

**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**

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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

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### 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

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Mountain Home, Idaho 83647

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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

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#### 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

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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

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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 citizenship<sup>1</sup> by developing a disciplined work ethic<sup>2</sup>, as well as basic and advanced academic and professional-technical skills<sup>3</sup> in an environment conducive to learning<sup>4</sup>.

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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

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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

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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

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~~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

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~~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

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#### 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**

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**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.

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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

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~~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

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#### **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

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#### **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.



Richard McKenna Charter School  
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**

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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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Tab 3: Educational Program and School Goals

~~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**

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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

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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**

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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**

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### **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

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### 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

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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

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#### 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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**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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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

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**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**

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

### **School Improvement**

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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

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#### 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

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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

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### 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

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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

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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

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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

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~~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

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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/](http://www.sde.idaho.gov/site/teacher_certification/HQT/)).

### Professional Codes and Standards

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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

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~~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

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~~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

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

## Written Contracts

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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

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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

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### 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;

Richard McKenna Charter School  
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

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### 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

Richard McKenna Charter School  
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

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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>	<b>ANNUAL ONSITE ENROLLMENT</b>				
	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>
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
<b>Total Onsite Enrollment</b>	<b>96</b>	<b>120</b>	<b>144</b>	<b>168</b>	<b>192</b>
<b>Total 9-12 Online Enrollment</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>
<b>Overall Enrollment</b>	<b>336</b>	<b>360</b>	<b>384</b>	<b>408</b>	<b>432</b>

## Admissions

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### 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**

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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**

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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**

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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.



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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**

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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

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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

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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

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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		
<b>Revenues:</b>									
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									
<b>Total Revenues</b>			\$1,535,520			\$1,706,400			\$1,885,440
<b>Expenses:</b>									
<b>Salaries:</b>									
					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
<b>Total Salaries</b>			\$750,000			\$811,190			\$907,160
<b>Benefits:</b>									
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
<b>Total Benefits</b>			\$262,500			\$300,150			\$335,640
<b>Operating Expenses:</b>									
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
	<b>Program Expenses:</b>						
	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
	<b>Total Expenses</b>		\$1,211,000		\$1,387,740		\$1,606,840
	<b>Net Operating Income/(Loss)</b>		\$324,520		\$318,620		\$278,590
	<b>Beginning Fund Balance</b>		150,000		474,520		793,140
	<b>Ending Fund Balance</b>		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

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#### 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

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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

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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

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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.



Richard McKenna Charter School  
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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The following citations were taken from the American Montessori Society website, <http://amshq.org>:

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- Cauler, T. (2012). "Toward an Improved Model of Education: Maria Montessori, Karl Popper, and the Evolutionary Epistemology of Human Learning." AMS 2012 Outstanding Doctoral Dissertation Award, First Place.
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- Crawford, T. (2008). "Does Working with Sets Contribute to Conservation of Number for Young Children?" AMS 2011 Outstanding Master's Thesis Award, First Place.
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- LaRue, W.J. (2010). "Empowering Adolescents: A Multiple Case Study of U.S. Montessori High Schools." AMS 2011 Outstanding Doctoral Dissertation, Second Place.
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## Appendix B: High School Courses

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### English

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#### **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.

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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

Richard McKenna Charter School  
High School Courses

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*

Richard McKenna Charter School  
High School Courses

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 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**

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**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.

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**Humanities: Visual Arts**

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**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.

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**Humanities: World Languages**

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**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

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**Mathematics**

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**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.

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**Occupational/Technical Education**

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**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.

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**Science**

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**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.

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**Social Studies**

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**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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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

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# 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 8<sup>th</sup> 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.

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### 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.

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### 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

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### 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.

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### 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.

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### 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.

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### 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.

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### **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.

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### **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.

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### **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.

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### **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.

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## 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### Nails

Fingernails should be trimmed and clean. Extremes in length or color are unacceptable.

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### 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

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### 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.

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### 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.

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### 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.

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### 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

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### 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

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### 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 AM .....1st 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 PM .....First 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.

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## 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.

