with growth and expansion. However, Compass has expanded several times in the past and we have met the challenge with proactive and intentional planning. The Board of Directors and the school's leadership are committed to the expansion plan. The strongest evidence of this fact is the acquisition of the additional facility to house our grades 7-12. This facility has space to grow and this was our intention when we signed the five year lease. We have identified several risk factors and mitigating strategies to those risk factors as outlined in the table below:

Risk Factors	Mitigating Strategies
<p>Difficulties in procuring human capital</p> <ul style="list-style-type: none"> • Due to a lessening of teacher applicants there will develop a strategic tension of finding young, inexperienced teachers who are willing to be trained or experienced teachers who may not be committed to a philosophy consistent with the Compass model. • The ability to provide salary and benefits that are competitive within the geographical region. <p>The ability to accurately predict the future political and economic environment</p> <ul style="list-style-type: none"> • Uncertainty of whether or not the state economy can support continuing increases of educational funding • Uncertainty of whether or not the state legislature will be motivated to support economic and statutory changes that will benefit charter schools • Uncertainty of federal support and unfunded regulations <p>Unintended consequences of expansion</p> <ul style="list-style-type: none"> • An increase of enrollment will make more green space, a cafeteria and gymnasium complex, and classroom square footage a necessity • An increase of enrollment will create a need for an expansion of transportation due to the expansion of students 	<p>Increase the likelihood of procuring human capital</p> <ul style="list-style-type: none"> • Continue with the branding process in order to reach out to the community and create a growth of interest in and knowledge of our product • Increase interest of experienced job applicants • Help to develop a known product that will be an effective influence on the economic, social, and political forces within the community • Interact with schools of education in order to help create interest in our product through recruiting strategies • Attend job fairs outside of the State to develop awareness of our program • Provide open houses and informational meetings to prospective applicants <p>Political awareness and influence</p> <ul style="list-style-type: none"> • Create a strategy for interacting with the leaders of economic, social, and political forces within the community in order to enable better decision making about the future • Engage in educational networking in order to be involved in the state and federal decision making process <p>Addressing unintended consequences of expansion</p>

	<ul style="list-style-type: none">• Develop a strategic plan for fundraising with the goal of providing for the following anticipated needs:<ul style="list-style-type: none">~Green space~Cafeteria and gymnasium complex~Classrooms~Salaries and benefits~Increased staffing• Compile a system of data gathering to help formulate trends in order to predict student growth
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TAB 7

2. Within seven days after conducting the selection process, Compass Public Charter School will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

4. If a student withdraws from Compass Public Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years:

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Compass Public Charter School is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Compass Public Charter School for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to CPCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

Maximum Enrollment

The maximum number of students who may be enrolled in the school shall be ~~700~~ 1300 students. The Compass board of directors will establish grade-based enrollment caps annually in advance of the school's application deadline. For purposes of the enrollment lottery, the Compass board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's lottery application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of February, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Compass Charter School, Inc., commonly known as Compass Public Charter School (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 28, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2005; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2005. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. **Term of Agreement.** This Certificate is effective as of February 13, 2014, and shall continue through June 30, 2019, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. **School Mission.** The mission of the School is as follows: Compass Public Charter School's mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.
- B. **Grades Served.** The School may serve students in kindergarten through twelfth grade.
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Academic
- Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and

commonly-shared expectations

- Provide students with opportunities to enroll in courses for concurrent college credits
- Provide a learning environment designed for the Next Generation Learner, including:
 - A technology-rich learning environment
 - Constructive learning experiences through both the geographic and the Internet-connected community
 - Personalized learning based on data-driven goals for instruction
 - Curriculum and instruction to encourage students to make real-world connections

Culture

- Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships
- Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule
- Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition
- Help students to cultivate their authentic student voice through leadership opportunities
- Value parents as partners in their students' education

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations

metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the

School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be ~~600~~ 1300 students. For purposes of the enrollment lottery, the Compass board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's lottery application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** 2511 W. Cherry Lane, Meridian, ID 83642. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: The total boundary used by Joint School District No. 2.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School

has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

February 12, 2015

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **February 13, 2014.**

Chairman, Idaho Public Charter School Commission

Chairman, **Compass Charter School, Inc. Board**

February 12, 2015

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F: School Performance Framework

Appendix G: Authorizer Policies

Appendix H: Enrollment Policy

Appendix I: Public Charter School Closure Protocol

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-	#DIV/0!	-	
415000 Earnings on Investments	750.00	750.00	305.00	445.00	41%	750.00	
416100 School Food Service	72,500.00	72,500.00	38,435.00	34,065.00	53%	72,500.00	
416200 Meal sales: non-reimbursable	2,500.00	2,500.00	235.00	2,265.00	9%	2,500.00	
416900 Other Food Sales	1,250.00	1,250.00	596.00	654.00	48%	1,250.00	
417100 Admissions / Activities	-	-	-	-	#DIV/0!	-	
417200 Bookstore Sales	-	-	-	-	#DIV/0!	-	
417300 Clubs / Organization Fees, etc.	-	-	-	-	#DIV/0!	-	
417400 School Fees & Charges/Fundraising	-	-	-	-	#DIV/0!	-	
417900 Other Student Revenue	-	-	-	-	#DIV/0!	-	
419100 Rentals	-	-	-	-	#DIV/0!	-	
419200 Contributions/Donations	18,000.00	120,000.00	115,304.00	4,696.00	96%	120,000.00	
419900 Other Local Revenue	43,500.00	43,500.00	16,425.00	27,075.00	38%	16,425.00	
431100 Base Support Program	2,573,654.00	2,760,140.00	2,070,643.00	689,497.00	75%	2,760,140.00	
431200 Transportation Support	120,000.00	180,000.00	45,792.00	134,208.00	25%	180,000.00	
431400 Exceptional Child Support	-	-	-	-	#DIV/0!	-	
431600 Tuition Equivalency	-	-	-	-	#DIV/0!	-	
431800 Benefit Apportionment	337,170.00	349,711.00	-	349,711.00	0%	349,711.00	
431900 Other State Support	219,195.00	235,475.00	513.00	234,962.00	0%	235,475.00	
437000 Lottery / Addtl State Maintenance	10,000.00	10,000.00	25,735.00	(15,735.00)	257%	25,735.00	
439000 Other State Revenue	39,350.00	39,350.00	-	39,350.00	0%	39,350.00	
442000 Indirect Unrestricted Federal	-	-	-	-	#DIV/0!	-	
443000 Direct Restricted Federal	-	-	-	-	#DIV/0!	-	
445000 Title I - ESEA	-	-	-	-	#DIV/0!	-	
445500 Child Nutrition Reimbursement	73,000.00	73,000.00	22,760.00	50,240.00	31%	73,000.00	
445600 Title VI-B IDEA	75,797.00	75,797.00	25,290.00	50,507.00	33%	75,797.00	
445900 Other Indirect Restricted Federal	6,000.00	6,000.00	4,541.00	1,459.00	76%	6,000.00	
451000 Proceeds	-	-	-	-	#DIV/0!	-	
460000 Transfers In	407,475.00	407,475.00	302,616.00	104,859.00	74%	407,475.00	
TOTAL REVENUE	\$4,000,141.00	\$4,377,448.00	\$2,669,190.00	\$1,708,258.00	61%	\$4,366,108.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	2,040,369.00	2,105,830.00	983,211.00	1,122,619.00	47%	2,105,830.00	
200 EMPLOYEE BENEFITS	645,648.00	664,330.00	282,253.00	382,077.00	42%	664,330.00	
300 PURCHASED SERVICES	371,193.00	726,687.00	294,758.00	431,929.00	41%	726,687.00	
400 SUPPLIES	174,454.00	191,204.00	112,878.45	78,325.55	59%	191,204.00	
500 CAPITAL OUTLAY	385,133.00	371,615.00	65,673.00	305,942.00	18%	76,820.00	
600 DEBT RETIREMENT	377,175.00	377,175.00	302,947.00	74,228.00	80%	377,175.00	
700 INSURANCE	33,229.00	33,729.00	26,051.00	7,678.00	77%	33,729.00	
920000 TRANSFERS OUT	407,475.00	407,475.00	302,616.00	104,859.00	74%	407,475.00	
TOTAL EXPENDITURES	\$4,434,676.00	\$4,878,045.00	\$2,370,387.45	\$2,507,657.55	49%	\$4,583,250.00	
TOTAL FUND REVENUES OVER EXPENDITURES	(\$434,535.00)	(\$500,597.00)	\$298,802.55			(\$217,142.00)	
TOTAL BEGINNING BALANCE (All Funds)	\$1,309,211.52	\$1,309,211.52	\$1,309,211.52			\$1,309,211.52	
TOTAL CHANGES (All Funds)	(\$604,535.00)	(\$670,597.00)	\$298,802.55			(\$217,142.00)	
ENDING BALANCE (All Funds)	\$704,676.52	\$638,614.52	\$1,608,014.07			\$1,092,069.52	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	\$665,935.00	\$665,935.00	\$665,935.00			\$665,935.00	
100 Changes in Fund Balance	(\$604,535.00)	(\$665,923.00)	\$267,548.55			(\$212,468.00)	
100 Ending Fund Balance	\$61,400.00	\$12.00	\$933,483.55			\$453,467.00	
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
23x Changes in Fund Balance	\$0.00	\$0.00	\$69,586.00			\$0.00	
23x Ending Fund Balance	\$0.00	\$0.00	\$69,586.00			\$0.00	
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Changes in Fund Balance	\$0.00	\$0.00	(\$1,485.00)			\$0.00	
24x Ending Fund Balance	\$0.00	\$0.00	(\$1,485.00)			\$0.00	
245 Beginning Fund Balance	\$4,674.34	\$4,674.34	\$4,674.34			\$4,674.34	
245 Changes in Fund Balance	\$0.00	(\$4,674.00)	(\$17,296.00)			(\$4,674.00)	
245 Ending Fund Balance	\$4,674.34	\$0.34	(\$12,621.66)			\$0.34	
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Beginning Fund Balance	\$8,076.26	\$8,076.26	\$8,076.26			\$8,076.26	
257 Changes in Fund Balance	\$0.00	\$0.00	(\$5,586.00)			\$0.00	
257 Ending Fund Balance	\$8,076.26	\$8,076.26	\$2,490.26			\$8,076.26	
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
262 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Fed Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
27X-28X Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Beginning Fund Balance	\$1,016.00	\$1,016.00	\$1,016.00			\$1,016.00	
290 Changes in Fund Balance	\$0.00	\$0.00	(\$13,965.00)			\$0.00	
290 Ending Fund Balance	\$1,016.00	\$1,016.00	(\$12,949.00)			\$1,016.00	
300 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
300 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
310 Beginning Fund Balance	\$629,509.92	\$629,509.92	\$629,509.92			\$629,509.92	
310 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
310 Ending Fund Balance	\$629,509.92	\$629,509.92	\$629,509.92			\$629,509.92	
400 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
400 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUNDS 231 (ALBERTSONS FOUNDATION)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
23X.419200	Contributions/Donations	-	110,000.00	110,000.00	-	100%	110,000.00	
23X.419900	Other Local Revenue				-	#DIV/0!		
23X.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$0.00	\$110,000.00	\$110,000.00	\$0.00	100%	\$110,000.00	
EXPENDITURES								
23X.512100	Elementary Salaries	-	80,000.00	24,000.00	56,000.00	30%	80,000.00	231.6211
23X.512200	Elementary Benefits				-	#DIV/0!		
23X.512300	Elementary Purchased Services	-	29,500.00	16,245.00	13,255.00	55%	29,500.00	231.6213
23X.512400	Elementary Supplies		500.00	169.00	331.00	34%	500.00	
23X.512500	Elementary Capital Outlay				-	#DIV/0!		
23X.512600	Elementary Debt Retirement				-	#DIV/0!		
23X.512700	Elementary Insurance				-	#DIV/0!		
23X.515100	Secondary Salaries				-	#DIV/0!		
23X.515200	Secondary Benefits				-	#DIV/0!		
23X.515300	Secondary Purchased Services				-	#DIV/0!		
23X.515400	Secondary Supplies				-	#DIV/0!		
23X.515500	Secondary Capital Outlay				-	#DIV/0!		
23X.515600	Secondary Debt Retirement				-	#DIV/0!		
23X.515700	Secondary Insurance				-	#DIV/0!		
23X.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$110,000.00	\$40,414.00	\$69,586.00	37%	\$110,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$69,586.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$69,586.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$69,586.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUNDS 243 (PROFESSIONAL TECHNICAL EDUCATION)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
24X.431900	Other State Support				-	#DIV/0!		
24X.439000	Other State Revenue	8,550.00	8,550.00	-	8,550.00	0%	8,550.00	243.4324
24X.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$8,550.00	\$8,550.00	\$0.00	\$8,550.00	0%	\$8,550.00	
EXPENDITURES								
24X.512100	Elementary Salaries				-	#DIV/0!		
24X.512200	Elementary Benefits				-	#DIV/0!		
24X.512300	Elementary Purchased Services				-	#DIV/0!		
24X.512400	Elementary Supplies				-	#DIV/0!		
24X.512500	Elementary Capital Outlay				-	#DIV/0!		
24X.512600	Elementary Debt Retirement				-	#DIV/0!		
24X.512700	Elementary Insurance				-	#DIV/0!		
24X.515100	Secondary Salaries				-	#DIV/0!		
24X.515200	Secondary Benefits				-	#DIV/0!		
24X.515300	Secondary Purchased Services	1,368.00	1,368.00	279.00	1,089.00	20%	1,368.00	243.5193
24X.515400	Secondary Supplies	3,307.00	3,307.00	1,206.00	2,101.00	36%	3,307.00	243.5194
24X.515500	Secondary Capital Outlay	3,875.00	3,875.00		3,875.00	0%	3,875.00	243.5195
24X.515600	Secondary Debt Retirement				-	#DIV/0!		
24X.515700	Secondary Insurance				-	#DIV/0!		
24X.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$8,550.00	\$8,550.00	\$1,485.00	\$7,065.00	17%	\$8,550.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	(\$1,485.00)			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	(\$1,485.00)			\$0.00	
ENDING FUND BALANCE AS OF June 30, 2015		\$0.00	\$0.00	(\$1,485.00)			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support				-	#DIV/0!		
245.439000	Other State Revenue	30,800.00	30,800.00	-	30,800.00	0%	30800	
245.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$30,800.00	\$30,800.00	\$0.00	\$30,800.00	0%	\$30,800.00	
EXPENDITURES								
245.512100	Elementary Salaries				-	#DIV/0!		
245.512200	Elementary Benefits				-	#DIV/0!		
245.512300	Elementary Purchased Services				-	#DIV/0!		
245.512400	Elementary Supplies				-	#DIV/0!		
245.512500	Elementary Capital Outlay				-	#DIV/0!		
245.512600	Elementary Debt Retirement				-	#DIV/0!		
245.512700	Elementary Insurance				-	#DIV/0!		
245.515100	Secondary Salaries				-	#DIV/0!		
245.515200	Secondary Benefits				-	#DIV/0!		
245.515300	Secondary Purchased Services				-	#DIV/0!		
245.515400	Secondary Supplies				-	#DIV/0!		
245.515500	Secondary Capital Outlay				-	#DIV/0!		
245.515600	Secondary Debt Retirement				-	#DIV/0!		
245.515700	Secondary Insurance				-	#DIV/0!		
245.622100	Educational Media Salaries				-	#DIV/0!		
245.622200	Educational Media Benefits				-	#DIV/0!		
245.622300	Educational Media Purchased Services				-	#DIV/0!		
245.622400	Educational Media Supplies				-	#DIV/0!		
245.622500	Educational Media Capital Outlay				-	#DIV/0!		
245.622600	Educational Media Debt Retirement				-	#DIV/0!		
245.622700	Educational Media Insurance				-	#DIV/0!		
245.623100	Instruction-Related Technology Salaries	10,000.00	10,000.00	-	10,000.00	0%	10,000.00	
245.623200	Instruction-Related Technology Benefits				-	#DIV/0!		
245.623300	Instruction-Related Technology Purchased Services	7,300.00	6,974.00	1,663.00	5,311.00	24%	6,974.00	
245.623400	Instruction-Related Technology Supplies	3,500.00	3,500.00	2,280.00	1,220.00	65%	3,500.00	
245.623500	Instruction-Related Technology Capital Outlay	10,000.00	15,000.00	13,353.00	1,647.00	89%	15,000.00	
245.623600	Instruction-Related Technology Debt Retirement				-	#DIV/0!		
245.623700	Instruction-Related Technology Insurance				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
245.656100	Administrative Technology Service Salaries				-	#DIV/0!		
245.656200	Administrative Technology Service Benefits				-	#DIV/0!		
245.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
245.656400	Administrative Technology Service Supplies				-	#DIV/0!		
245.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
245.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
245.656700	Administrative Technology Service Insurance				-	#DIV/0!		
245.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$30,800.00	\$35,474.00	\$17,296.00	\$18,178.00	49%	\$35,474.00	
TOTAL REVENUE OVER EXPENDITURES		\$0.00	(\$4,674.00)	(\$17,296.00)			(\$4,674.00)	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$4,674.34	\$4,674.34	\$4,674.34			\$4,674.34	
CHANGES IN FUND BALANCE		\$0.00	(\$4,674.00)	(\$17,296.00)			(\$4,674.00)	
ENDING FUND BALANCE AS OF June 30, 2015		\$4,674.34	\$0.34	(\$12,621.66)			\$0.34	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-	#DIV/0!		
251.445100	Title I - ESEA				-	#DIV/0!		
251.445900	Other Indirect Restricted Federal				-	#DIV/0!		
251.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
251.512100	Elementary Salaries				-	#DIV/0!		
251.512200	Elementary Benefits				-	#DIV/0!		
251.512300	Elementary Purchased Services				-	#DIV/0!		
251.512400	Elementary Supplies				-	#DIV/0!		
251.512500	Elementary Capital Outlay				-	#DIV/0!		
251.512600	Elementary Debt Retirement				-	#DIV/0!		
251.512700	Elementary Insurance				-	#DIV/0!		
251.515100	Secondary Salaries				-	#DIV/0!		
251.515200	Secondary Benefits				-	#DIV/0!		
251.515300	Secondary Purchased Services				-	#DIV/0!		
251.515400	Secondary Supplies				-	#DIV/0!		
251.515500	Secondary Capital Outlay				-	#DIV/0!		
251.515600	Secondary Debt Retirement				-	#DIV/0!		
251.515700	Secondary Insurance				-	#DIV/0!		
251.621100	Instruction Improvement Program Salaries				-	#DIV/0!		
251.621200	Instruction Improvement Program Benefits				-	#DIV/0!		
251.621300	Instruction Improvement Program Purchased Services				-	#DIV/0!		
251.621400	Instruction Improvement Program Supplies				-	#DIV/0!		
251.621500	Instruction Improvement Program Capital Outlay				-	#DIV/0!		
251.621600	Instruction Improvement Program Debt Retirement				-	#DIV/0!		
251.621700	Instruction Improvement Program Insurance				-	#DIV/0!		
251.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF _____		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-	#DIV/0!		
257.445600	Title VI-B IDEA Federal Revenue	75,797.00	75,797.00	25,290.00	50,507.00	33%	75,797.00	
257.445900	Other Indirect Restricted Federal				-	#DIV/0!		
257.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$75,797.00	\$75,797.00	\$25,290.00	\$50,507.00	33%	\$75,797.00	
EXPENDITURES								
257.512100	Elementary Salaries				-	#DIV/0!		
257.512200	Elementary Benefits				-	#DIV/0!		
257.512300	Elementary Purchased Services				-	#DIV/0!		
257.512400	Elementary Supplies				-	#DIV/0!		
257.512500	Elementary Capital Outlay				-	#DIV/0!		
257.512600	Elementary Debt Retirement				-	#DIV/0!		
257.512700	Elementary Insurance				-	#DIV/0!		
257.515100	Secondary Salaries				-	#DIV/0!		
257.515200	Secondary Benefits				-	#DIV/0!		
257.515300	Secondary Purchased Services				-	#DIV/0!		
257.515400	Secondary Supplies				-	#DIV/0!		
257.515500	Secondary Capital Outlay				-	#DIV/0!		
257.515600	Secondary Debt Retirement				-	#DIV/0!		
257.515700	Secondary Insurance				-	#DIV/0!		
257.521100	Exceptional Child Salaries	50,000.00	50,000.00	21,056.00	28,944.00	42%	50,000.00	
257.521200	Exceptional Child Benefits	15,500.00	15,500.00	6,356.00	9,144.00	41%	15,500.00	
257.521300	Exceptional Child Purchased Services	6,000.00	6,000.00	3,300.00	2,700.00	55%	6,000.00	
257.521400	Exceptional Child Supplies	1,797.00	1,797.00	69.00	1,728.00	4%	1,797.00	
257.521500	Exceptional Child Capital Outlay	2,500.00	2,500.00	95.00	2,405.00	4%	2,500.00	
257.521600	Exceptional Child Debt Retirement				-	#DIV/0!		
257.521700	Exceptional Child Insurance				-	#DIV/0!		
257.616100	Special Services Certified Salaries				-	#DIV/0!		
257.616200	Special Services Benefits				-	#DIV/0!		
257.616300	Special Services Purchased Services				-	#DIV/0!		
257.616400	Special Services Supplies				-	#DIV/0!		
257.616500	Special Services Capital Outlay				-	#DIV/0!		
257.616600	Special Services Debt Retirement				-	#DIV/0!		
257.616700	Special Services Insurance				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
257.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$75,797.00	\$75,797.00	\$30,876.00	\$44,921.00	41%	\$75,797.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	(\$5,586.00)			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$8,076.26	\$8,076.26	\$8,076.26			\$8,076.26	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	(\$5,586.00)			\$0.00	
ENDING FUND BALANCE AS OF June 30, 2015		\$8,076.26	\$8,076.26	\$2,490.26			\$8,076.26	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-	#DIV/0!		
100.415000	Earnings on Investments	750.00	750.00	305.00	445.00	41%	750.00	
100.417100	Admissions / Activities				-	#DIV/0!		
100.417200	Bookstore Sales				-	#DIV/0!		
100.417300	Clubs / Organization Dues, etc.				-	#DIV/0!		
100.417400	School Fees & Charges				-	#DIV/0!		
100.417900	Other Student Revenue				-	#DIV/0!		
100.419100	Rentals				-	#DIV/0!		
100.419200	Contributions/Donations	18,000.00	10,000.00	5,304.00	4,696.00	53%	10,000.00	
100.419900	Other Local Revenue	43,500.00	43,500.00	16,425.00	27,075.00	38%	16,425.00	
100.431100	Base Support	2,573,654.00	2,760,140.00	2,070,643.00	689,497.00	75%	2,760,140.00	
100.431200	Transportation Support	120,000.00	180,000.00	45,792.00	134,208.00	25%	180,000.00	
100.431400	Exceptional Child Support				-	#DIV/0!		
100.431600	Tuition Equivalency				-	#DIV/0!		
100.431800	Benefit Apportionment	337,170.00	349,711.00	-	349,711.00	0%	349,711.00	
100.431900	Other State Support	219,195.00	235,475.00	513.00	234,962.00	0%	235,475.00	
100.437000	Lottery / Addtl State Maintenance	10,000.00	10,000.00	25,735.00	(15,735.00)	257%	25,735.00	
100.439000	Other State Revenue	-	-	-	-	#DIV/0!	-	
100.442000	Indirect Unrestricted Federal				-	#DIV/0!		
100.443000	Direct Restricted Federal				-	#DIV/0!		
100.445900	Other Indirect Restricted Federal				-	#DIV/0!		
100.460000	Transfers In	31,200.00	31,200.00	-	31,200.00	0%	31,200.00	
TOTAL GENERAL FUND REVENUES		\$3,353,469.00	\$3,620,776.00	\$2,164,717.00	1,456,059.00	60%	\$3,609,436.00	
EXPENDITURES								
100.512100	Elementary Salaries	1,088,951.00	1,062,250.00	457,190.00	605,060.00	43%	1,062,250.00	
100.512200	Elementary Benefits	358,600.00	355,600.00	140,204.00	215,396.00	39%	355,600.00	
100.512300	Elementary Purchased Services	16,000.00	12,000.00	10,746.00	1,254.00	90%	12,000.00	
100.512400	Elementary Supplies	26,000.00	42,000.00	26,545.00	15,455.00	63%	42,000.00	
100.512500	Elementary Capital Outlay	-	20,000.00	17,929.00	2,071.00	90%	20,000.00	
100.512600	Elementary Debt Retirement				-	#DIV/0!		
100.512700	Elementary Insurance				-	#DIV/0!		
100.515100	Secondary Salaries	639,113.00	644,785.00	350,699.00	294,086.00	54%	644,785.00	
100.515200	Secondary Benefits	210,150.00	212,650.00	98,424.00	114,226.00	46%	212,650.00	
100.515300	Secondary Purchased Services	35,525.00	52,000.00	18,130.00	33,870.00	35%	52,000.00	
100.515400	Secondary Supplies	33,750.00	28,750.00	21,261.45	7,488.55	74%	28,750.00	
100.515500	Secondary Capital Outlay	32,500.00	30,000.00	29,854.00	146.00	100%	30,000.00	
100.515600	Secondary Debt Retirement				-	#DIV/0!		
100.515700	Secondary Insurance				-	#DIV/0!		
100.517100	Alternative School Program Salaries				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.517200	Alternative School Program Benefits				-	#DIV/0!		
100.517300	Alternative School Program Purchased Services				-	#DIV/0!		
100.517400	Alternative School Program Supplies				-	#DIV/0!		
100.517500	Alternative School Program Capital Outlay				-	#DIV/0!		
100.517600	Alternative School Program Debt Retirement				-	#DIV/0!		
100.517700	Alternative School Program Insurance				-	#DIV/0!		
100.521100	Exceptional Child Salaries	53,055.00	55,045.00	27,197.00	27,848.00	49%	55,045.00	
100.521200	Exceptional Child Benefits	16,580.00	16,980.00	7,981.00	8,999.00	47%	16,980.00	
100.521300	Exceptional Child Purchased Services				-	#DIV/0!		
100.521400	Exceptional Child Supplies				-	#DIV/0!		
100.521500	Exceptional Child Capital Outlay				-	#DIV/0!		
100.521600	Exceptional Child Debt Retirement				-	#DIV/0!		
100.521700	Exceptional Child Insurance				-	#DIV/0!		
100.524100	Gifted and Talented Program Salaries				-	#DIV/0!		
100.524200	Gifted and Talented Program Benefits				-	#DIV/0!		
100.524300	Gifted and Talented Program Purchased Services				-	#DIV/0!		
100.524400	Gifted and Talented Program Supplies				-	#DIV/0!		
100.524500	Gifted and Talented Program Capital Outlay				-	#DIV/0!		
100.524600	Gifted and Talented Program Debt Retirement				-	#DIV/0!		
100.524700	Gifted and Talented Program Insurance				-	#DIV/0!		
100.531100	Interscholastic Program Salaries				-	#DIV/0!		
100.531200	Interscholastic Program Benefits				-	#DIV/0!		
100.531300	Interscholastic Program Purchased Services				-	#DIV/0!		
100.531400	Interscholastic Program Supplies				-	#DIV/0!		
100.531500	Interscholastic Program Capital Outlay				-	#DIV/0!		
100.531600	Interscholastic Program Debt Retirement				-	#DIV/0!		
100.531700	Interscholastic Program Insurance				-	#DIV/0!		
100.532100	School Activity Program Salaries	18,500.00	18,500.00	9,603.00	8,897.00	52%	18,500.00	
100.532200	School Activity Program Benefits	3,000.00	3,000.00	1,231.00	1,769.00	41%	3,000.00	
100.532300	School Activity Program Purchased Services	5,700.00	5,700.00	1,011.00	4,689.00	18%	5,700.00	
100.532400	School Activity Program Supplies	4,000.00	3,250.00	2,590.00	660.00	80%	3,250.00	
100.532500	School Activity Program Capital Outlay	500.00	1,250.00	1,108.00	142.00	89%	1,250.00	
100.532600	School Activity Program Debt Retirement				-	#DIV/0!		
100.532700	School Activity Program Insurance				-	#DIV/0!		
100.541100	Summer School Program Salaries				-	#DIV/0!		
100.541200	Summer School Program Benefits				-	#DIV/0!		
100.541300	Summer School Program Purchased Services				-	#DIV/0!		
100.541400	Summer School Program Supplies				-	#DIV/0!		
100.541500	Summer School Program Capital Outlay				-	#DIV/0!		
100.541600	Summer School Program Debt Retirement				-	#DIV/0!		
100.541700	Summer School Program Insurance				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
Subtotals: Instruction		2,541,924.00	2,563,760.00	1,221,703.45	1,342,056.55	48%	2,563,760.00	
100.611100	Attendance-Guidance-Health Salaries				-	#DIV/0!		
100.611200	Attendance-Guidance-Health Benefits				-	#DIV/0!		
100.611300	Attendance-Guidance-Health Purchased Services				-	#DIV/0!		
100.611400	Attendance-Guidance-Health Supplies				-	#DIV/0!		
100.611500	Attendance-Guidance-Health Capital Outlay				-	#DIV/0!		
100.611600	Attendance-Guidance-Health Debt Retirement				-	#DIV/0!		
100.611700	Attendance-Guidance-Health Insurance				-	#DIV/0!		
100.616100	Special Services Program Salaries				-	#DIV/0!		
100.616200	Special Services Program Benefits				-	#DIV/0!		
100.616300	Special Services Program Purchased Services				-	#DIV/0!		
100.616400	Special Services Program Supplies				-	#DIV/0!		
100.616500	Special Services Program Capital Outlay				-	#DIV/0!		
100.616600	Special Services Program Debt Retirement				-	#DIV/0!		
100.616700	Special Services Program Insurance				-	#DIV/0!		
100.621100	Instruction Improvement Salaries				-	#DIV/0!		
100.621200	Instruction Improvement Benefits				-	#DIV/0!		
100.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
100.621400	Instruction Improvement Supplies				-	#DIV/0!		
100.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
100.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
100.621700	Instruction Improvement Insurance				-	#DIV/0!		
100.622100	Educational Media Salaries				-	#DIV/0!		
100.622200	Educational Media Benefits				-	#DIV/0!		
100.622300	Educational Media Purchased Services				-	#DIV/0!		
100.622400	Educational Media Supplies				-	#DIV/0!		
100.622500	Educational Media Capital Outlay				-	#DIV/0!		
100.622600	Educational Media Debt Retirement				-	#DIV/0!		
100.622700	Educational Media Insurance				-	#DIV/0!		
100.623100	Instruction-Related Technology Salaries				-	#DIV/0!		
100.623200	Instruction-Related Technology Benefits				-	#DIV/0!		
100.623300	Instruction-Related Technology Purchased Services				-	#DIV/0!		
100.623400	Instruction-Related Technology Supplies				-	#DIV/0!		
100.623500	Instruction-Related Technology Capital Outlay				-	#DIV/0!		
100.623600	Instruction-Related Technology Debt Retirement				-	#DIV/0!		
100.623700	Instruction-Related Technology Insurance				-	#DIV/0!		
100.631100	Board of Education Program Salaries				-	#DIV/0!		
100.631200	Board of Education Program Benefits				-	#DIV/0!		
100.631300	Board of Education Program Purchased Services	17,900.00	20,900.00	10,127.00	10,773.00	48%	20,900.00	
100.631400	Board of Education Program Supplies				-	#DIV/0!		
100.631500	Board of Education Program Capital Outlay				-	#DIV/0!		
100.631600	Board of Education Program Debt Retirement				-	#DIV/0!		
100.631700	Board of Education Program Insurance				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.632100	District Administration Program Salaries	90,000.00	95,000.00	50,000.00	45,000.00	53%	95,000.00	
100.632200	District Administration Program Benefits	24,018.00	42,300.00	19,341.00	22,959.00	46%	42,300.00	
100.632300	District Administration Program Purchased Services	27,500.00	40,000.00	16,459.00	23,541.00	41%	40,000.00	
100.632400	District Administration Program Supplies	500.00	500.00	381.00	119.00	76%	500.00	
100.632500	District Administration Program Capital Outlay	-	200.00	195.00	5.00	98%	195.00	
100.632600	District Administration Program Debt Retirement	900.00	900.00	331.00	569.00	37%	900.00	
100.632700	District Administration Program Insurance				-	#DIV/0!		
100.641100	School Administration Program Salaries				-	#DIV/0!		
100.641200	School Administration Program Benefits				-	#DIV/0!		
100.641300	School Administration Program Purchased Services				-	#DIV/0!		
100.641400	School Administration Program Supplies				-	#DIV/0!		
100.641500	School Administration Program Capital Outlay				-	#DIV/0!		
100.641600	School Administration Program Debt Retirement				-	#DIV/0!		
100.641700	School Administration Program Insurance				-	#DIV/0!		
100.651100	Business Operation Program Salaries				-	#DIV/0!		
100.651200	Business Operation Program Benefits				-	#DIV/0!		
100.651300	Business Operation Program Purchased Services				-	#DIV/0!		
100.651400	Business Operation Program Supplies				-	#DIV/0!		
100.651500	Business Operation Program Capital Outlay				-	#DIV/0!		
100.651600	Business Operation Program Debt Retirement				-	#DIV/0!		
100.651700	Business Operation Program Insurance				-	#DIV/0!		
100.655100	Central Service Program Salaries				-	#DIV/0!		
100.655200	Central Service Program Benefits				-	#DIV/0!		
100.655300	Central Service Program Purchased Services				-	#DIV/0!		
100.655400	Central Service Program Supplies				-	#DIV/0!		
100.655500	Central Service Program Capital Outlay				-	#DIV/0!		
100.655600	Central Service Program Debt Retirement				-	#DIV/0!		
100.655700	Central Service Program Insurance				-	#DIV/0!		
100.656100	Administrative Technology Service Salaries				-	#DIV/0!		
100.656200	Administrative Technology Service Benefits				-	#DIV/0!		
100.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
100.656400	Administrative Technology Service Supplies				-	#DIV/0!		
100.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
100.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
100.656700	Administrative Technology Service Insurance				-	#DIV/0!		
100.661100	Buildings - Care Program Salaries	35,000.00	37,000.00	18,423.00	18,577.00	50%	37,000.00	
100.661200	Buildings - Care Program Benefits	7,000.00	7,500.00	3,697.00	3,803.00	49%	7,500.00	
100.661300	Buildings - Care Program Purchased Services	42,050.00	252,895.00	95,730.00	157,165.00	38%	252,895.00	
100.661400	Buildings - Care Program Supplies	11,000.00	12,500.00	6,109.00	6,391.00	49%	12,500.00	
100.661500	Buildings - Care Program Capital Outlay				-	#DIV/0!		
100.661600	Buildings - Care Program Debt Retirement				-	#DIV/0!		
100.661700	Buildings - Care Program Insurance	33,229.00	33,729.00	26,051.00	7,678.00	77%	33,729.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.663100	Maintenance - Non-Student Occupied Salaries				-	#DIV/0!		
100.663200	Maintenance - Non-Student Occupied Benefits				-	#DIV/0!		
100.663300	Maintenance - Non-Student Occupied Purchased Services	-	20,000.00	18,233.00	1,767.00	91%	20,000.00	
100.663400	Maintenance - Non-Student Occupied Supplies				-	#DIV/0!		
100.663500	Maintenance - Non-Student Occupied Capital Outlay				-	#DIV/0!		
100.663600	Maintenance - Non-Student Occupied Debt Retirement				-	#DIV/0!		
100.663700	Maintenance - Non-Student Occupied Insurance				-	#DIV/0!		
100.664100	Maintenance - Student Occupied Salaries				-	#DIV/0!		
100.664200	Maintenance - Student Occupied Benefits				-	#DIV/0!		
100.664300	Maintenance - Student Occupied Purchased Services	25,000.00	25,000.00	9,637.00	15,363.00	39%	25,000.00	
100.664400	Maintenance - Student Occupied Supplies	6,200.00	6,200.00	5,609.00	591.00	90%	6,200.00	
100.664500	Maintenance - Student Occupied Capital Outlay				-	#DIV/0!		
100.664600	Maintenance - Student Occupied Debt Retirement				-	#DIV/0!		
100.664700	Maintenance - Student Occupied Insurance				-	#DIV/0!		
100.665100	Maintenance - Grounds Salaries				-	#DIV/0!		
100.665200	Maintenance - Grounds Benefits				-	#DIV/0!		
100.665300	Maintenance - Grounds Purchased Services				-	#DIV/0!		
100.665400	Maintenance - Grounds Supplies	4,500.00	9,000.00	5,124.00	3,876.00	57%	9,000.00	
100.665500	Maintenance - Grounds Capital Outlay				-	#DIV/0!		
100.665600	Maintenance - Grounds Debt Retirement				-	#DIV/0!		
100.665700	Maintenance - Grounds Capital Insurance				-	#DIV/0!		
100.667100	Security Program Salaries				-	#DIV/0!		
100.667200	Security Program Benefits				-	#DIV/0!		
100.667300	Security Program Purchased Services				-	#DIV/0!		
100.667400	Security Program Supplies				-	#DIV/0!		
100.667500	Security Program Capital Outlay				-	#DIV/0!		
100.667600	Security Program Debt Retirement				-	#DIV/0!		
100.667700	Security Program Insurance				-	#DIV/0!		
100.681100	Pupil-to-School Transportation Salaries				-	#DIV/0!		
100.681200	Pupil-to-School Transportation Benefits				-	#DIV/0!		
100.681300	Pupil-to-School Transportation Purchased Services	177,250.00	242,250.00	85,486.00	156,764.00	35%	242,250.00	
100.681400	Pupil-to-School Transportation Supplies				-	#DIV/0!		
100.681500	Pupil-to-School Transportation Capital Outlay				-	#DIV/0!		
100.681600	Pupil-to-School Transportation Debt Retirement				-	#DIV/0!		
100.681700	Pupil-to-School Transportation Insurance				-	#DIV/0!		
100.682100	Pupil-Activity Transportation Salaries				-	#DIV/0!		
100.682200	Pupil-Activity Transportation Benefits				-	#DIV/0!		
100.682300	Pupil-Activity Transportation Purchased Services				-	#DIV/0!		
100.682400	Pupil-Activity Transportation Supplies				-	#DIV/0!		
100.682500	Pupil-Activity Transportation Capital Outlay				-	#DIV/0!		
100.682600	Pupil-Activity Transportation Debt Retirement				-	#DIV/0!		
100.682700	Pupil-Activity Transportation Insurance				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.683100	General Transportation Salaries				-	#DIV/0!		
100.683200	General Transportation Benefits				-	#DIV/0!		
100.683300	General Transportation Purchased Services				-	#DIV/0!		
100.683400	General Transportation Supplies				-	#DIV/0!		
100.683500	General Transportation Capital Outlay				-	#DIV/0!		
100.683600	General Transportation Debt Retirement				-	#DIV/0!		
100.683700	General Transportation Insurance				-	#DIV/0!		
100.691100	Other Support Services Program Salaries				-	#DIV/0!		
100.691200	Other Support Services Program Benefits				-	#DIV/0!		
100.691300	Other Support Services Program Purchased Services				-	#DIV/0!		
100.691400	Other Support Services Program Supplies				-	#DIV/0!		
100.691500	Other Support Services Program Capital Outlay				-	#DIV/0!		
100.691600	Other Support Services Program Debt Retirement				-	#DIV/0!		
100.691700	Other Support Services Program Insurance				-	#DIV/0!		
Subtotals: Support Services		502,047.00	845,874.00	370,933.00	474,941.00	44%	845,869.00	
100.710100	Child Nutrition Salaries				-	#DIV/0!		
100.710200	Child Nutrition Benefits	4,800.00	4,800.00	1,916.00	2,884.00	40%	4,800.00	
100.710300	Child Nutrition Purchased Services				-	#DIV/0!		
100.710400	Child Nutrition Supplies				-	#DIV/0!		
100.710500	Child Nutrition Capital Outlay				-	#DIV/0!		
100.710600	Child Nutrition Debt Retirement				-	#DIV/0!		
100.710700	Child Nutrition Insurance				-	#DIV/0!		
100.720100	Community Services Program Salaries				-	#DIV/0!		
100.720200	Community Services Program Benefits				-	#DIV/0!		
100.720300	Community Services Program Purchased Services				-	#DIV/0!		
100.720400	Community Services Program Supplies				-	#DIV/0!		
100.720500	Community Services Program Capital Outlay				-	#DIV/0!		
100.720600	Community Services Program Debt Retirement				-	#DIV/0!		
100.720700	Community Services Program Insurance				-	#DIV/0!		
100.730100	Enterprise Operations Program Salaries				-	#DIV/0!		
100.730200	Enterprise Operations Program Benefits				-	#DIV/0!		
100.730300	Enterprise Operations Program Purchased Services				-	#DIV/0!		
100.730400	Enterprise Operations Program Supplies				-	#DIV/0!		
100.730500	Enterprise Operations Program Capital Outlay				-	#DIV/0!		
100.730600	Enterprise Operations Program Debt Retirement				-	#DIV/0!		
100.730700	Enterprise Operations Program Capital Insurance				-	#DIV/0!		
100.810300	Capital Assets - Student Occupied Purchased Services				-	#DIV/0!		
100.810400	Capital Assets - Student Occupied Supplies				-	#DIV/0!		
100.810500	Capital Assets - Student Occupied Capital Outlay	331,758.00	294,790.00	-	294,790.00	0%	-	
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.811400	Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!		
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.911500	Principal Capital Outlay				-	#DIV/0!		
100.911600	Principal Debt Retirement				-	#DIV/0!		
100.912500	Interest Capital Outlay				-	#DIV/0!		
100.912600	Interest Debt Retirement				-	#DIV/0!		
100.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
100.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
Subtotals: Non-Instruction		336,558.00	299,590.00	1,916.00	297,674.00	1%	4,800.00	
100.920000	Transfers Out	407,475.00	407,475.00	302,616.00	104,859.00	74%	407,475.00	
100.950000	Contingency Reserve	170,000.00	170,000.00	-	170,000.00	0%	-	
Subtotals: Other		577,475.00	577,475.00	302,616.00	274,859.00	52%	407,475.00	
TOTAL GENERAL FUND EXPENDITURES		\$3,958,004.00	\$4,286,699.00	\$1,897,168.45	\$2,389,530.55	44%	\$3,821,904.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		(\$604,535.00)	(\$665,923.00)	\$267,548.55			(\$212,468.00)	
BEGINNING FUND BALANCE (July 1, 2013)		\$665,935.00	\$665,935.00	\$665,935.00			\$665,935.00	
CHANGES IN FUND BALANCE		(\$604,535.00)	(\$665,923.00)	\$267,548.55			(\$212,468.00)	
ENDING FUND BALANCE AS OF June 30, 2015		\$61,400.00	\$12.00	\$933,483.55			\$453,467.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
262.443000	Direct Restricted Federal				-	#DIV/0!		
262.445900	Other Indirect Restricted Federal				-	#DIV/0!		
262.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
262.512100	Elementary Salaries				-	#DIV/0!		
262.512200	Elementary Benefits				-	#DIV/0!		
262.512300	Elementary Purchased Services				-	#DIV/0!		
262.512400	Elementary Supplies				-	#DIV/0!		
262.512500	Elementary Capital Outlay				-	#DIV/0!		
262.512600	Elementary Debt Retirement				-	#DIV/0!		
262.512700	Elementary Insurance				-	#DIV/0!		
262.515100	Secondary Salaries				-	#DIV/0!		
262.515200	Secondary Benefits				-	#DIV/0!		
262.515300	Secondary Purchased Services				-	#DIV/0!		
262.515400	Secondary Supplies				-	#DIV/0!		
262.515500	Secondary Capital Outlay				-	#DIV/0!		
262.515600	Secondary Debt Retirement				-	#DIV/0!		
262.515700	Secondary Insurance				-	#DIV/0!		
262.621100	Exceptional Child Salaries				-	#DIV/0!		
262.621200	Exceptional Child Benefits				-	#DIV/0!		
262.621300	Exceptional Child Purchased Services				-	#DIV/0!		
262.621400	Exceptional Child Supplies				-	#DIV/0!		
262.621500	Exceptional Child Capital Outlay				-	#DIV/0!		
262.621600	Exceptional Child Debt Retirement				-	#DIV/0!		
262.621700	Exceptional Child Insurance				-	#DIV/0!		
262.621100	Instruction Improvement Salaries				-	#DIV/0!		
262.621200	Instruction Improvement Benefits				-	#DIV/0!		
262.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
262.621400	Instruction Improvement Supplies				-	#DIV/0!		
262.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
262.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
262.621700	Instruction Improvement Insurance				-	#DIV/0!		
262.920000	Transfers Out				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF _____	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-	#DIV/0!		
271.445900	Other Indirect Restricted Federal	6,000.00	6,000.00	4,541.00	1,459.00	76%	6,000.00	
271.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$6,000.00	\$6,000.00	\$4,541.00	\$1,459.00	76%	\$6,000.00	
EXPENDITURES								
271.512100	Elementary Salaries				-	#DIV/0!	-	
271.512200	Elementary Benefits				-	#DIV/0!		
271.512300	Elementary Purchased Services				-	#DIV/0!		
271.512400	Elementary Supplies				-	#DIV/0!		
271.512500	Elementary Capital Outlay				-	#DIV/0!		
271.512600	Elementary Debt Retirement				-	#DIV/0!		
271.512700	Elementary Insurance				-	#DIV/0!		
271.515100	Secondary Salaries				-	#DIV/0!		
271.515200	Secondary Benefits				-	#DIV/0!		
271.515300	Secondary Purchased Services				-	#DIV/0!		
271.515400	Secondary Supplies				-	#DIV/0!		
271.515500	Secondary Capital Outlay				-	#DIV/0!		
271.515600	Secondary Debt Retirement				-	#DIV/0!		
271.515700	Secondary Insurance				-	#DIV/0!		
271.621100	Instruction Improvement Salaries	2,500.00			-	#DIV/0!		
271.621200	Instruction Improvement Benefits				-	#DIV/0!		
271.621300	Instruction Improvement Purchased Services	3,100.00	5,600.00	4,541.00	1,059.00	81%	5,600.00	
271.621400	Instruction Improvement Supplies	400.00	400.00		400.00	0%	400.00	
271.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
271.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
271.621700	Instruction Improvement Insurance				-	#DIV/0!		
271.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$6,000.00	\$6,000.00	\$4,541.00	\$1,459.00	76%	\$6,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF June 30, 2015		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
2XX.442000	Indirect Unrestricted Federal				-	#DIV/0!		
2XX.443000	Direct Restricted Federal				-	#DIV/0!		
2XX.445900	Other Indirect Restricted Federal				-	#DIV/0!		
271.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
2XX.512100	Elementary Salaries				-	#DIV/0!		
2XX.512200	Elementary Benefits				-	#DIV/0!		
2XX.512300	Elementary Purchased Services				-	#DIV/0!		
2XX.512400	Elementary Supplies				-	#DIV/0!		
2XX.512500	Elementary Capital Outlay				-	#DIV/0!		
2XX.512600	Elementary Debt Retirement				-	#DIV/0!		
2XX.512700	Elementary Insurance				-	#DIV/0!		
2XX.515100	Secondary Salaries				-	#DIV/0!		
2XX.515200	Secondary Benefits				-	#DIV/0!		
2XX.515300	Secondary Purchased Services				-	#DIV/0!		
2XX.515400	Secondary Supplies				-	#DIV/0!		
2XX.515500	Secondary Capital Outlay				-	#DIV/0!		
2XX.515600	Secondary Debt Retirement				-	#DIV/0!		
2XX.515700	Secondary Insurance				-	#DIV/0!		
2XX.621100	Exceptional Child Salaries				-	#DIV/0!		
2XX.621200	Exceptional Child Benefits				-	#DIV/0!		
2XX.621300	Exceptional Child Purchased Services				-	#DIV/0!		
2XX.621400	Exceptional Child Supplies				-	#DIV/0!		
2XX.621500	Exceptional Child Capital Outlay				-	#DIV/0!		
2XX.621600	Exceptional Child Debt Retirement				-	#DIV/0!		
2XX.621700	Exceptional Child Insurance				-	#DIV/0!		
2XX.621100	Instruction Improvement Salaries				-	#DIV/0!		
2XX.621200	Instruction Improvement Benefits				-	#DIV/0!		
2XX.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
2XX.621400	Instruction Improvement Supplies				-	#DIV/0!		
2XX.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
2XX.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
2XX.621700	Instruction Improvement Insurance				-	#DIV/0!		