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**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 Bundy .....Registrar-Administrative Assistant-Receptionist
- Kendra Jeffery .....Language Arts, Humanities
- Gig Grubb .....Social Studies, Art
- Todd Thorn.....Science/Social Studies
- Jeff Montero .....Math

**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.

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User Name (please print)

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User Signature

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Date

February 12, 2015

Richard McKenna Charter School  
9-12 Online Student Handbook

## 9-12 Online Student Handbook

# Richard McKenna Charter High School

Online Student Handbook





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9-12 Online Student Handbook

## 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.

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### *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.

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### *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.

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### *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.

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### *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

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*School Calendar*

[Click Here](#) to see current school calendar.

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*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

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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

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# Richard McKenna Charter Elementary School

K-8 Student Handbook

DRAFT

I have read the K-8 Parent Handbook.

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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.



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**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.



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**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.



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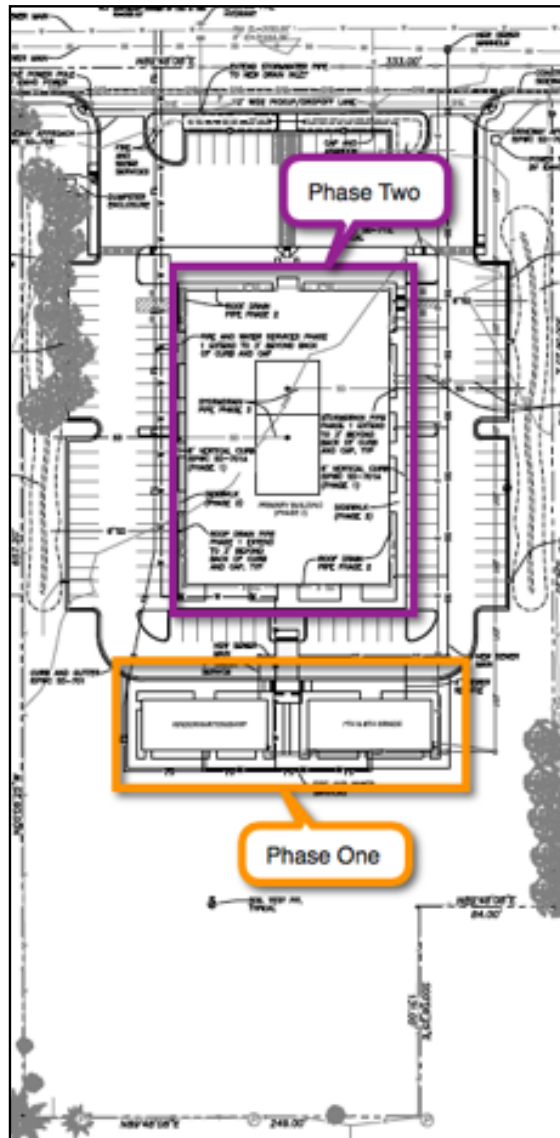
**Entire Project**—22,000 sf of building space housing up to 216 students, grades K-8 located on five acres in Mountain Home, Idaho. Includes offices, nine classrooms, one work shop, a multipurpose room, stage, and court yard.