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
	2XX.920000 Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF _____	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	72,500.00	72,500.00	38,435.00	34,065.00	53%	72,500.00	
290.416200	Meal sales: non-reimbursable	2,500.00	2,500.00	235.00	2,265.00	9%	2,500.00	
290.416900	Other Food Sales	1,250.00	1,250.00	596.00	654.00	48%	1,250.00	
290.443000	Direct Restricted Federal				-	#DIV/0!		
290.445500	Child Nutrition Reimbursement	73,000.00	73,000.00	22,760.00	50,240.00	31%	73,000.00	
290.445900	Other Indirect Restricted Federal				-	#DIV/0!		
290.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$149,250.00	\$149,250.00	\$62,026.00	\$87,224.00	42%	\$149,250.00	
EXPENDITURES								
290.710100	Food Service Salaries	53,250.00	53,250.00	25,043.00	28,207.00	47%	53,250.00	
290.710200	Food Service Benefits	6,000.00	6,000.00	3,103.00	2,897.00	52%	6,000.00	
290.710300	Food Service Purchased Services	6,500.00	6,500.00	3,171.00	3,329.00	49%	6,500.00	
290.710400	Food Service Supplies	79,500.00	79,500.00	41,535.00	37,965.00	52%	79,500.00	
290.710500	Food Service Capital Outlay	4,000.00	4,000.00	3,139.00	861.00	78%	4,000.00	
290.710600	Food Service Debt Retirement				-	#DIV/0!		
290.710700	Food Service Insurance				-	#DIV/0!		
290.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$149,250.00	\$149,250.00	\$75,991.00	\$73,259.00	51%	\$149,250.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	(\$13,965.00)			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$1,016.00	\$1,016.00	\$1,016.00			\$1,016.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	(\$13,965.00)			\$0.00	
ENDING FUND BALANCE AS OF June 30, 2015		\$1,016.00	\$1,016.00	(\$12,949.00)			\$1,016.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 300 (Debt Service)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
300.419900	Other Local Revenue				-	#DIV/0!		
300.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
300.911500	Principal Capital Outlay				-	#DIV/0!		
300.911600	Principal Debt Retirement				-	#DIV/0!		
300.912500	Interest Capital Outlay				-	#DIV/0!		
300.912600	Interest Debt Retirement				-	#DIV/0!		
300.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
300.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
300.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
310.451000	Proceeds				-	#DIV/0!		
310.460000	Transfers In	376,275.00	376,275.00	302,616.00	73,659.00	80%	376,275.00	
TOTAL FUND REVENUES		\$376,275.00	\$376,275.00	\$302,616.00	\$73,659.00	80%	\$376,275.00	
EXPENDITURES								
310.911500	Principal Capital Outlay				-	#DIV/0!		
310.911600	Principal Debt Retirement	60,000.00	60,000.00	47,994.00	12,006.00	80%	60000	
310.912500	Interest Capital Outlay				-	#DIV/0!		
310.912600	Interest Debt Retirement	316,275.00	316,275.00	254,622.00	61,653.00	81%	316275	
310.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
310.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
310.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$376,275.00	\$376,275.00	\$302,616.00	\$73,659.00	80%	\$376,275.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$629,509.92	\$629,509.92	\$629,509.92			\$629,509.92	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF June 30, 2015		\$629,509.92	\$629,509.92	\$629,509.92			\$629,509.92	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 400 (Capital Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
400.451000	Proceeds				-	#DIV/0!		
400.460000	Transfers In				-	#DIV/0!		
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
EXPENDITURES								
400.810300	Capital Assets - Student Occupied Purchased Services				-	#DIV/0!		
400.810400	Capital Assets - Student Occupied Supplies				-	#DIV/0!		
400.810500	Capital Assets - Student Occupied Capital Outlay				-	#DIV/0!		
400.811300	Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!		
400.811400	Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!		
400.811500	Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!		
400.920000	Transfers Out				-	#DIV/0!		
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00			\$0.00	
	ENDING FUND BALANCE AS OF _____	\$0.00	\$0.00	\$0.00			\$0.00	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL
FISCAL YEAR 2014-2015 CASH FLOW (All Funds)

DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
CASH ON HAND (Beginning Cash)	N/A	695,283	594,480	1,485,003	1,337,191	1,056,049	1,339,482	1,071,983	790,326	1,009,517	744,936	463,392	905,017	N/A
RECEIPTS														
Base Support	2,760,140	120,927	1,424,260	0	0	616,248	0	0	332,588	0	0	266,117	0	2,760,140
Benefit Apportionment	349,711	0	0	0	0	0	0	0	174,856	0	0	174,859	0	349,715
Lottery / Maintenance	10,000	0	0	25,735	0	0	0	0	0	0	0	0	0	25,735
Transportation	180,000	45,792	0	0	0	0	0	0	65,000	0	0	69,208	0	180,000
Exceptional Child Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuition Equivalency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Support	235,475	0	0	0	0	475	0	10,000	0	0	0	200,000	25,000	235,475
Other State Revenue	39,350	0	0	0	0	15,000	0	0	0	0	0	15,800	8,550	39,350
Nutrition	149,250	0	3,513	18,279	14,508	17,555	12,887	16,000	16,700	16,350	16,350	16,700	2,300	151,142
Title I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	81,797	5,200	0	0	0	25,050	4,780	7,551	9,020	7,551	7,551	7,551	7,551	81,805
Local Revenue	43,500	1,260	4,156	8,562	3,280	0	1,347	3,000	4,000	6,200	4,000	4,300	4,300	44,405
Fees & Fundraising	120,000	220	365	112,455	0	0	2,263	900	900	900	900	900	800	120,603
Other Revenue	750	54	47	65	93	86	98	80	80	80	80	80	80	923
TOTAL RECEIPTS	3,969,973	173,453	1,432,341	165,096	17,881	674,414	21,375	37,531	603,144	31,081	28,881	755,515	48,581	3,989,293
OUTFLOW														
Salaries	2,105,830	154,462	161,839	172,557	171,509	168,840	169,944	172,408	172,108	171,608	181,608	172,108	167,693	2,036,684
Benefits	664,330	42,594	46,919	48,474	48,221	48,168	47,940	48,352	48,277	48,227	48,227	48,277	47,177	570,853
Subtotal - Payroll	2,770,160	197,056	208,758	221,031	219,730	217,008	217,884	220,760	220,385	219,835	229,835	220,385	214,870	2,607,537
Facility Costs (All)	325,595	10,342	55,840	22,284	28,450	9,097	12,953	28,388	27,688	28,705	28,080	28,080	26,514	306,421
Subtotal - Occupancy	325,595	10,342	55,840	22,284	28,450	9,097	12,953	28,388	27,688	28,705	28,080	28,080	26,514	306,421
Elementary Supplies & Services	84,000	30,872	1,230	1,149	2,519	670	1,754	2,900	2,900	2,900	2,900	2,900	300	52,994
Secondary Supplies & Services	85,425	11,582	5,540	5,750	2,620	2,373	14,909	5,138	6,000	2,563	4,375	24,500	100	85,450
Technology	10,474	222	1,746	447	1,331	153	0	1,100	1,100	1,000	1,000	1,000	800	9,899
Exceptional Child	7,797	0	0	0	3,300	319	250	550	550	800	800	800	300	7,669
Transportation	242,250	767	11,934	29,329	24,894	24,544	18,571	25,000	25,000	25,000	25,000	25,000	26,900	261,939
Nutrition	86,000	811	5,574	15,994	6,472	7,194	8,661	8,300	8,300	8,100	8,100	8,300	250	86,056
Support Services	67,400	4,629	9,171	5,035	5,163	13,457	10,296	20,000	11,400	4,684	5,250	2,750	2,250	94,085
Other Program Costs	8,950	154	0	255	831	2,362	0	1,459	800	800	800	100	0	7,561
Subtotal - Educational Program	592,296	49,037	35,195	57,959	47,130	51,072	54,441	64,447	56,050	45,847	48,225	65,350	30,900	605,653
Capital Outlay	371,615	2,049	50,886	11,520	760	878	1,067	5,518	1,575	1,200	1,285	0	0	76,738

February 12, 2015

DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
Debt Retirement	377,175	43	188,214	114	28	112,926	28	75	75,330	75	75	75	75	377,058
Insurance	33,729	15,729	2,925	0	2,925	0	2,501	0	2,925	0	2,925	0	2,925	32,855
Other Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Other Costs	782,519	17,821	242,025	11,634	3,713	113,804	3,596	5,593	79,830	1,275	4,285	75	3,000	486,651
Other loan payments/obligations	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OUTFLOW	4,470,570	274,256	541,818	312,908	299,023	390,981	288,874	319,188	383,953	295,662	310,425	313,890	275,284	4,006,262
CHANGE IN CASH	(500,597)	(100,803)	890,523	(147,812)	(281,142)	283,433	(267,499)	(281,657)	219,191	(264,581)	(281,544)	441,625	(226,703)	
ENDING CASH	N/A	594,480	1,485,003	1,337,191	1,056,049	1,339,482	1,071,983	790,326	1,009,517	744,936	463,392	905,017	678,314	
ASSUMPTIONS / NOTES:														

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL -- CASH FLOW DETAILS

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
REVENUE														
414100	Tuition	0												
415000	Earnings on Investments	750	54	47	65	93	86	98	80	80	80	80	80	80
416100	School Food Service	72,500	0	2,888	14,741	6,692	5,986	7,535	7,100	7,800	7,400	7,400	7,800	1,100
416200	Meal Sales - non reimbursable	2,500	0	29	56	50	57	122	50	50	50	50	50	50
416900	Other Food Sales	1,250	0	596	0	0	0	0	150	150	150	150	150	0
417100	Admissions / Activities	0												
417200	Bookstore Sales	0												
417300	Clubs / Organization Dues, etc.	0												
417400	School Fees & Charges	0												
417900	Other Student Revenue	0												
419100	Rentals	0												
419200	Contributions/Donations	120,000	220	365	112,455	0	0	2,263	900	900	900	900	900	800
419900	Other Local Revenue	43,500	1,260	4,156	8,562	3,280	0	1,347	3,000	4,000	6,200	4,000	4,300	4,300
431100	Base Support	2,760,140	120,927	1,424,260		0	616,248			332,588			266,117	
431200	Transportation Support	180,000	45,792	0		0	0			65,000			69,208	
431400	Exceptional Child Support	0												
431600	Tuition Equivalency	0												
431800	Benefit Apportionment	349,711		0		0	0			174,856			174,859	
431900	Other State Support	235,475					475		10,000				200,000	25,000
437000	Lottery / Addtl State Maintenance	10,000		0	25,735									
439000	Other State Revenue	39,350					15,000						15,800	8,550
442000	Indirect Unrestricted Federal	0												
443000	Direct Restricted Federal	0												
445100	Title I	0												
445500	Child Nutrition Reimbursement	73,000	0	0	3,482	7,766	11,512	5,230	8,700	8,700	8,750	8,750	8,700	1,150
445600	Title VI-B	75,797	5,200	0	0	0	20,509	4,780	7,551	7,551	7,551	7,551	7,551	7,551
445900	Other Indirect Restricted Federal	6,000					4,541			1,469				
451000	Proceeds	0												
N/A	OTHER Revenue (any funds not included above)													
TOTAL REVENUES		\$3,969,973	\$173,453	\$1,432,341	\$165,096	\$17,881	\$674,414	\$21,375	\$37,531	\$603,144	\$31,081	\$28,881	\$755,515	\$48,581
EXPENDITURES														
Instruction / Educational Program														
512100	Elementary Salaries	1,142,250	73,000	74,675	81,393	78,875	78,860	78,823	81,000	81,000	80,500	80,500	81,000	80,000
512200	Elementary Benefits	355,600	21,663	23,166	24,069	23,733	23,848	23,727	23,900	23,900	23,850	23,850	23,900	23,000
512300	Elementary Purchased Services	41,500	8,681	201	534	128	0	1,202	300	300	300	300	300	300
512400	Elementary Supplies	42,500	22,191	1,029	615	2,391	670	552	2,600	2,600	2,600	2,600	2,600	0
512500	Elementary Capital Outlay	20,000		17,929					2,000					
512600	Elementary Debt Retirement	0												
512700	Elementary Insurance	0												
515100	Secondary Salaries	644,785	54,564	59,227	59,227	59,227	59,227	59,227	59,227	59,227	59,227	59,227	59,227	59,227
515200	Secondary Benefits	212,650	15,558	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584
515300	Secondary Purchased Services	53,368	400	1,275	1,875		1,875	14,580	4,238	4,000	1,275	1,875	22,000	
515400	Secondary Supplies	32,057	11,182	4,265	3,875	2,620	498	329	900	2,000	1,288	2,500	2,500	100
515500	Secondary Capital Outlay	33,875	692	16,585	11,138	500	0	997	963	1,000	1,000	1,000		
515600	Secondary Debt Retirement	0												
515700	Secondary Insurance	0												
517100	Alternative School Program Salaries	0												

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COMPASS PUBLIC CHARTER SCHOOL -- CASH FLOW DETAILS

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
517200	Alternative School Program Benefits	0												
517300	Alternative School Program Purchased Services	0												
517400	Alternative School Program Supplies	0												
517500	Alternative School Program Capital Outlay	0												
517600	Alternative School Program Debt Retirement	0												
517700	Alternative School Program Insurance	0												
521100	Exceptional Child Salaries	105,045	7,397	7,723	7,723	8,198	8,198	9,098	9,098	9,098	9,098	9,098	9,098	9,098
521200	Exceptional Child Benefits	32,480	2,239	2,382	2,382	2,477	2,477	2,546	2,546	2,546	2,546	2,546	2,546	2,546
521300	Exceptional Child Purchased Services	6,000		0	0	3,300	250	250	250	250	500	500	500	200
521400	Exceptional Child Supplies	1,797		0	0	0	69	0	300	300	300	300	300	100
521500	Exceptional Child Capital Outlay	2,500			0	95			2,400					
521600	Exceptional Child Debt Retirement	0												
521700	Exceptional Child Insurance	0												
524100	Gifted and Talented Program Salaries	0												
524200	Gifted and Talented Program Benefits	0												
524300	Gifted and Talented Program Purchased Services	0												
524400	Gifted and Talented Program Supplies	0												
524500	Gifted and Talented Program Capital Outlay	0												
524600	Gifted and Talented Program Debt Retirement	0												
524700	Gifted and Talented Program Insurance	0												
531100	Interscholastic Program Salaries	0												
531200	Interscholastic Program Benefits	0												
531300	Interscholastic Program Purchased Services	0												
531400	Interscholastic Program Supplies	0												
531500	Interscholastic Program Capital Outlay	0												
531600	Interscholastic Program Debt Retirement	0												
531700	Interscholastic Program Insurance	0												
532100	School Activity Program Salaries	18,500	417	784	2,184	4,099	905	1,213	1,500	1,200	1,200	1,200	1,200	1,000
532200	School Activity Program Benefits	3,000	83	167	313	469	192	129	275	200	200	200	200	200
532300	School Activity Program Purchased Services	5,700			255	756	0	0	800	800	800	800	100	
532400	School Activity Program Supplies	3,250	154			75	2,362	0	659					
532500	School Activity Program Capital Outlay	1,250			207	24	878	70	70					
532600	School Activity Program Debt Retirement	0												
532700	School Activity Program Insurance	0												
541100	Summer School Program Salaries	0												
541200	Summer School Program Benefits	0												
541300	Summer School Program Purchased Services	0												
541400	Summer School Program Supplies	0												
541500	Summer School Program Capital Outlay	0												
541600	Summer School Program Debt Retirement	0												
541700	Summer School Program Insurance	0												
Support Services														
611100	Attendance-Guidance-Health Salaries	0												
611200	Attendance-Guidance-Health Benefits	0												
611300	Attendance-Guidance-Health Purchased Services	0												
611400	Attendance-Guidance-Health Supplies	0												
611500	Attendance-Guidance-Health Capital Outlay	0												
611600	Attendance-Guidance-Health Debt Retirement	0												
611700	Attendance-Guidance-Health Insurance	0												
616100	Special Services Program Salaries	0												
616200	Special Services Program Benefits	0												
616300	Special Services Program Purchased Services	0												

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COMPASS PUBLIC CHARTER SCHOOL -- CASH FLOW DETAILS

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
616400	Special Services Program Supplies	0												
616500	Special Services Program Capital Outlay	0												
616600	Special Services Program Debt Retirement	0												
616700	Special Services Program Insurance	0												
621100	Instruction Improvement Salaries	0	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	
621200	Instruction Improvement Benefits	0												
621300	Instruction Improvement Purchased Services	5,600	1,495	596	2,450		8,579	7,666	7,000	7,000	814	0	0	
621400	Instruction Improvement Supplies	400							200	100	100			
621500	Instruction Improvement Capital Outlay	0												
621600	Instruction Improvement Debt Retirement	0												
621700	Instruction Improvement Insurance	0												
622100	Educational Media Salaries	0												
622200	Educational Media Benefits	0												
622300	Educational Media Purchased Services	0												
622400	Educational Media Supplies	0												
622500	Educational Media Capital Outlay	0												
622600	Educational Media Debt Retirement	0												
622700	Educational Media Insurance	0												
623100	Instruction-Related Technology Salaries	10,000										10,000		
623200	Instruction-Related Technology Benefits	0												
623300	Instruction-Related Technology Purchased Services	6,974	222	220	0	1,153	25	0	900	900	800	800	800	800
623400	Instruction-Related Technology Supplies	3,500		1,526	447	178	128	0	200	200	200	200	200	
623500	Instruction-Related Technology Capital Outlay	15,000	1,357	13,353						290				
623600	Instruction-Related Technology Debt Retirement	0												
623700	Instruction-Related Technology Insurance	0												
631100	Board of Education Program Salaries	0												
631200	Board of Education Program Benefits	0												
631300	Board of Education Program Purchased Services	20,900	2,605	4,060	897	1,009	771	785	750	750	750	2,250	2,250	1,750
631400	Board of Education Program Supplies	0												
631500	Board of Education Program Capital Outlay	0												
631600	Board of Education Program Debt Retirement	0												
631700	Board of Education Program Insurance	0												
632100	District Administration Program Salaries	95,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	12,500
632200	District Administration Program Benefits	42,300	1,905	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426
632300	District Administration Program Purchased Services	40,000	529	4,515	1,470	4,053	4,047	1,845	12,000	3,500	3,000	3,000	500	500
632400	District Administration Program Supplies	500			218	101	60	0	50	50	20			
632500	District Administration Program Capital Outlay	200		195										
632600	District Administration Program Debt Retirement	900	43	76	114	28	43	28	75	75	75	75	75	75
632700	District Administration Program Insurance	0												
641100	School Administration Program Salaries	0												
641200	School Administration Program Benefits	0												
641300	School Administration Program Purchased Services	0												
641400	School Administration Program Supplies	0												
641500	School Administration Program Capital Outlay	0												
641600	School Administration Program Debt Retirement	0												
641700	School Administration Program Insurance	0												
651100	Business Operation Program Salaries	0												
651200	Business Operation Program Benefits	0												
651300	Business Operation Program Purchased Services	0												
651400	Business Operation Program Supplies	0												
651500	Business Operation Program Capital Outlay	0												
651600	Business Operation Program Debt Retirement	0												

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL -- CASH FLOW DETAILS

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
651700	Business Operation Program Insurance	0												
655100	Central Service Program Salaries	0												
655200	Central Service Program Benefits	0												
655300	Central Service Program Purchased Services	0												
655400	Central Service Program Supplies	0												
655500	Central Service Program Capital Outlay	0												
655600	Central Service Program Debt Retirement	0												
655700	Central Service Program Insurance	0												
656100	Administrative Technology Service Salaries	0												
656200	Administrative Technology Service Benefits	0												
656300	Administrative Technology Service Purchased Services	0												
656400	Administrative Technology Service Supplies	0												
656500	Administrative Technology Service Capital Outlay	0												
656600	Administrative Technology Service Debt Retirement	0												
656700	Administrative Technology Service Insurance	0												
661100	Buildings - Care Program Salaries	37,000	2,917	3,083	3,173	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083
661200	Buildings - Care Program Benefits	7,500	587	621	628	621	621	621	621	621	621	621	621	621
661300	Buildings - Care Program Purchased Services	252,895	3,584	48,954	17,924	8,819	8,557	8,279	23,580	23,580	23,580	23,580	23,580	23,580
661400	Buildings - Care Program Supplies	12,500	0	1,714	702	616	108	1,105	1,200	1,500	1,200	1,200	1,200	800
661500	Buildings - Care Program Capital Outlay	0												
661600	Buildings - Care Program Debt Retirement	0												
661700	Buildings - Care Program Insurance	33,729	15,729	2,925		2,925		2,501		2,925		2,925		2,925
663100	Maintenance - Non-Student Occupied Salaries	0												
663200	Maintenance - Non-Student Occupied Benefits	0												
663300	Maintenance - Non-Student Occupied Purchased Services	20,000			1,597	16,534	102		1,000		767			
663400	Maintenance - Non-Student Occupied Supplies	0												
663500	Maintenance - Non-Student Occupied Capital Outlay	0												
663600	Maintenance - Non-Student Occupied Debt Retirement	0												
663700	Maintenance - Non-Student Occupied Insurance	0												
664100	Maintenance - Student Occupied Salaries	0												
664200	Maintenance - Student Occupied Benefits	0												
664300	Maintenance - Student Occupied Purchased Services	25,000	2,749	2,383	100	1,587	107	2,712	2,383	2,383	2,383	2,200	2,200	1,074
664400	Maintenance - Student Occupied Supplies	6,200	768	1,832	1,909	546	35	519	125	125	100	100	100	60
664500	Maintenance - Student Occupied Capital Outlay	0												
664600	Maintenance - Student Occupied Debt Retirement	0												
664700	Maintenance - Student Occupied Insurance	0												
665100	Maintenance - Grounds Salaries	0												
665200	Maintenance - Grounds Benefits	0												
665300	Maintenance - Grounds Purchased Services	0												
665400	Maintenance - Grounds Supplies	9,000	3,241	957	52	348	188	338	100	100	675	1,000	1,000	1,000
665500	Maintenance - Grounds Capital Outlay	0												
665600	Maintenance - Grounds Debt Retirement	0												
665700	Maintenance - Grounds Capital Insurance	0												
667100	Security Program Salaries	0												
667200	Security Program Benefits	0												
667300	Security Program Purchased Services	0												
667400	Security Program Supplies	0												
667500	Security Program Capital Outlay	0												
667600	Security Program Debt Retirement	0												
667700	Security Program Insurance	0												
681100	Pupil-to-School Transportation Salaries	0												

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL -- CASH FLOW DETAILS

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
681200	Pupil-to-School Transportation Benefits	0												
681300	Pupil-to-School Transportation Purchased Services	242,250	767	11,934	29,329	24,544	24,544	18,571	25,000	25,000	25,000	25,000	25,000	25,000
681400	Pupil-to-School Transportation Supplies	0				350								1,900
681500	Pupil-to-School Transportation Capital Outlay	0												
681600	Pupil-to-School Transportation Debt Retirement	0												
681700	Pupil-to-School Transportation Insurance	0												
682100	Pupil-Activity Transportation Salaries	0												
682200	Pupil-Activity Transportation Benefits	0												
682300	Pupil-Activity Transportation Purchased Services	0												
682400	Pupil-Activity Transportation Supplies	0												
682500	Pupil-Activity Transportation Capital Outlay	0												
682600	Pupil-Activity Transportation Debt Retirement	0												
682700	Pupil-Activity Transportation Insurance	0												
683100	General Transportation Salaries	0												
683200	General Transportation Benefits	0												
683300	General Transportation Purchased Services	0												
683400	General Transportation Supplies	0												
683500	General Transportation Capital Outlay	0												
683600	General Transportation Debt Retirement	0												
683700	General Transportation Insurance	0												
691100	Other Support Services Program Salaries	0												
691200	Other Support Services Program Benefits	0												
691300	Other Support Services Program Purchased Services	0												
691400	Other Support Services Program Supplies	0												
691500	Other Support Services Program Capital Outlay	0												
691600	Other Support Services Program Debt Retirement	0												
691700	Other Support Services Program Insurance	0												
Non-Instruction														
710100	Child Nutrition Salaries	53,250	2,667	2,847	5,357	4,527	5,067	5,000	5,000	5,000	5,000	5,000	5,000	2,785
710200	Child Nutrition Benefits	10,800	559	573	1,072	911	1,020	907	1,000	1,000	1,000	1,000	1,000	800
710300	Child Nutrition Purchased Services	6,500	786	50	1,087	573	375	300	600	600	600	600	600	50
710400	Child Nutrition Supplies	79,500	25	5,524	14,907	5,899	6,819	8,361	7,700	7,700	7,500	7,500	7,700	200
710500	Child Nutrition Capital Outlay	4,000		2,824	175	141		0	85	285	200	285		
710600	Child Nutrition Debt Retirement	0												
710700	Child Nutrition Insurance	0												
720100	Community Services Program Salaries	0												
720200	Community Services Program Benefits	0												
720300	Community Services Program Purchased Services	0												
720400	Community Services Program Supplies	0												
720500	Community Services Program Capital Outlay	0												
720600	Community Services Program Debt Retirement	0												
720700	Community Services Program Insurance	0												
730100	Enterprise Operations Program Salaries	0												
730200	Enterprise Operations Program Benefits	0												
730300	Enterprise Operations Program Purchased Services	0												
730400	Enterprise Operations Program Supplies	0												
730500	Enterprise Operations Program Capital Outlay	0												
730600	Enterprise Operations Program Debt Retirement	0												
730700	Enterprise Operations Program Capital Insurance	0												
810300	Capital Assets - Student Occupied Purchased Services	0												
810400	Capital Assets - Student Occupied Supplies	0												
810500	Capital Assets - Student Occupied Capital Outlay	294,790												

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COMPASS PUBLIC CHARTER SCHOOL -- CASH FLOW DETAILS

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
811300	Capital Assets - Non-Student Occupied Purchased Services	0												
811400	Capital Assets - Non-Student Occupied Supplies	0												
811500	Capital Assets - Non-Student Occupied Capital Outlay	0												
911500	Principal Capital Outlay	0												
911600	Principal Debt Retirement	60,000		30,000			18,000			12,000				
912500	Interest Capital Outlay	0												
912600	Interest Debt Retirement	316,275		158,138			94,883			63,255				
913500	Refunded Debt Capital Outlay	0												
913600	Refunded Debt - Debt Retirement	0												
N/A	Other Loan Payments & Obligations (line of credit, etc.)													
N/A	OTHER Costs (any not included above)													
TOTAL EXPENDITURES		\$4,470,570	\$274,256	\$541,818	\$312,908	\$299,023	\$390,981	\$288,874	\$319,188	\$383,953	\$295,662	\$310,425	\$313,890	\$275,284

Idaho Public Charter School Commission
Charter Petition: Budget Assumptions

School Name: Compass Public Charter School

Revenue

Explanations Related to Key Revenue Line Items (required)

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising		750.00			
Contributions / Donations		19,000.00			
Other Local Revenue		50,000.00			
Base Support		3,551,630.00			
Exceptional Child					
Benefit Apportionment		459,148.00			
Other State Support Total (details below)		262,353.00			
State Facility funding		163,440.00			
ISEE Phase II		6,499.00			
Fast Forward Reimbursements		15,000.00			
Leadership Premiums		37,400.00			
Professional development		32,160.00			
Miscellaneous Support		7,854.00			
REVENUE TOTALS	\$0.00	4,605,234.00	\$0.00	\$0.00	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations =

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Worst Case Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers			26.5	1,671,494.00					
Secondary Teachers			15.0	508,930.00					
Other Teachers [clarify in assumptions]			2.0	94,970.00					Counselor and IT
Classroom Teacher Subtotals	0.0	-	43.5	2,275,394.00					Average classroom size: 27
Special Education									
SPED Director / Coordinator			1.5	55,045.00					Title and hours: SpEd Specialist, 40 hours
Special Education Subtotals	0.0	-	1.5	55,045.00					Anticipated % Special Education Students: 3%
Other Certified Staff									
Administrator			2.0	155,000.00					Title and hours: Charter Administrator & Principal, 40 hrs. ea

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Other Certified Staff Subtotals	0.0	-	2.0	155,000.00				
CERTIFIED STAFF TOTALS	0.0	\$0.00	47.0	\$2,485,439.00	0.0	\$0.00	0.0	\$0.00

CLASSIFIED STAFF Position	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Worst Case Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General			6.5	71,500.00					
Paraprofessionals- SPED			3.0	70,000.00					These salaries paid from Title VI-B
Admin / Front Office Staff			5.0	83,500.00					
CLASSIFIED STAFF TOTALS	0.0	\$0.00	14.5	\$225,000.00	0.0	\$0.00	0.0	\$0.00	

BENEFITS Type	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Worst Case Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI				323,603.00					
Workers comp				19,000.00					
FICA/medicare				192,136.00					
Group insurance				215,379.00					
Paid time off [clarify in assumptions]									
BENEFIT TOTALS		\$0.00		\$750,118.00		\$0.00		\$0.00	

CERTIFIED & CLASSIFIED STAFF TOTALS	\$0.00	\$2,710,439.00	\$0.00	\$0.00
TOTAL STAFF & BENEFITS TOTALS	\$0.00	\$3,460,557.00	\$0.00	\$0.00

Additional Notes or Details regarding Staffing Expenditures:

Educational Program (required)
[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Worst Case Budget		Assumptions / Details / Sources
Professional Development				6,000.00					Title IIA
SPED Contract Services				10,000.00					Types of anticipated SPED Contractors: OT, Psych. Assessment
Other Contract Services [clarify in assumptions]									
Overall Educ Pgm & Special Pgms Subtotals	-	-		16,000.00	-	-	-	-	
Elementary Program	Pre-Opening Budget		Likely Budget		Best Case Budget		Worst Case Budget		Assumptions / Details / Sources
Elementary Supplies (details below)				25,000.00					
Curriculum / text books				10,000.00					
Other supplies [clarify in assumptions]				15,000.00					
Elementary Contract Services [clarify in assumptions]				15,000.00					Types of anticipated Contractors:
Elementary Pgm Subtotals	-	-		50,000.00	-	-	-	-	

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Secondary Program	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Secondary Supplies (details below)		10,000.00			Same as above - D88 should be \$10,000. Added formula to w
Curriculum / text books		5,000.00			
Other supplies [clarify in assumptions]		5,000.00			
Secondary Contract Services [clarify in assumptions]		10,000.00			Types of anticipated Contractors:
Secondary Pgm Subtotals	-	20,000.00	-	-	
EDUCATIONAL PROGRAM TOTALS	\$0.00	\$86,000.00	\$0.00	\$0.00	

Additional Notes or Details regarding Educational Program Expenditures:

Technology (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Contract Services (details below)		20,000.00			
Internet		20,000.00			
Other Contrac Services [clarify in assumptions]					
Technology fees & licenses		2,500.00			
TECHNOLOGY TOTALS	\$0.00	22,500.00	\$0.00	\$0.00	

Additional Notes or Details regarding Technology Expenditures:

Non-Facilities Capital Outlay (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Educational Pgm Capital Outlay (details below)		10,000.00			
Furniture [clarify types in assumptions]		10,000.00			Desks & Chairs
Other Outlay [clarify types in assumptions]					
Technology Capital Outlay (details below)		15,000.00			
Computers for staff use					
Computers for staff use					
Other Technology [clarify in assumptions]		15,000.00			iPads (classroom carts & one-to-one), Computer lab
Other Capital Outlay [clarify in assumptions]					Account # / Location in Budget:
CAPITAL OUTLAY TOTALS	\$0.00	\$25,000.00	\$0.00	\$0.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:

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Board of Directors (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Board Training		3,000.00			Account # / Location in Budget:
Legal		9,000.00			Account # / Location in Budget:
Audit		5,900.00			Account # / Location in Budget:
BOARD OF DIRECTORS TOTALS	\$0.00	\$17,900.00	\$0.00	\$0.00	

Additional Notes or Details regarding Board of Directors Expenditures:

Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)					Account # / Location in Budget:
Mortgage or Lease payments (specify in assumptions)		668,057.00			Account # / Location in Budget:
Repairs and Maintenance		25,000.00			Account # / Location in Budget:
Utilities (details below)		45,100.00			
Gas		8,900.00			
Electric		22,000.00			
Other [specify in assumptions]		14,200.00			Telephone, Internet, Water, Sewer, Garbage
FACILITIES TOTALS	\$0.00	\$738,157.00	\$0.00	\$0.00	

Additional Notes or Details regarding Facilities Expenditures:

Transportation (optional)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Contract Services [specify in assumption]		278,980.00			Account # / Location in Budget:
Special transportation (SPED, field trips, etc.)		2,500.00			Field Trips
TRANSPORTATION TOTALS	\$0.00	\$281,480.00	\$0.00	\$0.00	

Additional Notes or Details regarding Transportation Expenditures:

Other Expenses (optional)

[Please insert rows as needed]

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Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
					Account # / Location in Budget:
					Account # / Location in Budget:
					Account # / Location in Budget:
OTHER TOTALS	\$0.00	\$0.00	\$0.00	\$0.00	

Additional Notes or Details regarding Transportation Expenditures:

Narrative: Pre-Opening & Operational Budgets

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

I was unable to show our beginning year balance of \$460,000.00 on this template. On the 3-year template, the \$460,000 has been included on line 100.460000 Transfers In for the first year.