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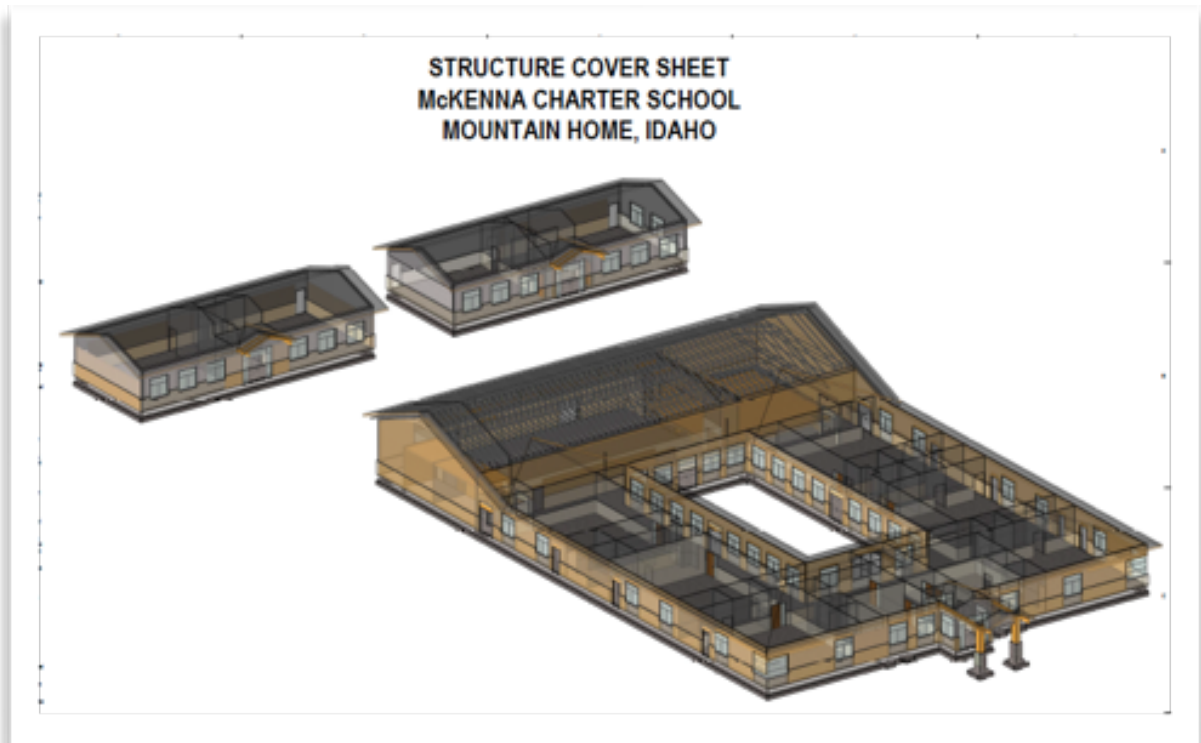
Site Plan



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)

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.

**FILED/EFFECTIVE**

OCT 19 AM 9:15

SECRETARY OF STATE  
STATE OF IDAHO

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

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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.

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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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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.



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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.

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(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

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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

## 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. 8<sup>th</sup> 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.**

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**Chairman, Idaho Public Charter School Commission**

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**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

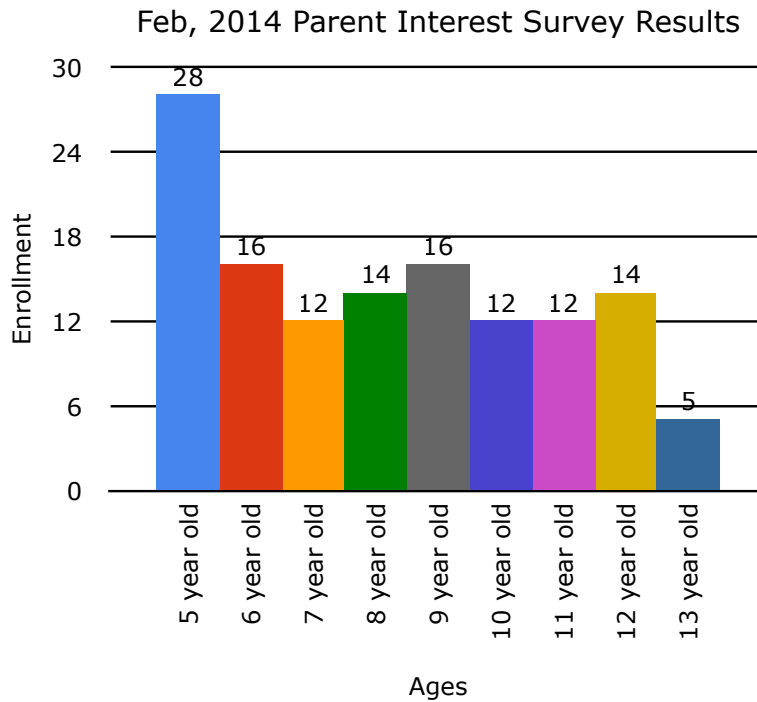
Initially, the impact on the school district will be minimal since we will grow our school by 48 students in grades K-1 the first year, and by 24 kindergarten students each year thereafter. Ultimately, the impact will be significant. There are about 2,880 students in grades K-8 in the Mountain Home School 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:

**February 12, 2015**

“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

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### 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.