Narrative: 1st Year Cash Flow

[If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]

List of Attachments

[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]

Attachment Title	Location (Appendix _)	Description

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Compass Public Charter School --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
INFO Projected Enrollment (Number of Student)	N/A	908	978	1031	0	0	0	0	0	0
REVENUE										
414100 Tuition	-	-	-	-	-	-	-	-	-	-
415000 Earnings on Investments	-	750.00	1,000.00	1,250.00	-	-	-	-	-	-
416100 School Food Service	-	91,350.00	93,000.00	95,000.00	-	-	-	-	-	-
416200 Meal sales: non-reimbursable	-	2,750.00	2,750.00	2,800.00	-	-	-	-	-	-
416900 Other Food Sales	-	1,250.00	1,250.00	1,250.00	-	-	-	-	-	-
417100 Admissions / Activities	-	-	-	-	-	-	-	-	-	-
417200 Bookstore Sales	-	-	-	-	-	-	-	-	-	-
417300 Clubs / Organization Fees, etc.	-	-	-	-	-	-	-	-	-	-
417400 School Fees & Charges/Fundraising	-	-	-	-	-	-	-	-	-	-
417900 Other Student Revenue	-	-	-	-	-	-	-	-	-	-
419100 Rentals	-	-	-	-	-	-	-	-	-	-
419200 Contributions/Donations	-	19,000.00	20,000.00	21,000.00	-	-	-	-	-	-
419900 Other Local Revenue	-	50,000.00	55,000.00	60,000.00	-	-	-	-	-	-
431100 Base Support Program	-	3,551,630.00	3,840,373.00	4,189,916.00	-	-	-	-	-	-
431200 Transportation Support	-	194,348.00	209,331.00	220,675.00	-	-	-	-	-	-
431400 Exceptional Child Support	-	-	-	-	-	-	-	-	-	-
431600 Tuition Equivalency	-	-	-	-	-	-	-	-	-	-
431800 Benefit Apportionment	-	459,148.00	489,192.00	526,007.00	-	-	-	-	-	-
431900 Other State Support	-	262,353.00	279,075.00	299,245.00	-	-	-	-	-	-
437000 Lottery / Adttl State Maintenance	-	28,728.00	39,226.00	42,250.00	-	-	-	-	-	-
439000 Other State Revenue	-	25,279.00	27,228.00	28,703.00	-	-	-	-	-	-
442000 Indirect Unrestricted Federal	-	-	-	-	-	-	-	-	-	-
443000 Direct Restricted Federal	-	-	-	-	-	-	-	-	-	-
445000 Title I - ESEA	-	-	-	-	-	-	-	-	-	-
445500 Child Nutrition Reimbursement	-	91,980.00	93,750.00	96,500.00	-	-	-	-	-	-
445600 Title VI-B IDEA	-	107,435.00	115,717.00	121,988.00	-	-	-	-	-	-
445900 Other Indirect Restricted Federal	-	6,000.00	6,000.00	6,000.00	-	-	-	-	-	-
451000 Proceeds	-	-	-	-	-	-	-	-	-	-
460000 Transfers In	-	862,375.00	661,838.00	854,714.00	-	-	-	-	-	-
TOTAL REVENUE	\$0.00	\$5,754,376.00	\$5,934,730.00	\$6,567,298.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Compass Public Charter School --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
EXPENDITURES										
Salaries	-	2,908,439.00	2,970,397.00	3,276,362.00	-	-	-	-	-	-
Benefits	-	859,868.00	879,905.00	974,975.00	-	-	-	-	-	-
Subtotal: Payroll	-	3,768,307.00	3,850,302.00	4,251,337.00	-	-	-	-	-	-
Buildings-Care	-	354,932.00	486,152.00	509,272.00	-	-	-	-	-	-
Maintenance	-	36,000.00	39,500.00	43,000.00	-	-	-	-	-	-
Capital Assets	-	-	-	-	-	-	-	-	-	-
Principal	-	60,000.00	60,000.00	60,000.00	-	-	-	-	-	-
Interest	-	311,175.00	312,975.00	313,500.00	-	-	-	-	-	-
Subtotal: Facilities	-	762,107.00	898,627.00	925,772.00	-	-	-	-	-	-
Elementary Supplies	-	25,000.00	25,000.00	25,000.00	-	-	-	-	-	-
Elementary Purchases Services	-	15,000.00	17,500.00	20,000.00	-	-	-	-	-	-
Secondary Supplies	-	5,000.00	5,000.00	5,000.00	-	-	-	-	-	-
Secondary Purchased Services	-	10,000.00	10,000.00	10,000.00	-	-	-	-	-	-
Professional Development	-	6,000.00	6,000.00	6,000.00	-	-	-	-	-	-
Technology	-	7,500.00	7,500.00	7,500.00	-	-	-	-	-	-
Exceptional Child	-	11,935.00	12,217.00	11,988.00	-	-	-	-	-	-
Transportation	-	281,480.00	303,180.00	319,610.00	-	-	-	-	-	-
Nutrition	-	107,040.00	113,500.00	116,500.00	-	-	-	-	-	-
Support Services	-	17,900.00	17,900.00	17,900.00	-	-	-	-	-	-
Administration / Operations	-	21,000.00	21,000.00	21,000.00	-	-	-	-	-	-
Other Program Costs	-	10,000.00	12,000.00	14,000.00	-	-	-	-	-	-
Subtotal: Educational Program	-	517,855.00	550,797.00	574,498.00	-	-	-	-	-	-
Capital Outlay	-	45,069.00	38,478.00	43,503.00	-	-	-	-	-	-
Debt Retirement	-	-	-	-	-	-	-	-	-	-
Insurance	-	-	-	-	-	-	-	-	-	-
Other Costs	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	403,375.00	404,175.00	404,700.00	-	-	-	-	-	-
Subtotal: Other Costs	-	448,444.00	442,653.00	448,203.00	-	-	-	-	-	-
TOTAL EXPENDITURES	\$0.00	\$5,496,713.00	\$5,742,379.00	\$6,199,810.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$257,663.00	\$192,351.00	\$367,488.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL BEGINNING BALANCE (All Funds)	\$0.00	\$0.00	\$257,663.00	\$450,014.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL CHANGES (All Funds)	\$0.00	\$257,663.00	\$192,351.00	\$367,488.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING BALANCE (All Funds)	\$0.00	\$257,663.00	\$450,014.00	\$817,502.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Compass Public Charter School --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
CHANGES IN FUND BALANCE BY FUND										
100 Beginning Fund Balance	\$0.00	\$0.00	\$257,663.00	\$450,014.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100 Changes in Fund Balance	\$0.00	\$257,663.00	\$192,351.00	\$367,488.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100 Ending Fund Balance	\$0.00	\$257,663.00	\$450,014.00	\$817,502.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Fed Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

Compass Public Charter School --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
INFO	Projected Enrollment (Number of Student)	N/A	908	978	1031						
REVENUE											
100.414100	Tuition										
100.415000	Earnings on Investments		750.00	1,000.00	1,250.00						
100.417100	Admissions / Activities										
100.417200	Bookstore Sales										
100.417300	Clubs / Organization Dues, etc.										
100.417400	School Fees & Charges										
100.417900	Other Student Revenue										
100.419100	Rentals										
100.419200	Contributions/Donations		19,000.00	20,000.00	21,000.00						
100.419900	Other Local Revenue		50,000.00	55,000.00	60,000.00						
100.431100	Base Support		3,551,630.00	3,840,373.00	4,189,916.00						
100.431200	Transportation Support		194,348.00	209,331.00	220,675.00						
100.431400	Exceptional Child Support										
100.431600	Tuition Equivalency										
100.431800	Benefit Apportionment		459,148.00	489,192.00	526,007.00						
100.431900	Other State Support		262,353.00	279,075.00	299,245.00						
100.437000	Lottery / Addtl State Maintenance		28,728.00	39,226.00	42,250.00						
100.439000	Other State Revenue										
100.442000	Indirect Unrestricted Federal										
100.443000	Direct Restricted Federal										
100.445900	Other Indirect Restricted Federal										
100.460000	Transfers In		491,200.00	288,863.00	481,214.00						
TOTAL GENERAL FUND REVENUES		\$0.00	\$5,057,157.00	\$5,222,060.00	\$5,841,557.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
100.512100	Elementary Salaries		1,896,494.00	1,934,424.00	1,973,112.00						
100.512200	Elementary Benefits		568,948.00	580,327.00	591,933.00						
100.512300	Elementary Purchased Services		15,000.00	17,500.00	20,000.00						
100.512400	Elementary Supplies		25,000.00	25,000.00	25,000.00						
100.512500	Elementary Capital Outlay		15,000.00	10,000.00	10,000.00						
100.512600	Elementary Debt Retirement										
100.512700	Elementary Insurance										

February 12, 2015

Compass Public Charter School --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.515100	Secondary Salaries		603,900.00	616,928.00	867,641.00						
100.515200	Secondary Benefits		181,170.00	185,078.00	260,292.00						
100.515300	Secondary Purchased Services		10,000.00	10,000.00	10,000.00						
100.515400	Secondary Supplies		5,000.00	5,000.00	5,000.00						
100.515500	Secondary Capital Outlay		10,000.00	10,000.00	15,000.00						
100.515600	Secondary Debt Retirement										
100.515700	Secondary Insurance										
100.517100	Alternative School Program Salaries										
100.517200	Alternative School Program Benefits										
100.517300	Alternative School Program Purchased Services										
100.517400	Alternative School Program Supplies										
100.517500	Alternative School Program Capital Outlay										
100.517600	Alternative School Program Debt Retirement										
100.517700	Alternative School Program Insurance										
100.521100	Exceptional Child Salaries		55,045.00	55,045.00	57,109.00						
100.521200	Exceptional Child Benefits		17,250.00	17,250.00	20,000.00						
100.521300	Exceptional Child Purchased Services										
100.521400	Exceptional Child Supplies										
100.521500	Exceptional Child Capital Outlay										
100.521600	Exceptional Child Debt Retirement										
100.521700	Exceptional Child Insurance										
100.524100	Gifted and Talented Program Salaries										
100.524200	Gifted and Talented Program Benefits										
100.524300	Gifted and Talented Program Purchased Services										
100.524400	Gifted and Talented Program Supplies										
100.524500	Gifted and Talented Program Capital Outlay										
100.524600	Gifted and Talented Program Debt Retirement										
100.524700	Gifted and Talented Program Insurance										
100.531100	Interscholastic Program Salaries										
100.531200	Interscholastic Program Benefits										
100.531300	Interscholastic Program Purchased Services										
100.531400	Interscholastic Program Supplies										
100.531500	Interscholastic Program Capital Outlay										
100.531600	Interscholastic Program Debt Retirement										
100.531700	Interscholastic Program Insurance										

February 12, 2015

Compass Public Charter School --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.532100	School Activity Program Salaries		19,500.00	21,500.00	23,500.00						
100.532200	School Activity Program Benefits		3,500.00	4,500.00	5,500.00						
100.532300	School Activity Program Purchased Services		6,000.00	7,000.00	8,000.00						
100.532400	School Activity Program Supplies		4,000.00	5,000.00	6,000.00						
100.532500	School Activity Program Capital Outlay		500.00	750.00	1,000.00						
100.532600	School Activity Program Debt Retirement										
100.532700	School Activity Program Insurance										
100.541100	Summer School Program Salaries										
100.541200	Summer School Program Benefits										
100.541300	Summer School Program Purchased Services										
100.541400	Summer School Program Supplies										
100.541500	Summer School Program Capital Outlay										
100.541600	Summer School Program Debt Retirement										
100.541700	Summer School Program Insurance										
Subtotals: Instruction		-	3,436,307.00	3,505,302.00	3,899,087.00	-	-	-	-	-	-
100.611100	Attendance-Guidance-Health Salaries										
100.611200	Attendance-Guidance-Health Benefits										
100.611300	Attendance-Guidance-Health Purchased Services										
100.611400	Attendance-Guidance-Health Supplies										
100.611500	Attendance-Guidance-Health Capital Outlay										
100.611600	Attendance-Guidance-Health Debt Retirement										
100.611700	Attendance-Guidance-Health Insurance										
100.616100	Special Services Program Salaries										
100.616200	Special Services Program Benefits										
100.616300	Special Services Program Purchased Services										
100.616400	Special Services Program Supplies										
100.616500	Special Services Program Capital Outlay										
100.616600	Special Services Program Debt Retirement										
100.616700	Special Services Program Insurance										
100.621100	Instruction Improvement Salaries										
100.621200	Instruction Improvement Benefits										
100.621300	Instruction Improvement Purchased Services										
100.621400	Instruction Improvement Supplies										
100.621500	Instruction Improvement Capital Outlay										
100.621600	Instruction Improvement Debt Retirement										
100.621700	Instruction Improvement Insurance										

February 12, 2015

Compass Public Charter School --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.622100	Educational Media Salaries										
100.622200	Educational Media Benefits										
100.622300	Educational Media Purchased Services										
100.622400	Educational Media Supplies										
100.622500	Educational Media Capital Outlay										
100.622600	Educational Media Debt Retirement										
100.622700	Educational Media Insurance										
100.623100	Instruction-Related Technology Salaries										
100.623200	Instruction-Related Technology Benefits										
100.623300	Instruction-Related Technology Purchased Services										
100.623400	Instruction-Related Technology Supplies										
100.623500	Instruction-Related Technology Capital Outlay										
100.623600	Instruction-Related Technology Debt Retirement										
100.623700	Instruction-Related Technology Insurance										
100.631100	Board of Education Program Salaries										
100.631200	Board of Education Program Benefits										
100.631300	Board of Education Program Purchased Services		17,900.00	17,900.00	17,900.00						
100.631400	Board of Education Program Supplies										
100.631500	Board of Education Program Capital Outlay										
100.631600	Board of Education Program Debt Retirement										
100.631700	Board of Education Program Insurance										
100.632100	District Administration Program Salaries		155,000.00	155,000.00	160,000.00						
100.632200	District Administration Program Benefits		46,500.00	46,500.00	48,000.00						
100.632300	District Administration Program Purchased Services		20,000.00	20,000.00	20,000.00						
100.632400	District Administration Program Supplies		1,000.00	1,000.00	1,000.00						
100.632500	District Administration Program Capital Outlay										
100.632600	District Administration Program Debt Retirement										
100.632700	District Administration Program Insurance										
100.641100	School Administration Program Salaries										
100.641200	School Administration Program Benefits										
100.641300	School Administration Program Purchased Services										
100.641400	School Administration Program Supplies										
100.641500	School Administration Program Capital Outlay										
100.641600	School Administration Program Debt Retirement										
100.641700	School Administration Program Insurance										

February 12, 2015

Compass Public Charter School --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.651100	Business Operation Program Salaries										
100.651200	Business Operation Program Benefits										
100.651300	Business Operation Program Purchased Services										
100.651400	Business Operation Program Supplies										
100.651500	Business Operation Program Capital Outlay										
100.651600	Business Operation Program Debt Retirement										
100.651700	Business Operation Program Insurance										
100.655100	Central Service Program Salaries										
100.655200	Central Service Program Benefits										
100.655300	Central Service Program Purchased Services										
100.655400	Central Service Program Supplies										
100.655500	Central Service Program Capital Outlay										
100.655600	Central Service Program Debt Retirement										
100.655700	Central Service Program Insurance										
100.656100	Administrative Technology Service Salaries										
100.656200	Administrative Technology Service Benefits										
100.656300	Administrative Technology Service Purchased Services										
100.656400	Administrative Technology Service Supplies										
100.656500	Administrative Technology Service Capital Outlay										
100.656600	Administrative Technology Service Debt Retirement										
100.656700	Administrative Technology Service Insurance										
100.661100	Buildings - Care Program Salaries		35,000.00	37,500.00	37,500.00						
100.661200	Buildings - Care Program Benefits		7,000.00	8,000.00	8,000.00						
100.661300	Buildings - Care Program Purchased Services		305,182.00	436,402.00	458,272.00						
100.661400	Buildings - Care Program Supplies		15,000.00	15,000.00	16,000.00						
100.661500	Buildings - Care Program Capital Outlay										
100.661600	Buildings - Care Program Debt Retirement										
100.661700	Buildings - Care Program Insurance		34,750.00	34,750.00	35,000.00						
100.663100	Maintenance - Non-Student Occupied Salaries										
100.663200	Maintenance - Non-Student Occupied Benefits										
100.663300	Maintenance - Non-Student Occupied Purchased Services										
100.663400	Maintenance - Non-Student Occupied Supplies										
100.663500	Maintenance - Non-Student Occupied Capital Outlay										
100.663600	Maintenance - Non-Student Occupied Debt Retirement										
100.663700	Maintenance - Non-Student Occupied Insurance										

February 12, 2015

Compass Public Charter School --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.664100	Maintenance - Student Occupied Salaries										
100.664200	Maintenance - Student Occupied Benefits										
100.664300	Maintenance - Student Occupied Purchased Services		25,000.00	27,500.00	30,000.00						
100.664400	Maintenance - Student Occupied Supplies		11,000.00	12,000.00	13,000.00						
100.664500	Maintenance - Student Occupied Capital Outlay										
100.664600	Maintenance - Student Occupied Debt Retirement										
100.664700	Maintenance - Student Occupied Insurance										
100.665100	Maintenance - Grounds Salaries										
100.665200	Maintenance - Grounds Benefits										
100.665300	Maintenance - Grounds Purchased Services										
100.665400	Maintenance - Grounds Supplies										
100.665500	Maintenance - Grounds Capital Outlay										
100.665600	Maintenance - Grounds Debt Retirement										
100.665700	Maintenance - Grounds Capital Insurance										
100.667100	Security Program Salaries										
100.667200	Security Program Benefits										
100.667300	Security Program Purchased Services										
100.667400	Security Program Supplies										
100.667500	Security Program Capital Outlay										
100.667600	Security Program Debt Retirement										
100.667700	Security Program Insurance										
100.681100	Pupil-to-School Transportation Salaries										
100.681200	Pupil-to-School Transportation Benefits										
100.681300	Pupil-to-School Transportation Purchased Services		281,480.00	303,180.00	319,610.00						
100.681400	Pupil-to-School Transportation Supplies										
100.681500	Pupil-to-School Transportation Capital Outlay										
100.681600	Pupil-to-School Transportation Debt Retirement										
100.681700	Pupil-to-School Transportation Insurance										
100.682100	Pupil-Activity Transportation Salaries										
100.682200	Pupil-Activity Transportation Benefits										
100.682300	Pupil-Activity Transportation Purchased Services										
100.682400	Pupil-Activity Transportation Supplies										
100.682500	Pupil-Activity Transportation Capital Outlay										
100.682600	Pupil-Activity Transportation Debt Retirement										
100.682700	Pupil-Activity Transportation Insurance										

February 12, 2015

Compass Public Charter School --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.683100	General Transportation Salaries										
100.683200	General Transportation Benefits										
100.683300	General Transportation Purchased Services										
100.683400	General Transportation Supplies										
100.683500	General Transportation Capital Outlay										
100.683600	General Transportation Debt Retirement										
100.683700	General Transportation Insurance										
100.691100	Other Support Services Program Salaries										
100.691200	Other Support Services Program Benefits										
100.691300	Other Support Services Program Purchased Services										
100.691400	Other Support Services Program Supplies										
100.691500	Other Support Services Program Capital Outlay										
100.691600	Other Support Services Program Debt Retirement										
100.691700	Other Support Services Program Insurance										
Subtotals: Support Services		-	954,812.00	1,114,732.00	1,164,282.00	-	-	-	-	-	-
100.710100	Child Nutrition Salaries										
100.710200	Child Nutrition Benefits										
100.710300	Child Nutrition Purchased Services										
100.710400	Child Nutrition Supplies										
100.710500	Child Nutrition Capital Outlay										
100.710600	Child Nutrition Debt Retirement										
100.710700	Child Nutrition Insurance										
100.720100	Community Services Program Salaries										
100.720200	Community Services Program Benefits										
100.720300	Community Services Program Purchased Services										
100.720400	Community Services Program Supplies										
100.720500	Community Services Program Capital Outlay										
100.720600	Community Services Program Debt Retirement										
100.720700	Community Services Program Insurance										
100.730100	Enterprise Operations Program Salaries										
100.730200	Enterprise Operations Program Benefits										
100.730300	Enterprise Operations Program Purchased Services										
100.730400	Enterprise Operations Program Supplies										
100.730500	Enterprise Operations Program Capital Outlay										
100.730600	Enterprise Operations Program Debt Retirement										
100.730700	Enterprise Operations Program Capital Insurance										

February 12, 2015

Compass Public Charter School --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	100.810300 Capital Assets - Student Occupied Purchased Services										
	100.810400 Capital Assets - Student Occupied Supplies										
	100.810500 Capital Assets - Student Occupied Capital Outlay										
	100.811300 Capital Assets - Non-Student Occupied Purchased Services										
	100.811400 Capital Assets - Non-Student Occupied Supplies										
	100.811500 Capital Assets - Non-Student Occupied Capital Outlay										
	100.911500 Principal Capital Outlay										
	100.911600 Principal Debt Retirement										
	100.912500 Interest Capital Outlay										
	100.912600 Interest Debt Retirement										
	100.913500 Refunded Debt Capital Outlay										
	100.913600 Refunded Debt - Debt Retirement										
	100.920000 Transfers Out		403,375.00	404,175.00	404,700.00						
	Subtotals: Non-Instruction	-	408,375.00	409,675.00	410,700.00	-	-	-	-	-	-
	TOTAL GENERAL FUND EXPENDITURES	0.00	4,799,494.00	5,029,709.00	5,474,069.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL GENERAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$257,663.00	\$192,351.00	\$367,488.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$257,663.00	\$450,014.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$257,663.00	\$192,351.00	\$367,488.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$257,663.00	\$450,014.00	\$817,502.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

COMPASS CHARTER SCHOOL --- FUNDS 230-239 (Local Special Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	23X.419200 Contributions/Donations										
	23X.419900 Other Local Revenue										
	23X.460000 Transfers In										
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	23X.512100 Elementary Salaries										
	23X.512200 Elementary Benefits										
	23X.512300 Elementary Purchased Services										
	23X.512400 Elementary Supplies										
	23X.512500 Elementary Capital Outlay										
	23X.512600 Elementary Debt Retirement										
	23X.512700 Elementary Insurance										
	23X.515100 Secondary Salaries										
	23X.515200 Secondary Benefits										
	23X.515300 Secondary Purchased Services										
	23X.515400 Secondary Supplies										
	23X.515500 Secondary Capital Outlay										
	23X.515600 Secondary Debt Retirement										
	23X.515700 Secondary Insurance										
	23X.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUNDS 242, 244, 247, 248, 249 (State Special Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	24X.431900 Other State Support										
	24X.439000 Other State Revenue										
	24X.460000 Transfers In										
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	24X.512100 Elementary Salaries										
	24X.512200 Elementary Benefits										
	24X.512300 Elementary Purchased Services										
	24X.512400 Elementary Supplies										
	24X.512500 Elementary Capital Outlay										
	24X.512600 Elementary Debt Retirement										
	24X.512700 Elementary Insurance										
	24X.515100 Secondary Salaries										
	24X.515200 Secondary Benefits										
	24X.515300 Secondary Purchased Services										
	24X.515400 Secondary Supplies										
	24X.515500 Secondary Capital Outlay										
	24X.515600 Secondary Debt Retirement										
	24X.515700 Secondary Insurance										
	24X.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

Compass Public Charter School --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
245.431900	Other State Support										
245.439000	Other State Revenue		25,279.00	27,228.00	28,703.00						
245.460000	Transfers In										
TOTAL FUND REVENUE		\$0.00	\$25,279.00	\$27,228.00	\$28,703.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
245.512100	Elementary Salaries										
245.512200	Elementary Benefits										
245.512300	Elementary Purchased Services										
245.512400	Elementary Supplies										
245.512500	Elementary Capital Outlay										
245.512600	Elementary Debt Retirement										
245.512700	Elementary Insurance										
245.515100	Secondary Salaries										
245.515200	Secondary Benefits										
245.515300	Secondary Purchased Services										
245.515400	Secondary Supplies										
245.515500	Secondary Capital Outlay										
245.515600	Secondary Debt Retirement										
245.515700	Secondary Insurance										
245.622100	Educational Media Salaries										
245.622200	Educational Media Benefits										
245.622300	Educational Media Purchased Services										
245.622400	Educational Media Supplies										
245.622500	Educational Media Capital Outlay										
245.622600	Educational Media Debt Retirement										
245.622700	Educational Media Insurance										
245.623100	Instruction-Related Technology Salaries		10,000.00	10,000.00	10,000.00						
245.623200	Instruction-Related Technology Benefits										
245.623300	Instruction-Related Technology Purchased Services		5,000.00	5,000.00	5,000.00						
245.623400	Instruction-Related Technology Supplies		2,500.00	2,500.00	2,500.00						
245.623500	Instruction-Related Technology Capital Outlay		7,779.00	9,728.00	11,203.00						
245.623600	Instruction-Related Technology Debt Retirement										
245.623700	Instruction-Related Technology Insurance										

February 12, 2015

Compass Public Charter School --- FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	245.656100 Administrative Technology Service Salaries										
	245.656200 Administrative Technology Service Benefits										
	245.656300 Administrative Technology Service Purchased Services										
	245.656400 Administrative Technology Service Supplies										
	245.656500 Administrative Technology Service Capital Outlay										
	245.656600 Administrative Technology Service Debt Retirement										
	245.656700 Administrative Technology Service Insurance										
	245.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$25,279.00	\$27,228.00	\$28,703.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
251.443000	Direct Restricted Federal										
251.445100	Title I - ESEA										
251.445900	Other Indirect Restricted Federal										
251.460000	Transfers In										
TOTAL FUND REVENUE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
251.512100	Elementary Salaries										
251.512200	Elementary Benefits										
251.512300	Elementary Purchased Services										
251.512400	Elementary Supplies										
251.512500	Elementary Capital Outlay										
251.512600	Elementary Debt Retirement										
251.512700	Elementary Insurance										
251.515100	Secondary Salaries										
251.515200	Secondary Benefits										
251.515300	Secondary Purchased Services										
251.515400	Secondary Supplies										
251.515500	Secondary Capital Outlay										
251.515600	Secondary Debt Retirement										
251.515700	Secondary Insurance										
251.621100	Instruction Improvement Program Salaries										
251.621200	Instruction Improvement Program Benefits										
251.621300	Instruction Improvement Program Purchased Services										
251.621400	Instruction Improvement Program Supplies										
251.621500	Instruction Improvement Program Capital Outlay										
251.621600	Instruction Improvement Program Debt Retirement										
251.621700	Instruction Improvement Program Insurance										
251.920000	Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUE OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

Compass Public Charter School --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
257.443000	Direct Restricted Federal										
257.445600	Title VI-B IDEA Federal Revenue		107,435.00	115,717.00	121,988.00						
257.445900	Other Indirect Restricted Federal										
257.460000	Transfers In										
TOTAL FUND REVENUES		\$0.00	\$107,435.00	\$115,717.00	\$121,988.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
257.512100	Elementary Salaries										
257.512200	Elementary Benefits										
257.512300	Elementary Purchased Services										
257.512400	Elementary Supplies										
257.512500	Elementary Capital Outlay										
257.512600	Elementary Debt Retirement										
257.512700	Elementary Insurance										
257.515100	Secondary Salaries										
257.515200	Secondary Benefits										
257.515300	Secondary Purchased Services										
257.515400	Secondary Supplies										
257.515500	Secondary Capital Outlay										
257.515600	Secondary Debt Retirement										
257.515700	Secondary Insurance										
257.521100	Exceptional Child Salaries		70,000.00	75,000.00	80,000.00						
257.521200	Exceptional Child Benefits		23,000.00	25,000.00	27,000.00						
257.521300	Exceptional Child Purchased Services		10,000.00	10,000.00	10,000.00						
257.521400	Exceptional Child Supplies		1,935.00	2,217.00	1,988.00						
257.521500	Exceptional Child Capital Outlay		2,500.00	3,500.00	3,000.00						
257.521600	Exceptional Child Debt Retirement										
257.521700	Exceptional Child Insurance										
257.616100	Special Services Certified Salaries										
257.616200	Special Services Benefits										
257.616300	Special Services Purchased Services										
257.616400	Special Services Supplies										
257.616500	Special Services Capital Outlay										
257.616600	Special Services Debt Retirement										
257.616700	Special Services Insurance										
257.920000	Transfers Out										

February 12, 2015

Compass Public Charter School --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	TOTAL FUND EXPENDITURES	\$0.00	\$107,435.00	\$115,717.00	\$121,988.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	TOTAL FUND REVENUES OVER EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
262.443000	Direct Restricted Federal										
262.445900	Other Indirect Restricted Federal										
262.460000	Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
262.512100	Elementary Salaries										
262.512200	Elementary Benefits										
262.512300	Elementary Purchased Services										
262.512400	Elementary Supplies										
262.512500	Elementary Capital Outlay										
262.512600	Elementary Debt Retirement										
262.512700	Elementary Insurance										
262.515100	Secondary Salaries										
262.515200	Secondary Benefits										
262.515300	Secondary Purchased Services										
262.515400	Secondary Supplies										
262.515500	Secondary Capital Outlay										
262.515600	Secondary Debt Retirement										
262.515700	Secondary Insurance										
262.621100	Exceptional Child Salaries										
262.621200	Exceptional Child Benefits										
262.621300	Exceptional Child Purchased Services										
262.621400	Exceptional Child Supplies										
262.621500	Exceptional Child Capital Outlay										
262.621600	Exceptional Child Debt Retirement										
262.621700	Exceptional Child Insurance										
262.621100	Instruction Improvement Salaries										
262.621200	Instruction Improvement Benefits										
262.621300	Instruction Improvement Purchased Services										
262.621400	Instruction Improvement Supplies										
262.621500	Instruction Improvement Capital Outlay										
262.621600	Instruction Improvement Debt Retirement										
262.621700	Instruction Improvement Insurance										
262.920000	Transfers Out										

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 262 (Title VI-B, ESEA, Rural Education)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

Compass Public Charter School --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	271.443000 Direct Restricted Federal										
	271.445900 Other Indirect Restricted Federal		6,000.00	6,000.00	6,000.00						
	271.460000 Transfers In										
TOTAL FUND REVENUES		\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	271.512100 Elementary Salaries										
	271.512200 Elementary Benefits										
	271.512300 Elementary Purchased Services										
	271.512400 Elementary Supplies										
	271.512500 Elementary Capital Outlay										
	271.512600 Elementary Debt Retirement										
	271.512700 Elementary Insurance										
	271.515100 Secondary Salaries										
	271.515200 Secondary Benefits										
	271.515300 Secondary Purchased Services										
	271.515400 Secondary Supplies										
	271.515500 Secondary Capital Outlay										
	271.515600 Secondary Debt Retirement										
	271.515700 Secondary Insurance										
	271.621100 Instruction Improvement Salaries										
	271.621200 Instruction Improvement Benefits										
	271.621300 Instruction Improvement Purchased Services		5,000.00	5,000.00	5,000.00						
	271.621400 Instruction Improvement Supplies		1,000.00	1,000.00	1,000.00						
	271.621500 Instruction Improvement Capital Outlay										
	271.621600 Instruction Improvement Debt Retirement										
	271.621700 Instruction Improvement Insurance										
	271.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / OPERATING PROJECTED BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
2XX.442000	Indirect Unrestricted Federal										
2XX.443000	Direct Restricted Federal										
2XX.445900	Other Indirect Restricted Federal										
271.460000	Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
2XX.512100	Elementary Salaries										
2XX.512200	Elementary Benefits										
2XX.512300	Elementary Purchased Services										
2XX.512400	Elementary Supplies										
2XX.512500	Elementary Capital Outlay										
2XX.512600	Elementary Debt Retirement										
2XX.512700	Elementary Insurance										
2XX.515100	Secondary Salaries										
2XX.515200	Secondary Benefits										
2XX.515300	Secondary Purchased Services										
2XX.515400	Secondary Supplies										
2XX.515500	Secondary Capital Outlay										
2XX.515600	Secondary Debt Retirement										
2XX.515700	Secondary Insurance										
2XX.621100	Exceptional Child Salaries										
2XX.621200	Exceptional Child Benefits										
2XX.621300	Exceptional Child Purchased Services										
2XX.621400	Exceptional Child Supplies										
2XX.621500	Exceptional Child Capital Outlay										
2XX.621600	Exceptional Child Debt Retirement										
2XX.621700	Exceptional Child Insurance										
2XX.621100	Instruction Improvement Salaries										
2XX.621200	Instruction Improvement Benefits										
2XX.621300	Instruction Improvement Purchased Svcs										
2XX.621400	Instruction Improvement Supplies										
2XX.621500	Instruction Improvement Capital Outlay										
2XX.621600	Instruction Improvement Debt Retirement										
2XX.621700	Instruction Improvement Insurance										

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUNDS 272, 274-281, 283-289 (Federal Special Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / OPERATING PROJECTED BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	2XX.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

Compass Public Charter School --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	290.416100 School Food Service		91,350.00	93,000.00	95,000.00						
	290.416200 Meal sales: non-reimbursable		2,750.00	2,750.00	2,800.00						
	290.416900 Other Food Sales		1,250.00	1,250.00	1,250.00						
	290.443000 Direct Restricted Federal										
	290.445500 Child Nutrition Reimbursement		91,980.00	93,750.00	96,500.00						
	290.445900 Other Indirect Restricted Federal										
	290.460000 Transfers In										
TOTAL FUND REVENUES		\$0.00	\$187,330.00	\$190,750.00	\$195,550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	290.710100 Food Service Salaries		63,500.00	65,000.00	67,500.00						
	290.710200 Food Service Benefits		7,500.00	7,750.00	8,250.00						
	290.710300 Food Service Purchased Services		7,500.00	8,500.00	9,000.00						
	290.710400 Food Service Supplies		99,540.00	105,000.00	107,500.00						
	290.710500 Food Service Capital Outlay		9,290.00	4,500.00	3,300.00						
	290.710600 Food Service Debt Retirement										
	290.710700 Food Service Insurance										
	290.920000 Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$187,330.00	\$190,750.00	\$195,550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 300 (Debt Service)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	300.419900										
	Other Local Revenue										
	300.460000										
	Transfers In										
TOTAL FUND REVENUES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	300.911500										
	Principal Capital Outlay										
	300.911600										
	Principal Debt Retirement										
	300.912500										
	Interest Capital Outlay										
	300.912600										
	Interest Debt Retirement										
	300.913500										
	Refunded Debt Capital Outlay										
	300.913600										
	Refunded Debt - Debt Retirement										
	300.920000										
	Transfers Out										
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	BEGINNING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	ENDING FUND BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

Compass Public Charter School --- FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	310.451000	Proceeds									
	310.460000	Transfers In	371,175.00	372,975.00	373,500.00						
TOTAL FUND REVENUES		\$0.00	\$371,175.00	\$372,975.00	\$373,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	310.911500	Principal Capital Outlay									
	310.911600	Principal Debt Retirement	60,000.00	60,000.00	60,000.00						
	310.912500	Interest Capital Outlay									
	310.912600	Interest Debt Retirement	311,175.00	312,975.00	313,500.00						
	310.913500	Refunded Debt Capital Outlay									
	310.913600	Refunded Debt - Debt Retirement									
	310.920000	Transfers Out									
TOTAL FUND EXPENDITURES		\$0.00	\$371,175.00	\$372,975.00	\$373,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FUND 400 (Capital Projects)

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	PROJECTED / LIKELY OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
REVENUE											
	400.451000	Proceeds									
	400.460000	Transfers In									
TOTAL FUND REVENUES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENDITURES											
	400.810300	Capital Assets - Student Occupied Purchased Services									
	400.810400	Capital Assets - Student Occupied Supplies									
	400.810500	Capital Assets - Student Occupied Capital Outlay									
	400.811300	Capital Assets - Non-Student Occupied Purchased Services									
	400.811400	Capital Assets - Non-Student Occupied Supplies									
	400.811500	Capital Assets - Non-Student Occupied Capital Outlay									
	400.920000	Transfers Out									
TOTAL FUND EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND REVENUES OVER EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
BEGINNING FUND BALANCE			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CHANGES IN FUND BALANCE			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ENDING FUND BALANCE			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

1	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
2	ACCOUNT	DESCRIPTION	Likely / Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
3	REVENUE														
4	414100	Tuition	0												
5	415000	Earnings on Investments	750	63	62	63	62	63	62	63	62	63	62	63	62
6															
7	416100	School Food Service	91,350	0	9,600	9,600	9,500	9,000	9,000	9,100	9,100	8,700	8,700	8,600	450
8	416200	Meal Sales - non reimbursable	2,750	0	275	275	275	275	275	275	275	275	275	275	0
9	416900	Other Food Sales	1,250		125	125	125	125	125	125	125	125	125	125	
10															
11	417100	Admissions / Activities	0												
12	417200	Bookstore Sales	0												
13	417300	Clubs / Organization Dues, etc.	0												
14	417400	School Fees & Charges	0												
15	417900	Other Student Revenue	0												
16															
17	419100	Rentals	0												
18	419200	Contributions/Donations	19,000		8,000	1,500	1,500	1,000	1,000	2,000	1,000	1,000	1,000	1,000	
19	419900	Other Local Revenue	50,000	3,000	7,000	5,000	5,000	5,000	2,500	2,500	2,500	10,000	2,500	2,500	2,500
20															
21	431100	Base Support	3,551,630		1,300,000			1,100,000			700,000			451,630	
22	431200	Transportation Support	194,348								50,000			144,348	
23	431400	Exceptional Child Support	0												
24	431600	Tuition Equivalency	0												
25	431800	Benefit Apportionment	459,148		25,000			25,000			359,148			50,000	
26	431900	Other State Support	262,353		70,000	16,080		70,000		16,080	70,000			20,193	
27	437000	Lottery / Addtl State Maintenance	28,728		28,728										
28	439000	Other State Revenue	25,279					5,000			15,279			5,000	
29															
30	442000	Indirect Unrestricted Federal	0												
31	443000	Direct Restricted Federal	0												
32	445100	Title I	0												
33	445500	Child Nutrition Reimbursement	91,980	0	5,980	10,500	11,000	10,500	10,750	11,000	11,000	10,500	10,500	250	
34	445600	Title VI-B	107,435	8,400	9,000	9,400	9,000	9,635	9,000	9,000	9,000	9,000	9,000	8,700	8,300
35	445900	Other Indirect Restricted Federal	6,000		2,000		2,000		2,000						
36															
37	451000	Proceeds	0												
38															
39	TOTAL REVENUES		\$4,892,001	\$11,463	\$1,465,770	\$52,543	\$38,462	\$1,235,598	\$34,712	\$50,143	\$1,227,489	\$39,663	\$32,162	\$692,684	\$11,312

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

1	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
2	ACCOUNT	DESCRIPTION	Likely / Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
98															
99	541100	Summer School Program Salaries	0												
100	541200	Summer School Program Benefits	0												
101	541300	Summer School Program Purchased Services	0												
102	541400	Summer School Program Supplies	0												
103	541500	Summer School Program Capital Outlay	0												
104	541600	Summer School Program Debt Retirement	0												
105	541700	Summer School Program Insurance	0												
106															
107		Support Services													
108	611100	Attendance-Guidance-Health Salaries	0												
109	611200	Attendance-Guidance-Health Benefits	0												
110	611300	Attendance-Guidance-Health Purchased Services	0												
111	611400	Attendance-Guidance-Health Supplies	0												
112	611500	Attendance-Guidance-Health Capital Outlay	0												
113	611600	Attendance-Guidance-Health Debt Retirement	0												
114	611700	Attendance-Guidance-Health Insurance	0												
115															
116	616100	Special Services Program Salaries	0												
117	616200	Special Services Program Benefits	0												
118	616300	Special Services Program Purchased Services	0												
119	616400	Special Services Program Supplies	0												
120	616500	Special Services Program Capital Outlay	0												
121	616600	Special Services Program Debt Retirement	0												
122	616700	Special Services Program Insurance	0												
123															
124	621100	Instruction Improvement Salaries	0												
125	621200	Instruction Improvement Benefits	0												
126	621300	Instruction Improvement Purchased Services	5,000	450	450	450	450	450	450	450	450	450	450	250	250
127	621400	Instruction Improvement Supplies	1,000		250			250			250			250	
128	621500	Instruction Improvement Capital Outlay	0												
129	621600	Instruction Improvement Debt Retirement	0												
130	621700	Instruction Improvement Insurance	0												
131															
132	622100	Educational Media Salaries	0												
133	622200	Educational Media Benefits	0												
134	622300	Educational Media Purchased Services	0												
135	622400	Educational Media Supplies	0												
136	622500	Educational Media Capital Outlay	0												
137	622600	Educational Media Debt Retirement	0												
138	622700	Educational Media Insurance	0												
139															
140	623100	Instruction-Related Technology Salaries	10,000		2,500			2,500			2,500			2,500	
141	623200	Instruction-Related Technology Benefits	0												
142	623300	Instruction-Related Technology Purchased Services	5,000	500	400	400	400	400	400	400	400	400	400	400	500
143	623400	Instruction-Related Technology Supplies	2,500	300	200	200	200	200	200	200	200	200	200	200	200
144	623500	Instruction-Related Technology Capital Outlay	7,779		5,000						2,779				
145	623600	Instruction-Related Technology Debt Retirement	0												
146	623700	Instruction-Related Technology Insurance	0												
147															
148	631100	Board of Education Program Salaries	0												
149	631200	Board of Education Program Benefits	0												
150	631300	Board of Education Program Purchased Services	17,900	3,250	750	750	750	750	750	750	750	750	750	3,500	4,400
151	631400	Board of Education Program Supplies	0												
152	631500	Board of Education Program Capital Outlay	0												
153	631600	Board of Education Program Debt Retirement	0												
154	631700	Board of Education Program Insurance	0												

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Likely /														
2	ACCOUNT	DESCRIPTION	Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
155															
156	632100	District Administration Program Salaries	155,000	12,916	12,917	12,917	12,916	12,917	12,917	12,916	12,917	12,917	12,916	12,917	12,917
157	632200	District Administration Program Benefits	46,500	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875
158	632300	District Administration Program Purchased Services	20,000	2,500	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,500
159	632400	District Administration Program Supplies	1,000	100	100	100	100	100	100	100	100	100	50	50	
160	632500	District Administration Program Capital Outlay	0												
161	632600	District Administration Program Debt Retirement	0												
162	632700	District Administration Program Insurance	0												
163															
164	641100	School Administration Program Salaries	0												
165	641200	School Administration Program Benefits	0												
166	641300	School Administration Program Purchased Services	0												
167	641400	School Administration Program Supplies	0												
168	641500	School Administration Program Capital Outlay	0												
169	641600	School Administration Program Debt Retirement	0												
170	641700	School Administration Program Insurance	0												
171															
172	651100	Business Operation Program Salaries	0												
173	651200	Business Operation Program Benefits	0												
174	651300	Business Operation Program Purchased Services	0												
175	651400	Business Operation Program Supplies	0												
176	651500	Business Operation Program Capital Outlay	0												
177	651600	Business Operation Program Debt Retirement	0												
178	651700	Business Operation Program Insurance	0												
179															
180	655100	Central Service Program Salaries	0												
181	655200	Central Service Program Benefits	0												
182	655300	Central Service Program Purchased Services	0												
183	655400	Central Service Program Supplies	0												
184	655500	Central Service Program Capital Outlay	0												
185	655600	Central Service Program Debt Retirement	0												
186	655700	Central Service Program Insurance	0												
187															
188	656100	Administrative Technology Service Salaries	0												
189	656200	Administrative Technology Service Benefits	0												
190	656300	Administrative Technology Service Purchased Services	0												
191	656400	Administrative Technology Service Supplies	0												
192	656500	Administrative Technology Service Capital Outlay	0												
193	656600	Administrative Technology Service Debt Retirement	0												
194	656700	Administrative Technology Service Insurance	0												
195															
196	661100	Buildings - Care Program Salaries	35,000	2,916	2,917	2,917	2,916	2,917	2,917	2,916	2,917	2,917	2,916	2,917	2,917
197	661200	Buildings - Care Program Benefits	7,000	583	583	584	583	583	584	583	583	584	583	583	584
198	661300	Buildings - Care Program Purchased Services	305,182	25,431	25,431	25,431	25,432	25,431	25,431	25,431	25,432	25,431	25,431	25,431	25,432
199	661400	Buildings - Care Program Supplies	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
200	661500	Buildings - Care Program Capital Outlay	0												
201	661600	Buildings - Care Program Debt Retirement	0												
202	661700	Buildings - Care Program Insurance	34,750	16,000	3,125		3,125		3,125		3,125		3,125		3,125
203															
204	663100	Maintenance - Non-Student Occupied Salaries	0												
205	663200	Maintenance - Non-Student Occupied Benefits	0												
206	663300	Maintenance - Non-Student Occupied Purchased Services	0												
207	663400	Maintenance - Non-Student Occupied Supplies	0												
208	663500	Maintenance - Non-Student Occupied Capital Outlay	0												
209	663600	Maintenance - Non-Student Occupied Debt Retirement	0												
210	663700	Maintenance - Non-Student Occupied Insurance	0												