February 12, 2015

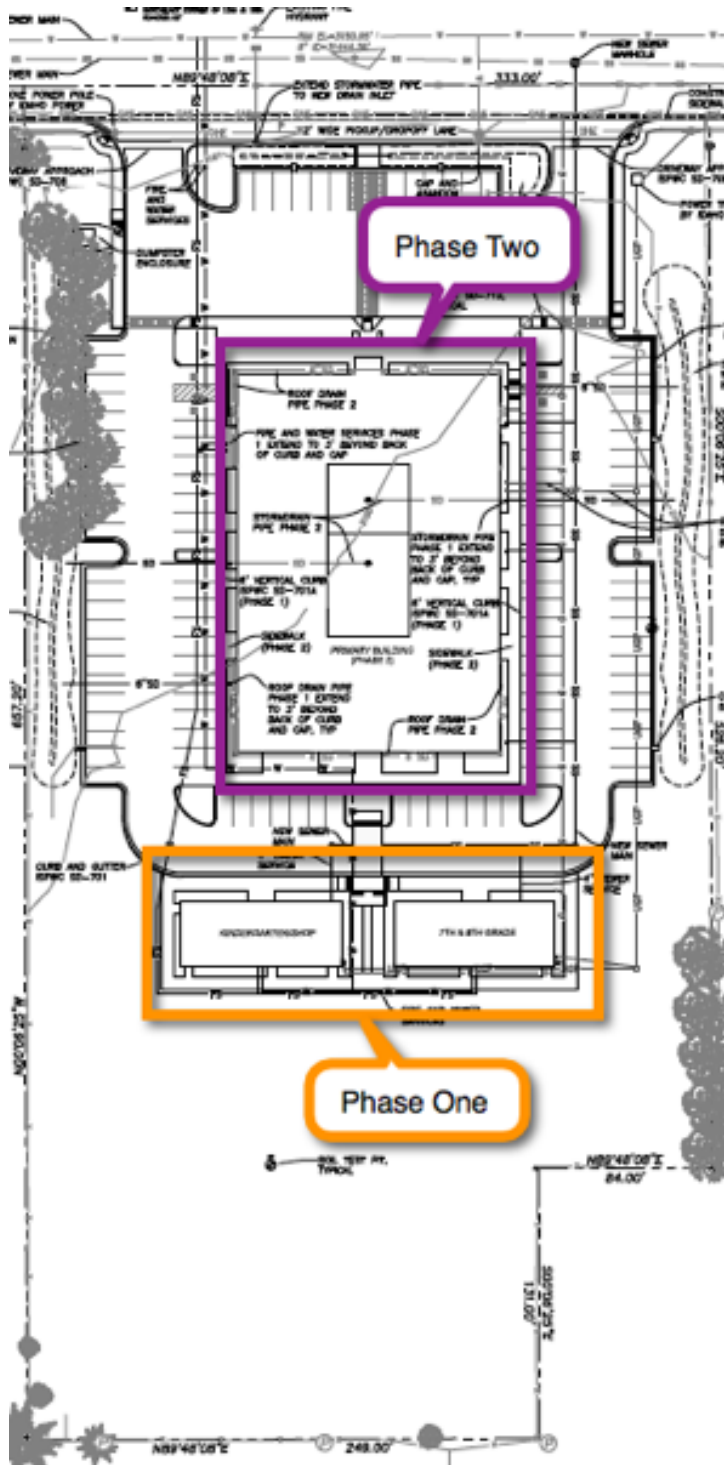
**Phase Two**—Main building. 17,000 sf with offices, six classrooms, a courtyard, multipurpose room, and stage.



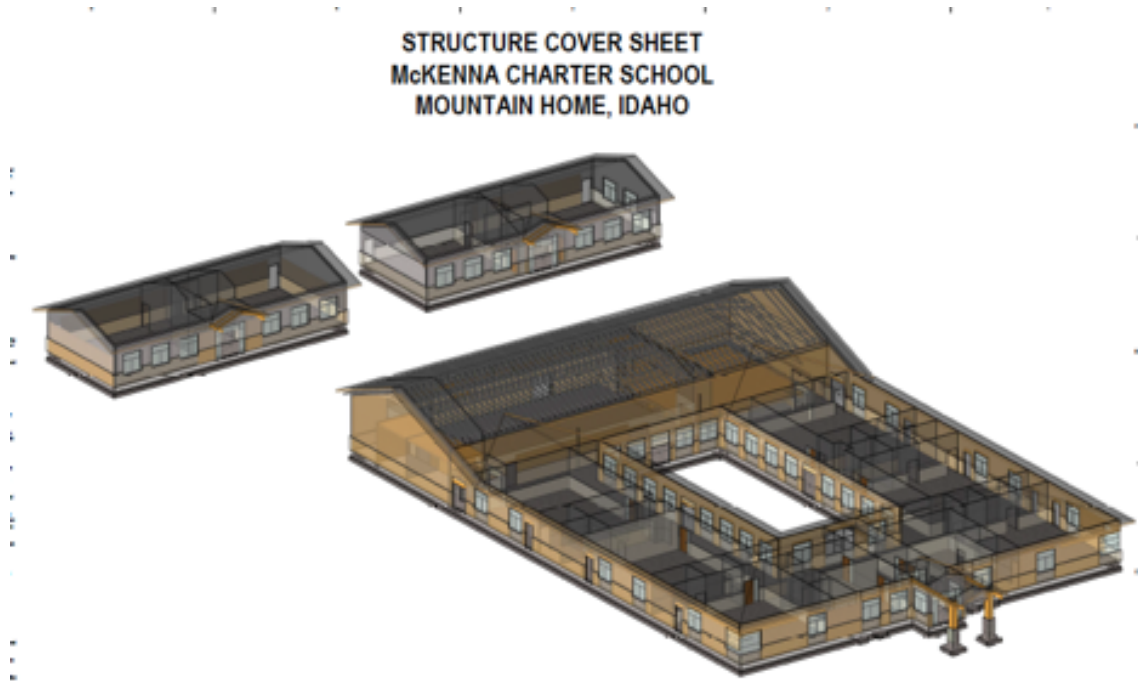
**Entire Project**—22,000 sf of building space housing up to 216 students, grades K-8 located on five acres in Mountain Home, Idaho. Includes offices, nine classrooms, one work shop, a multipurpose room, stage, and court yard.



Site Plan



3-D View



# 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
<b>REVENUE</b>							
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!	-	
<b>TOTAL REVENUE</b>	<b>\$1,636,809.00</b>	<b>\$1,636,809.00</b>	<b>\$1,242,190.00</b>	<b>\$394,619.00</b>	<b>76%</b>	<b>\$1,603,546.00</b>	
<b>EXPENDITURES</b>							
<b>100 SALARIES</b>	854,400.00	854,400.00	458,553.00	395,847.00	54%	854,400.00	
<b>200 EMPLOYEE BENEFITS</b>	170,758.00	170,758.00	98,505.00	72,253.00	58%	170,758.00	
<b>300 PURCHASED SERVICES</b>	195,187.00	195,187.00	102,195.00	#VALUE!	52%	195,187.00	
<b>400 SUPPLIES</b>	21,037.00	21,037.00	26,142.00	(5,105.00)	124%	27,808.00	
<b>500 CAPITAL OUTLAY</b>	1,872.00	1,872.00	722.00	1,150.00	39%	1,872.00	
<b>600 DEBT RETIREMENT</b>	-	-	-	-	#DIV/0!	-	
<b>700 INSURANCE</b>	-	-	-	-	#DIV/0!	-	
<b>920000 TRANSFERS OUT</b>	-	-	-	-	#DIV/0!	-	
<b>TOTAL EXPENDITURES</b>	<b>\$1,243,254.00</b>	<b>\$1,243,254.00</b>	<b>\$686,117.00</b>	<b>#VALUE!</b>	<b>55%</b>	<b>\$1,250,025.00</b>	