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

1	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
2	ACCOUNT	DESCRIPTION	Likely / Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
211															
212	664100	Maintenance - Student Occupied Salaries	0												
213	664200	Maintenance - Student Occupied Benefits	0												
214	664300	Maintenance - Student Occupied Purchased Serv	25,000	3,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
215	664400	Maintenance - Student Occupied Supplies	11,000	1,100	900	900	900	900	900	900	900	900	900	900	900
216	664500	Maintenance - Student Occupied Capital Outlay	0												
217	664600	Maintenance - Student Occupied Debt Retirement	0												
218	664700	Maintenance - Student Occupied Insurance	0												
219															
220	665100	Maintenance - Grounds Salaries	0												
221	665200	Maintenance - Grounds Benefits	0												
222	665300	Maintenance - Grounds Purchased Services	0												
223	665400	Maintenance - Grounds Supplies	0												
224	665500	Maintenance - Grounds Capital Outlay	0												
225	665600	Maintenance - Grounds Debt Retirement	0												
226	665700	Maintenance - Grounds Capital Insurance	0												
227															
228	667100	Security Program Salaries	0												
229	667200	Security Program Benefits	0												
230	667300	Security Program Purchased Services	0												
231	667400	Security Program Supplies	0												
232	667500	Security Program Capital Outlay	0												
233	667600	Security Program Debt Retirement	0												
234	667700	Security Program Insurance	0												
235															
236	681100	Pupil-to-School Transportation Salaries	0												
237	681200	Pupil-to-School Transportation Benefits	0												
238	681300	Pupil-to-School Transportation Purchased Service	281,480	0	27,000	28,600	28,600	27,000	27,000	28,600	27,800	27,800	27,800	27,800	3,480
239	681400	Pupil-to-School Transportation Supplies	0												
240	681500	Pupil-to-School Transportation Capital Outlay	0												
241	681600	Pupil-to-School Transportation Debt Retirement	0												
242	681700	Pupil-to-School Transportation Insurance	0												
243															
244	682100	Pupil-Activity Transportation Salaries	0												
245	682200	Pupil-Activity Transportation Benefits	0												
246	682300	Pupil-Activity Transportation Purchased Services	0												
247	682400	Pupil-Activity Transportation Supplies	0												
248	682500	Pupil-Activity Transportation Capital Outlay	0												
249	682600	Pupil-Activity Transportation Debt Retirement	0												
250	682700	Pupil-Activity Transportation Insurance	0												
251															
252	683100	General Transportation Salaries	0												
253	683200	General Transportation Benefits	0												
254	683300	General Transportation Purchased Services	0												
255	683400	General Transportation Supplies	0												
256	683500	General Transportation Capital Outlay	0												
257	683600	General Transportation Debt Retirement	0												
258	683700	General Transportation Insurance	0												
259															
260	691100	Other Support Services Program Salaries	0												
261	691200	Other Support Services Program Benefits	0												
262	691300	Other Support Services Program Purchased Servi	0												
263	691400	Other Support Services Program Supplies	0												
264	691500	Other Support Services Program Capital Outlay	0												
265	691600	Other Support Services Program Debt Retirement	0												
266	691700	Other Support Services Program Insurance	0												

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- FIRST YEAR CASH FLOW DETAILS (FY __ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1			Likely / Projected												
2	ACCOUNT	DESCRIPTION	BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
267															
268	Non-Instruction														
269	710100	Child Nutrition Salaries	63,500	3,000	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	3,500
270	710200	Child Nutrition Benefits	12,500	500	1,136	1,136	1,136	1,136	1,136	1,136	1,136	1,136	1,136	1,136	636
271	710300	Child Nutrition Purchased Services	7,500	0	750	750	750	750	750	750	750	750	750	750	0
272	710400	Child Nutrition Supplies	99,540	0	9,100	9,300	9,200	9,000	9,100	9,100	9,200	9,200	9,200	9,150	1,540
273	710500	Child Nutrition Capital Outlay	9,290		4,000			2,000			3,290				
274	710600	Child Nutrition Debt Retirement	0												
275	710700	Child Nutrition Insurance	0												
276															
277	720100	Community Services Program Salaries	0												
278	720200	Community Services Program Benefits	0												
279	720300	Community Services Program Purchased Services	0												
280	720400	Community Services Program Supplies	0												
281	720500	Community Services Program Capital Outlay	0												
282	720600	Community Services Program Debt Retirement	0												
283	720700	Community Services Program Insurance	0												
284															
285	730100	Enterprise Operations Program Salaries	0												
286	730200	Enterprise Operations Program Benefits	0												
287	730300	Enterprise Operations Program Purchased Services	0												
288	730400	Enterprise Operations Program Supplies	0												
289	730500	Enterprise Operations Program Capital Outlay	0												
290	730600	Enterprise Operations Program Debt Retirement	0												
291	730700	Enterprise Operations Program Capital Insurance	0												
292															
293	810300	Capital Assets - Student Occupied Purchased Services	0												
294	810400	Capital Assets - Student Occupied Supplies	0												
295	810500	Capital Assets - Student Occupied Capital Outlay	0												
296															
297	811300	Capital Assets - Non-Student Occupied Purchased Services	0												
298	811400	Capital Assets - Non-Student Occupied Supplies	0												
299	811500	Capital Assets - Non-Student Occupied Capital Outlay	0												
300															
301	911500	Principal Capital Outlay	0												
302	911600	Principal Debt Retirement	60,000		24,000			18,000			12,000			6,000	
303															
304	912500	Interest Capital Outlay	0												
305	912600	Interest Debt Retirement	311,175		124,470			93,353			62,235			31,117	
306															
307	913500	Refunded Debt Capital Outlay	0												
308	913600	Refunded Debt - Debt Retirement	0												
309															
310	TOTAL EXPENDITURES		\$5,093,338	\$379,027	\$561,189	\$398,152	\$395,668	\$506,844	\$393,970	\$395,954	\$477,924	\$391,742	\$394,827	\$432,058	\$359,371

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
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Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

February 12, 2015

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	The mission of the School is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.	
Key Design Elements	<p>Academics:</p> <ul style="list-style-type: none"> • Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations • Provide students with opportunities to enroll in courses for concurrent college credits • Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> ○ A technology-rich learning environment ○ Constructive learning experiences through both the geographic and the Internet-connected community ○ Personalized learning based on data-driven goals for instruction ○ Curriculum and instruction to encourage students to make real-world connections <p>Culture:</p> <ul style="list-style-type: none"> • Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships • Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule • Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition • Help students to cultivate their authentic student voice through leadership opportunities • Value parents as partners in their students' education 	
School Contact Information	Address: 2511 W. Cherry Lane, Meridian, ID 83642	Phone: 208-855-2802
Surrounding District	Meridian Joint School District No. 2	
Opening Year	2005	
Current Term	February 13, 2014 - June 30, 2019	
Grades Served	K-12	
Enrollment	Approved: 700	Actual: 575

	School	Surrounding District	State
Non-White	16.16%	16.16%	22.56%
Limited English Proficiency	0.38%	3.87%	6.24%
Special Needs	2.47%	9.14%	9.46%
Free & Reduced Lunch	25.48%	29.78%	47.07%

School Leadership	Role
Mike Adolf	Board Chair
Jim Escobar	Vice-Chair
Jason Hessing	Secretary
Rich Fairbanks	Treasurer
Stephen Pratt	Director
Kelly Trudeau	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

February 12, 2015

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Compass Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	25.00	25	3%	25.00
	1b	25	2%	15.00	25	3%	15.00
Proficiency	2a	75	5%	71.37	75	8%	71.37
	2b	75	5%	70.34	75	8%	70.34
	2c	75	5%	61.01	75	8%	61.01
	2d	75	5%	61.01	75	8%	61.01
Growth	3a	100	7%	90.44	100	10%	90.44
	3b	100	7%	80.95	100	10%	80.95
	3c	100	7%	80.41	100	10%	80.41
	3d	75	5%	56.56	75	8%	56.56
	3e	75	5%	51.04	75	8%	51.04
	3f	75	5%	51.04	75	8%	51.04
	3g	100	7%	83.87	100	10%	83.87
College & Career Readiness	4a				50	5%	50.00
	4b1				50	5%	50.00
	4c				0	0%	0.00
Total Possible Academic Points		900			1000		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1000		
Total Academic Points Received				737.03			837.03
% of Possible Academic Points for This School				81.89%			83.70%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Engaging Learning Environment	1				0	0%	0.00
Safe, Positive School Culture	2				0	0%	0.00
Concurrent Credits	3				0	0%	0.00
Postsecondary Enrollment	4				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500				1000		
TOTAL POINTS RECEIVED				737.03			837.03
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				49.14%			83.70%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	15.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	380.00
% OF POSSIBLE OPERATIONAL POINTS				95.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	10.00
	2b	50	13%	30.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	290.00
% OF POSSIBLE FINANCIAL POINTS				72.50%

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible	83.70%	90% - 100% of points possible	95.00%	85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	72.50%
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL ---- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	Result (Stars)	Points Possible				Points Earned
		5	25				25
		4	20				
		3	15				
		2	0				
		1	0				
					25		
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible				Points Earned
		Reward	25				15
		None	15				
		Focus	0				
		Priority	0				
					15		
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		97.90	57-75	19	90-100	11	71
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
					71		
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		97.30	57-75	19	90-100	11	70
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
					70		
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		91.90	57-75	19	90-100	11	61
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
					61		
Notes							

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COMPASS PUBLIC CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		93.88	76-100	25	85-100	16	90
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	90
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
		87.81	76-100	25	85-100	16	81
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	81
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		87.46	76-100	25	85-100	16	80
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	80
Notes							
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		66.00	57-75	19	66-99	34	57
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.	38-56	19	43-65	23	0	
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.	20-37	18	30-42	13	0	
		0-19	19	1-29	29	0	57
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		54.00	38-56	19	43-65	23	51
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.	57-75	19	66-99	34	0	
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.	20-37	18	30-42	13	0	
		0-19	19	1-29	29	0	51
Notes							

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL ---- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?						
Growth in Language	<p>Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's Median SGP in language arts falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.</p>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	66-99	34	0
		59.00	38-56	19	43-65	23	51
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
							51
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<p>Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.</p> <p>Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.</p> <p>Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.</p> <p>Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.</p>	80.00	76-100	25	70-100	31	84
			51-75	25	45-69	25	0
			26-50	25	31-44	14	0
			0-25	25	1-30	30	0
							84
Notes							
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	<p>Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity</p> <p>Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity</p> <p>Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity</p> <p>Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty</p>	5	50				50.00
		3-4	30				
		2	10				
		1	0				50
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	<p>Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.</p> <p>Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)</p> <p>Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)</p> <p>Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.</p>	5	50				50.00
		3-4	30				
		2	10				
		1	0				50
Notes							

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL ---- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
							0
Notes							
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
							0
Notes							
No result due to insufficient sample size.							

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

MISSION-SPECIFIC GOALS				
Measure 1	Is the school providing an engaging learning environment?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		150	
	Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		120	
	Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		60	
	Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		0	
				0.00
Notes	4th-12 th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community and civic responsibility. Results from questions 1 through 11 about the school's learning environment will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.			
Measure 2	Is the school providing a safe, positive school culture?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		150	
	Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		120	
	Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		60	
	Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		0	
				0.00
Notes	4th-12th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community and civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.			
Measure 3	Is the school preparing students for college through concurrent college credit opportunities?	Result	Points Possible	Points Earned
	Exceeds Standard: 80% to 100% of graduating seniors will have completed 17 or more concurrent college credits.		200	
	Meets Standard: 60% to 79% of graduating seniors will have completed 17 or more concurrent college credits.		160	
	Does Not Meet Standard: 40% to 59% of graduating seniors will have completed 17 or more concurrent college credits.		80	
	Falls Far Below Standard: Less than 40% of graduating seniors will have completed 17 or more concurrent college credits.		0	
				0.00
Notes	Compass will report this data to the PCSC no later than October 15 of each year.			

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 4	Does the school's college preparatory focus result in strong post secondary enrollment?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% to 100% of graduating seniors enroll in a post secondary program within five months of graduation.		200	
	Meets Standard: 70% to 84% of graduating seniors enroll in a post secondary program within five months of graduation.		160	
	Does Not Meet Standard: 50% to 69% of graduating seniors enroll in a post secondary program within five months of graduation.		80	
	Falls Far Below Standard: Less than 50% of graduating seniors enroll in a post secondary program within five months of graduation.		0	
				0
Notes	Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post secondary program" will include those who enroll in a university, college, or career-technical program. Compass will report this data to the PCSC no later October 15 of each year.			

February 12, 2015

COMPASS PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	Meets	25	25.00
	<p>Notes</p>		0	25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	15	15.00
	<p>Notes</p> <p>In December 2013, the SDE notified Compass of several non-compliance issues related to the school's driver's education program. The matter has since been resolved.</p>		0	15.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
	<p>Notes</p>		15	25.00

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COMPASS PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

<p>Measure 1d English Language Learners</p> <p>Is the school protecting the rights of English Language Learner (ELL) students?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>No instances of non-compliance documented</p> <p>15</p> <p>0</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>	<p>Points Earned</p> <p>25.00</p> <p></p> <p></p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<p>Measure 2a Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>No instances of non-compliance documented</p> <p>15</p> <p>0</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>	<p>Points Earned</p> <p>25.00</p> <p></p> <p></p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>
<p>Measure 2b GAAP</p> <p>Is the school following Generally Accepted Accounting Principles (GAAP)?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>See note</p> <p>0</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>	<p>Points Possible</p> <p>25</p> <p>0</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>	<p>Points Earned</p> <p>25.00</p> <p></p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>

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COMPASS PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	<p>Is the school complying with governance requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 3b Reporting Requirements	<p>Is the school complying with reporting requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	<p>Is the school protecting the rights of all students?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

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COMPASS PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

<p>Measure 4b Credentialing</p> <p>Is the school meeting teacher and other staff credentialing requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>No instances of non-compliance documented</p> <p>15</p> <p>0</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Earned</p> <p>25.00</p> <p>25.00</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>
<p>Measure 4c Employee Rights</p> <p>Is the school complying with laws regarding employee rights?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>No instances of non-compliance documented</p> <p>15</p> <p>0</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Earned</p> <p>25.00</p> <p>25.00</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>25.00</p>
<p>Measure 4d Background Checks</p> <p>Is the school completing required background checks?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p> <p>In December 2013, the SDE notified Compass of concern regarding failure to background check driver's education instructors. The issue has since been resolved.</p>	<p>Result</p> <p>See note</p> <p>0</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Earned</p> <p>15.00</p> <p>15.00</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>15.00</p>

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COMPASS PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT				
Measure 5a Facilities and Transportation	<p>Is the school complying with facilities and transportation requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes		25.00		
Measure 5b Health and Safety	<p>Is the school complying with health and safety requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes		25.00		
Measure 5c Information Handling	<p>Is the school handling information appropriately?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes		25.00		

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COMPASS PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?	No instances of non-compliance documented	25	25.00
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00

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COMPASS PUBLIC CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			25														
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; padding: 2px;">Result</th> <th style="text-align: left; padding: 2px;">Points Possible</th> <th style="text-align: left; padding: 2px;">Points Earned</th> </tr> <tr style="background-color: #00b050; color: white;"> <td style="padding: 2px;">Current ratio is 3.81</td> <td style="text-align: center; padding: 2px;">50</td> <td style="text-align: center; padding: 2px;">50.00</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">10</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">0</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="text-align: center; border-top: 1px solid black; padding: 2px;">50.00</td> </tr> </table>	Result	Points Possible	Points Earned	Current ratio is 3.81	50	50.00		10			0				50.00
Result	Points Possible	Points Earned															
Current ratio is 3.81	50	50.00															
	10																
	0																
		50.00															
Notes																	
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; padding: 2px;">Result</th> <th style="text-align: left; padding: 2px;">Points Possible</th> <th style="text-align: left; padding: 2px;">Points Earned</th> </tr> <tr style="background-color: #00b050; color: white;"> <td style="padding: 2px;">137.36 days cash</td> <td style="text-align: center; padding: 2px;">50</td> <td style="text-align: center; padding: 2px;">50.00</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">10</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">0</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="text-align: center; border-top: 1px solid black; padding: 2px;">50.00</td> </tr> </table>	Result	Points Possible	Points Earned	137.36 days cash	50	50.00		10			0				50.00
Result	Points Possible	Points Earned															
137.36 days cash	50	50.00															
	10																
	0																
		50.00															
Notes																	
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; padding: 2px;">Result</th> <th style="text-align: left; padding: 2px;">Points Possible</th> <th style="text-align: left; padding: 2px;">Points Earned</th> </tr> <tr style="background-color: #00b050; color: white;"> <td style="padding: 2px;">97.77%</td> <td style="text-align: center; padding: 2px;">50</td> <td style="text-align: center; padding: 2px;">50.00</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">30</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">0</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="text-align: center; border-top: 1px solid black; padding: 2px;">50.00</td> </tr> </table>	Result	Points Possible	Points Earned	97.77%	50	50.00		30			0				50.00
Result	Points Possible	Points Earned															
97.77%	50	50.00															
	30																
	0																
		50.00															
Notes																	
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; padding: 2px;">Result</th> <th style="text-align: left; padding: 2px;">Points Possible</th> <th style="text-align: left; padding: 2px;">Points Earned</th> </tr> <tr style="background-color: #00b050; color: white;"> <td style="padding: 2px;">No default or delinquency noted in findings</td> <td style="text-align: center; padding: 2px;">50</td> <td style="text-align: center; padding: 2px;">50.00</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">0</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="text-align: center; border-top: 1px solid black; padding: 2px;">50.00</td> </tr> </table>	Result	Points Possible	Points Earned	No default or delinquency noted in findings	50	50.00		0				50.00			
Result	Points Possible	Points Earned															
No default or delinquency noted in findings	50	50.00															
	0																
		50.00															
Notes																	

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COMPASS PUBLIC CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Result</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Earned</th> </tr> <tr> <td></td> <td style="text-align: center;">50</td> <td></td> </tr> <tr style="background-color: yellow;"> <td style="font-size: small;">Total is (0.65%), aggregate is (1.14%), trend is mixed</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10.00</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center; border-top: 1px solid black;">10.00</td> </tr> </table>	Result	Points Possible	Points Earned		50		Total is (0.65%), aggregate is (1.14%), trend is mixed	10	10.00		0	10.00						
Result	Points Possible	Points Earned																		
	50																			
Total is (0.65%), aggregate is (1.14%), trend is mixed	10	10.00																		
	0	10.00																		
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Result</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Earned</th> </tr> <tr> <td></td> <td style="text-align: center;">50</td> <td></td> </tr> <tr style="background-color: yellow;"> <td style="font-size: small;">Debt to Asset Ratio is 0.93</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30.00</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center; border-top: 1px solid black;">30.00</td> </tr> </table>	Result	Points Possible	Points Earned		50		Debt to Asset Ratio is 0.93	30	30.00		0	30.00						
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Debt to Asset Ratio is 0.93	30	30.00																		
	0	30.00																		
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Result</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Earned</th> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">50</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">30</td> <td></td> </tr> <tr style="background-color: red;"> <td style="font-size: small;">See note</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0.00</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; border-top: 1px solid black;">0.00</td> </tr> </table>	Result	Points Possible	Points Earned		0			50			30		See note	0	0.00			0.00
Result	Points Possible	Points Earned																		
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Measure 2d Debt Service Coverage Ratio	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Result</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: left; border-bottom: 1px solid black;">Points Earned</th> </tr> <tr style="background-color: green;"> <td style="font-size: small;">Debt service coverage ratio is 1.1</td> <td style="text-align: center;">50</td> <td style="text-align: center;">50.00</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center; border-top: 1px solid black;">50.00</td> </tr> </table>	Result	Points Possible	Points Earned	Debt service coverage ratio is 1.1	50	50.00		0	50.00									
Result	Points Possible	Points Earned																		
Debt service coverage ratio is 1.1	50	50.00																		
	0	50.00																		
Notes																				

February 12, 2015

Compass School Climate Survey


0 1 2 3 4

		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Learning Environment						
1	Learning targets are clear and attainable for students.					
2	Teachers use different methods of teaching to make learning interesting.					
3	Teachers encourage students to succeed.					
4	Teachers expect students to take responsibility for their school work.					
5	Instruction is active, learner-centered, and challenging.					
6	I have learned to work cooperatively and as a member of a team.					
7	I am encouraged to set goals for my learning and reflect on my progress.					
8	I consistently feel as though I am learning subjects in-depth.					
9	Teachers promote the view that intelligence and ability are the result of students' effort and are not fixed. The major focus is on process over product.					
10	School-wide rewards usually focus on student effort and contribution and less on being the top performer.					
11	Teachers share commonly high expectations for all students.					
	Attitude & Culture	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
12	I am comfortable expressing my ideas and opinions during a class discussion.					
13	The school has a clear mission and it is apparent that school activities are aligned to the mission.					
14	Teachers treat students with respect and kindness.					
15	The adults in the school model respect and kindness in how they treat each other.					
16	I feel as though I am part of a community.					
17	I speak about the school in proud, positive terms.					
18	I mostly feel listened to, represented, and that I have a voice.					
19	I feel a sense of belonging to something larger.					
20	I feel welcome and comfortable in talking to adults and/or peer leaders.					
21	I show respect to others and they show respect to me.					
22	The school provides a safe and comfortable environment to learn in.					