# 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
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>	<b>\$393,555.00</b>	<b>\$393,555.00</b>	<b>\$556,073.00</b>			<b>\$353,521.00</b>	
<b>TOTAL BEGINNING BALANCE (All Funds)</b>	<b>\$985,256.00</b>	<b>\$985,256.00</b>	<b>\$985,256.00</b>			<b>\$985,256.00</b>	
<b>TOTAL CHANGES (All Funds)</b>	<b>\$393,555.00</b>	<b>\$393,555.00</b>	<b>\$556,073.00</b>			<b>\$353,521.00</b>	
<b>ENDING BALANCE (All Funds)</b>	<b>\$1,378,811.00</b>	<b>\$1,378,811.00</b>	<b>\$1,541,329.00</b>			<b>\$1,338,777.00</b>	
<b>CHANGES IN FUND BALANCE BY FUND</b>							
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
<b>REVENUE</b>								
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!		
<b>TOTAL GENERAL FUND REVENUES</b>		<b>\$1,636,809.00</b>	<b>\$1,636,809.00</b>	<b>\$1,242,190.00</b>	<b>394,619.00</b>	<b>76%</b>	<b>\$1,603,546.00</b>	
<b>EXPENDITURES</b>								
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
<b>Subtotals: Instruction</b>		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!		
<b>Subtotals: Support Services</b>		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!		
<b>Subtotals: Non-Instruction</b>		-	-	-	-	#DIV/0!	-	
100.920000	Transfers Out				-	#DIV/0!		
100.950000	Contingency Reserve				-	#DIV/0!		
<b>Subtotals: Other</b>		-	-	-	-	#DIV/0!	-	
<b>TOTAL GENERAL FUND EXPENDITURES</b>		<b>\$1,243,254.00</b>	<b>\$1,243,254.00</b>	<b>\$686,117.00</b>	<b>\$557,137.00</b>	<b>55%</b>	<b>\$1,250,025.00</b>	
<b>TOTAL GENERAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$393,555.00</b>	<b>\$393,555.00</b>	<b>\$556,073.00</b>			<b>\$353,521.00</b>	
<b>BEGINNING FUND BALANCE (July 1, 2013)</b>		<b>\$985,256.00</b>	<b>\$985,256.00</b>	<b>\$985,256.00</b>			<b>\$985,256.00</b>	
<b>CHANGES IN FUND BALANCE</b>		<b>\$393,555.00</b>	<b>\$393,555.00</b>	<b>\$556,073.00</b>			<b>\$353,521.00</b>	
<b>ENDING FUND BALANCE AS OF 1-9-2015</b>		<b>\$1,378,811.00</b>	<b>\$1,378,811.00</b>	<b>\$1,541,329.00</b>			<b>\$1,338,777.00</b>	

## 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
<b>REVENUE</b>								
23X.419200	Contributions/Donations				-	#DIV/0!		
23X.419900	Other Local Revenue				-	#DIV/0!		
23X.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>CHANGES IN FUND BALANCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>ENDING FUND BALANCE AS OF</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
24X.431900	Other State Support				-	#DIV/0!		
24X.439000	Other State Revenue				-	#DIV/0!		
24X.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>CHANGES IN FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>ENDING FUND BALANCE AS OF</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	



## 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
<b>REVENUE</b>								
245.431900	Other State Support				-	#DIV/0!		
245.439000	Other State Revenue				-	#DIV/0!		
245.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUE</b>		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL REVENUE OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>CHANGES IN FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>ENDING FUND BALANCE AS OF</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
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!		
<b>TOTAL FUND REVENUE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#VALUE!</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL FUND REVENUE OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>CHANGES IN FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>ENDING FUND BALANCE AS OF _____</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
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!		
<b>TOTAL FUND REVENUES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
SCHOOL								
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>		\$0.00	\$0.00	\$0.00			\$0.00	
<b>CHANGES IN FUND BALANCE</b>		\$0.00	\$0.00	\$0.00			\$0.00	
<b>ENDING FUND BALANCE AS OF</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
262.443000	Direct Restricted Federal				-	#DIV/0!		
262.445900	Other Indirect Restricted Federal				-	#DIV/0!		
262.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUES</b>		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
<b>EXPENDITURES</b>								
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
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	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 _____	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
271.443000	Direct Restricted Federal				-	#DIV/0!		
271.445900	Other Indirect Restricted Federal				-	#DIV/0!		
271.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>CHANGES IN FUND BALANCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>ENDING FUND BALANCE AS OF _____</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	