February 12, 2015

	Discipline	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
23	I readily accept and adhere to the "one school rule."					
24	It is evident from student behavior that there are clear expectations for behavior.					
25	Most teachers use fair discipline strategies with logical consequences and refrain from punishments or shaming.					
26	I am encouraged to consider solutions to my own problems.					
27	Management strategies consistently promote increased student self-direction over time.					
28	Small behavior issues are dealt with before they develop in to larger behavior issues.					
	Community & Civic Responsibility	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
29	Service learning efforts are regular, promoting student learning and positive community-relations.					
30	Volunteers are consistently visible in the school and noticeably appreciated.					
31	School events create a sense of community.					
32	Teachers provide opportunities for students to contribute through service projects within the classroom.					
33	Older students in the school recognize the importance of modeling positive behavior for the younger students.					
34	I am consistently encouraged to contribute to the positive culture through my acts and deeds.					
35	I feel like I can make a difference in my school and community.					
36	Helping other people is something everyone should do, including myself.					
37	I try to think of ways that I can help/contribute to my school and community.					
38	It makes me feel good when I help others.					

February 12, 2015



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform

SUBJECT

Commission Discussion: Draft PCSC Policies (First Reading)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5213(2)

BACKGROUND

In December 2014, the Public Charter School Commission (PCSC) placed a high priority on the amendment and development of PCSC policies related to its role as an authorizer, particularly in light of the 2013 charter legislation.

DISCUSSION

The draft PCSC policy amendments and new sections included with these materials address a range of authorizing responsibilities, including those associated with the 2013 charter legislation.

IMPACT

The policy amendments and new sections are provided for a first reading, in order to allow opportunity for public comment and PCSC discussion.

STAFF COMMENTS AND RECOMMENDATIONS

Staff invites PCSC direction regarding further development of the policy amendments and new sections prior to their adoption at a future meeting.

COMMISSION ACTION

Discussion item only. Any action would be at the discretion of the PCSC.

PUBLIC CHARTER SCHOOL COMMISSION POLICIES AND PROCEDURES

Section I: General

- A. Submission of Meeting Materials

Section II: Charter School Petitions (New and Transfer)

- A. Petition Consideration Timeline
- B. Standards for Petition Approval
- C. Petition Evaluation Process

Section III: Charter and Performance Certificate Amendments

- A. Amendment Consideration Timeline
- B. Amendment Process
- C. Standards for Amendment Approval

Section IV: Charter School Oversight

- A. Performance Certificates
- B. Annual Reports
- C. Required Reports
- D. Courtesy Memoranda
- E. Notifications of Violation
- F. Letters of Fiscal Concern

Section V: Renewal

- A. Standards for Renewal Decision-Making
- B. Renewal / Non-Renewal Process

Section I: General

A. Submission of Meeting Materials (Adopted June 17, 2014)

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than 5:00 p.m. MT thirty (30) calendar days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. ~~**Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.~~
3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours 8:00 a.m. MT three (3) business days prior to the meeting time date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Microsoft Word, Excel, or Adobe PDF. Completed budget templates must be submitted in Excel. Materials submitted in ~~hard copy~~ or as more than ~~ten (10)~~ five (5) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. ~~**Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.~~

Section II: New and Transfer Charter School Petitions (Adopted June 17, 2014)

A. Petition Consideration Timeline

1. The PCSC shall consider new and transfer charter school petitions on a timeline in compliance with I.C. § 33-5205.
2. New and transfer charter petitions shall be considered only at regularly scheduled PCSC meetings.
3. The PCSC shall hold an initial hearing to consider the merits of the petition within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.
4. Pursuant to I.C. § 33-5205(2), the initial hearing on a petition may be delayed for a specified period of time by mutual, written agreement of both parties. The initial hearing for any petition may be delayed only once.

B. Standards for Petition Approval

1. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
2. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.1 of this policy.
3. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
4. The PCSC may approve a new or transfer charter petition contingent upon specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

C. Petition Evaluation Process

1. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) ~~files~~ PDF documents, one comprising the body of the petition and the other the combined appendices. ~~The body of the petition must be submitted in Microsoft Word format.~~
2. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.
3. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section I.A.1 of this policy.

4. Revised petitions shall show in legislative format all changes from the most recent version reviewed by the PCSC office in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "track changes" or "show markup" feature in Microsoft Word shall not be considered an acceptable substitute for legislative format.
5. Revised petitions shall clearly show the submission date of the most recent revision on the title page.
6. Petition revisions shall be submitted in accordance with Section II.C.1 of this policy. The entire petition, including appendices, must be submitted with each revision.
7. Petition revisions that are not submitted ~~out of~~ in compliance with this section shall be returned to the petitioners without further review.
8. ~~Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.~~
9. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
10. The most recent, complete petition revision in the possession of PCSC staff by ~~close of business (5:00 p.m. Mountain Time)~~ on the meeting materials submission deadline will be the version provided to the PCSC.
11. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
12. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases and only by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.
13. If, at the initial hearing, a decision regarding a petition is delayed pursuant to I.C. § 33-5205(2), one (1) revision will be accepted by the PCSC staff office prior to the second PCSC hearing within thirty (30) days. ~~If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.~~

Section III: Charter and Performance Certificate Amendments (Adopted February 13, 2014)

A. Proposed Charter or Performance Certificate Amendment Consideration Timeline

1. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
2. Proposed amendments, other than those deemed appropriate for administrative approval per item (3.) of this section, must be submitted according to the meeting materials deadlines outlined in Section I.A.1.
3. Except as provided in Subsection 4 below, proposed charter amendments will be considered at regular meetings only.
4. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
5. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

B. Proposed Charter or Performance Certificate Amendment Process

1. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
2. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
3. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. ~~The charter or excerpt(s) thereof must be submitted in Microsoft Word format.~~
4. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show track changes" or "show markup" feature shall not be considered an acceptable substitute for legislative format.
5. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
6. The most recent, complete ~~revision~~ version of the proposed amendment in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be ~~the version~~ provided to the PCSC.

7. The ~~revision~~ version provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of ~~that revision~~ the proposal. The charter holder will also be provided with the ~~updated PER or~~ evaluation document ~~results~~.
8. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases and by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.
9. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.
10. The PCSC may approve a proposed amendment contingent upon specific revisions that the charter holders are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. MT on the date of the PCSC's next regularly scheduled meeting.
11. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of decision-making with regard to proposed charter amendments.

C. Standards for Charter Amendment Approval

1. Application of Petition Evaluation Rubric
 - a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
 - b. Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.
 - c. ~~Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments.~~
2. School Enrollment Expansion Eligibility
 - a. Enrollment expansion proposals include proposals to broaden the range of grades served or to add additional students in grades already served by a public charter school.
 - b. Enrollment expansion proposals for schools whose current accountability designation is Honor or Good Standing shall be considered by the PCSC. A school's current accountability designation is the designation reflected in the school's most recent midterm annual report or renewal-year performance report.

- c. Schools whose current accountability designation is Remediation or Critical shall not be approved for enrollment expansion. Exception to this provision may be made on the basis of contextual factors impacting a school's accountability designation.
 - d. Enrollment expansion proposals shall include documentation of the school's capacity to serve additional students without compromising the quality of the existing program and evidence of community interest in expansion.
3. Amendments During Non-Renewal or Revocation Process
- a. During non-renewal or revocation proceedings, schools may not propose amendments to sections of the charter or performance certificate that are relevant to the reasons for non-renewal or revocation.
 - b. A school shall be considered to be in non-renewal proceedings from the time it receives written notice from PCSC staff stating that the school will be recommended for non-renewal. The school shall remain in non-renewal proceedings until such time as the PCSC moves to renew the charter.
 - c. A school shall be considered to be in revocation proceedings from the time the PCSC moves to issue a notice of intent to revoke to the school. The school shall remain in revocation proceedings until such time as the PCSC takes action to allow the school to continue operations, or until the State Board of Education overturns the PCSC's revocation decision upon appeal.

Section IV: Charter School Oversight (NEW SECTION)

A. Performance Certificates

1. Performance certificates for new or transfer, non-alternative public charter schools shall include the standard performance certificate and performance framework adopted by the PCSC in August 2013, as amended.
2. Performance certificates for new or transfer, alternative public charter schools shall include the standard performance certificate adopted by the PCSC in August 2013, as amended, and the alternative framework adopted by the PCSC in May 2014, as amended.
3. Performance frameworks for transfer petitions received after January 1, 2015, shall include mission-specific measures.
4. In cases of proposed transfer from another authorizer to the PCSC, the draft performance certificate must be adopted by the PCSC and charter school board at the time of transfer approval.
5. PCSC staff and charter school board members will collaborate to draft those sections of the certificate and framework that are intended for individualization, including mission-specific performance measures.
6. Whenever possible, PCSC staff and the charter school board shall reach agreement regarding the individualized contents of the draft performance certificate and appendices prior to submission of the draft to the PCSC for consideration.
7. If agreement regarding the individualized contents of the draft performance certificate and appendices cannot be reached in time to meet relevant timelines in statute and PCSC policy, a subcommittee of three commission members may be formed to advise or mediate the collaborative drafting process.

B. Annual Public Charter School Performance Reports

1. An annual Public Charter School Performance Report (annual report) shall be issued by the PCSC to each school it authorizes.
2. Annual reports shall be issued by November 15 to schools whose charters will expire at the end of the current school year (renewal-year schools) and by January 31 to schools whose charters will not expire at the end of the current school year (midterm schools).
3. Annual reports shall provide information about schools' status with regard to all applicable measures contained in the performance framework, and will provide the schools with accountability designations based on points earned within the framework.
4. Annual reports shall provide information about schools' status with regard to all conditions contained in Appendix A.

5. Midterm schools shall not be sanctioned on the basis of their accountability designations, except as otherwise provided in law, administrative rule, or PCSC policy. The purpose of annual reports to midterm schools is to provide those schools with ample warning of any concerns that may impact renewal decision-making at the end of the certificate term. Midterm results will also provide information about a school's changing performance over time, which will be considered in the renewal year.
6. Midterm schools may submit corrections and clarifications to the PCSC's performance report with thirty (30) days of issuance of the performance report.
 - a. Corrections and clarifications shall be submitted to the PCSC office in writing and shall include, at minimum:
 - i. A completed Annual Report Response Form clearly identifying each correction/clarification; and
 - ii. Documentation supporting each correction/clarification.
7. Midterm schools shall have twenty-one (21) days in which to provide, in writing and with relevant documentation, any corrections or clarifications to the annual report.
8. Annual reports may be amended by PCSC staff pursuant to corrections or clarifications provided by schools. When such amendments are not made, for reasons including but not limited to inadequate documentation of the correction or clarification, a notation may be included summarizing the school's requested correction or clarification and the reason for its exclusion.
9. Annual reports shall be published on the PCSC's website no later than April 15.

C. Required Reports

1. Dashboard Reports: Each PCSC-authorized school shall submit a completed annual dashboard report to the PCSC office no later than July 30 of each year. Dashboard reports shall be submitted using the dashboard reporting form provided by the PCSC.
2. Budget Reports: Each PCSC-authorized school shall submit completed budget reporting templates and cash flow projections to the PCSC office by February 15 of each year. Budget reports and cash flow projections shall be submitted using the templates provided by the PCSC.
3. Independent Fiscal Audits: Each PCSC-authorized school shall submit an independent fiscal audit to the PCSC office no later than October 15 of each year.
4. Mission-Specific Performance Measure Results: Each PCSC-authorized school with a performance framework that includes mission-specific performance measures shall submit relevant results data and supporting documentation for the previous school year no later than October 1, or by the alternate deadline specified in the performance certificate, if applicable.
 - a. Supporting documentation must demonstrate the accuracy of the results data.

- b. Schools submitting data that is inaccurate, unverifiable, or otherwise inadequate for determining a score on the framework will receive a score of zero (0) on the affected measure(s).
5. Other Reports as Requested: The PCSC or its staff may request additional reports on an as-needed basis in order to understand and monitor the school's financial, operational, and academic status.

D. Courtesy Letters

1. Upon becoming aware of a concern regarding a school's finances, operations, legal compliance, or academic status, PCSC staff may issue to the charter school board a courtesy letter advising the board of such concern. Courtesy letters will typically be issued with regard to concerns of sufficient significance as to be noted in the school's annual report.
2. Courtesy letters shall be for the purpose of ensuring the charter school board is aware of the concern and has maximum opportunity to seek resolution in advance of the next annual report or renewal consideration. Courtesy letters should not contain, or be viewed as, sanctions against the charter school. Because they do not represent sanctions, courtesy letters will not be "removed" or "lifted" by the PCSC or its staff.
3. Charter school boards in receipt of courtesy letters are strongly encouraged to provide PCSC staff with additional information to provide clarity or document resolution of the concern.
4. Regardless of whether or not a courtesy letter is issued and the charter school board responds, the charter school board remains responsible for the charter school's operations and outcomes.

E. Notice to Entities Responsible for Legal Enforcement

1. Pursuant to I.C. 33-5210(4), PCSC staff shall notify the entity responsible for administering a law it has reason to believe that a public charter school has violated. Such notice shall be in writing, and a copy shall be provided to the public charter school.
2. In some cases of non-compliance, an entity responsible for enforcing the relevant provision of statute or administrative rule cannot be identified. In such instances, PCSC staff shall issue to the charter school's board a courtesy letter ensuring the board is aware of the issue.
3. Any sanctions against the public charter school resulting from the issuance of notice to entities responsible for legal enforcement shall be considered imposed by the entity responsible, rather than by the PCSC.
4. Charter school boards are strongly encouraged to provide PCSC staff with documentation of resolution of the concern as soon as possible in order to ensure accurate reflection of the situation in the school's annual report.

5. Regardless of whether or not a notice to entities responsible for enforcement is issued and the charter school board responds, the charter school board remains responsible for the charter school's operations and outcomes.

F. Letters of Fiscal Concern

1. Pursuant to I.C. 33-5210(3), if the PCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its performance certificate term, the PCSC shall issue to the State Department of Education a letter of concern.
2. For purposes of this section, fiscal stability shall be defined as the ability to maintain positive cash flow and positive year-end balances while servicing all obligations, without relying on revenues intended for use in future fiscal years to cover current-year operating expenditures.
3. Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year. (For example, teacher contracts for the 2015-16 school year must be paid entirely out of FY16 funds; payroll over the summer of 2016 should not be met using FY17 revenue.)
4. Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at the appropriate, anticipated time.
5. Fiscal letters of concern shall be re-evaluated for continuation or removal only at the PCSC's June regular meeting. Schools wishing to have letters of concern considered for removal shall provide updated fiscal status details and supporting documentation accordance with Section I.A, Submission of Meeting Materials.

Section V: Renewal and Non-Renewal (NEW SECTION)

A. Standards for Renewal Decision-Making.

1. The PCSC shall make renewal decisions based on documented outcomes regarding a school's academic, mission-specific, operational, and fiscal performance. Such performance shall be evaluated using the provisions, conditions, and measures contained in the performance certificate and its appendices, including the performance framework.
2. Calculation of the percentage of eligible points earned on the academic and mission-specific sections of the performance framework for each school shall determine that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation shall guide the PCSC's renewal or non-renewal decision-making. Renewal or non-renewal decision-making shall also be influenced by results on the operational and financial sections of the framework.
 - a. Schools achieving an accountability designation of Honor shall be recommended for renewal. Schools that fall into the point-percentage range for Honor but whose financial and/or operational outcomes are poor shall not be eligible for an Honor designation.
 - b. Schools achieving an accountability designation of Good Standing shall be recommended for renewal; however, conditional renewal may be recommended if financial and/or operational outcomes are poor.
 - c. Schools achieving an accountability designation of Remediation may be recommended for non-renewal or conditional renewal, particularly if financial and/or operational outcomes are poor.
 - d. Schools achieving an accountability designation of Critical are likely to be recommended for non-renewal, particularly if financial and/or operational outcomes are poor.
 - e. Financial or operational outcomes shall be considered poor if points achieved on the corresponding section of the performance framework place the school in remediation or critical status for that section.
 - f. Measures for which a school lacks data due to factors such as grade configuration or small size shall not contribute to that school's accountability designation.
 - g. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of renewal or non-renewal decision-making.
3. The PCSC shall consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions. However, renewal decisions shall be based on past outcomes, not on promises of future improvement.
4. The PCSC shall consider trends documented in a school's annual reports for the years leading up to renewal. Statistically significant, positive growth trends will make renewal of schools with Remediation accountability designations more likely,

while stagnant or negative growth trends will make renewal of such schools less likely. Trends may also contribute to recommendations for conditional renewal.

5. If a school fails to meet specific conditions for necessary improvement within the specified timeframes included in Appendix A of the performance certificate, non-renewal may result regardless of the school's accountability designation.
6. Conditional renewals shall be for periods of five years, but shall include in Appendix A of the performance certificate specific conditions for necessary improvement pursuant to §33-5209B(1), Idaho Code.

B. Renewal / Non-Renewal Process

1. No later than November 15, the PCSC shall issue to all renewal-year schools a performance report and renewal application guidance that meets the requirements of §33-5209B, Idaho Code. The performance report shall include notification of the prospect of non-renewal, if applicable.
2. Renewal-year schools may submit corrections and clarifications to the PCSC's performance report with thirty (30) days of issuance of the performance report.
 - a. Corrections and clarifications shall be submitted to the PCSC office in writing and shall include, at minimum:
 - i. A completed Annual Report Response Form clearly identifying each correction/clarification; and
 - ii. Documentation supporting each correction/clarification.
3. Renewal-year schools shall submit a renewal application to the PCSC no later than December 15. Renewal applications shall be submitted in accordance with the renewal application guidance provided by the PCSC and represent the charter holders' opportunity to submit documents challenging any rationale for non-renewal and supporting the continuation of the school.
 - a. Renewal applications shall be submitted to the PCSC office electronically via email or online file-sharing service.
 - b. Renewal applications shall be comprised of no more than two (2) documents: the completed application form and an Adobe PDF document providing any supporting documentation. Supporting documentation shall include a table of contents and make use of Adobe's "bookmark" feature for ease of navigation. Additional documents in other formats may be accepted, on a case-by-case basis, with the prior approval of PCSC staff.
 - c. Schools that fail to submit their completed renewal applications, in a format consistent with this policy, by the statutory deadline may be recommended for non-renewal.
4. No later than January 15, PCSC staff will advise any renewal-year schools regarding whether they will be recommended for renewal or non-renewal. The purpose of this notice is to permit schools that may be recommended for non-

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- renewal time to prepare a response in advance of the PCSC's regular February meeting.
5. During its February regular meeting, the PCSC will consider evidence regarding all renewal-year schools.
 - a. Written evidence provided by schools as part of their renewal application shall be provided to the PCSC. Additional written evidence shall not be accepted from schools after the meeting materials deadline (see ***).
 - b. Any written evidence provided by PCSC staff shall be published on the PCSC's website at least seven (7) days in advance of the meeting.
 - c. Both schools and the PCSC may be represented by counsel.
 - d. Schools may call witnesses and give testimony.
 - e. The PCSC may call witnesses and give testimony.
 - f. The PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.
 6. Schools may submit written closing arguments to the PCSC office within seven (7) days of the February regular PCSC meeting.
 7. No later than March 15, the PCSC will hold a special meeting for the purpose of making final renewal or non-renewal determinations regarding all renewal-year schools.