## 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
<b>REVENUE</b>								
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!		
<b>TOTAL FUND REVENUES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!	\$0.00	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>	\$0.00	\$0.00	\$0.00			\$0.00	
	<b>CHANGES IN FUND BALANCE</b>	\$0.00	\$0.00	\$0.00			\$0.00	
	<b>ENDING FUND BALANCE AS OF</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
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!		
<b>TOTAL FUND REVENUES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>CHANGES IN FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>ENDING FUND BALANCE AS OF _____</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
300.419900	Other Local Revenue				-	#DIV/0!		
300.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>CHANGES IN FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>ENDING FUND BALANCE AS OF</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
310.451000	Proceeds				-	#DIV/0!		
310.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>CHANGES IN FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
<b>ENDING FUND BALANCE AS OF _____</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>REVENUE</b>								
400.451000	Proceeds				-	#DIV/0!		
400.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>EXPENDITURES</b>								
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!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	<b>\$0.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>BEGINNING FUND BALANCE (JULY 1, 2013)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>CHANGES IN FUND BALANCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	
	<b>ENDING FUND BALANCE AS OF _____</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>	

## 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
<b>CASH ON HAND (Beginning Cash)</b>	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
<b>RECEIPTS</b>														
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
<b>TOTAL RECEIPTS</b>	<b>1,636,809</b>	<b>68</b>	<b>885,939</b>	<b>11,990</b>	<b>693</b>	<b>351,867</b>	<b>366</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,250,923</b>
<b>OUTFLOW</b>														
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
<b>Subtotal - Payroll</b>	<b>1,025,158</b>	<b>92,287</b>	<b>76,293</b>	<b>83,739</b>	<b>215,034</b>	<b>106,561</b>	<b>96,549</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>670,463</b>
Facility Costs (All)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Subtotal - Occupancy</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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
<b>Subtotal - Educational Program</b>	<b>216,224</b>	<b>16,794</b>	<b>31,541</b>	<b>19,507</b>	<b>29,092</b>	<b>17,662</b>	<b>12,837</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>127,433</b>
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
<b>Subtotal - Other Costs</b>	<b>1,872</b>	<b>606</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>606</b>
Other loan payments/obligations	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL OUTFLOW</b>	<b>1,243,254</b>	<b>109,687</b>	<b>107,834</b>	<b>103,246</b>	<b>244,126</b>	<b>124,223</b>	<b>109,386</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>798,502</b>
<b>CHANGE IN CASH</b>	<b>393,555</b>	<b>(109,619)</b>	<b>778,105</b>	<b>(91,256)</b>	<b>(243,433)</b>	<b>227,644</b>	<b>(109,020)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ENDING CASH</b>	<b>N/A</b>	<b>875,637</b>	<b>1,653,742</b>	<b>1,562,486</b>	<b>1,319,053</b>	<b>1,546,697</b>	<b>1,437,677</b>	<b>1,437,677</b>	<b>1,437,677</b>	<b>1,437,677</b>	<b>1,437,677</b>	<b>1,437,677</b>	<b>1,437,677</b>	
ASSUMPTIONS / NOTES:														

# February 12, 2015

## RICHARD MCKENNA CHARTER HIGH SCHOOL - Cash Flow Details

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>REVENUE</b>														
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)													
<b>TOTAL REVENUES</b>		<b>\$1,636,809</b>	<b>\$68</b>	<b>\$885,939</b>	<b>\$11,990</b>	<b>\$693</b>	<b>\$351,867</b>	<b>\$366</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>EXPENDITURES</b>														
<b>Instruction / Educational Program</b>														
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					
<b>Support Services</b>							
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													
<b>Non-Instruction</b>															
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)														
<b>TOTAL EXPENDITURES</b>			\$1,243,254	\$109,687	\$107,834	\$103,246	\$244,126	\$124,223	\$109,386	\$0	\$0	\$0	\$0	\$0	\$0

## February 12, 2015

### 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						
<b>REVENUE TOTALS</b>		<b>\$900,000.00</b>		<b>\$1,499,435.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		

**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		
<b>Classroom Teachers</b>										
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:
<b>Special Education</b>										
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:
<b>Other Certified Staff</b>										
Administrator			1.0	88,213.00						Title and hours:
Other Certified Staff Subtotals	0.0	-	1.0	88,213.00	0.0	-	0.0	-		
<b>CERTIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$0.00</b>	<b>19.0</b>	<b>\$347,073.00</b>	<b>0.0</b>	<b>\$0.00</b>	<b>0.0</b>	<b>\$0.00</b>		

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		
<b>Position</b>										
Paraprofessionals- General										
Paraprofessionals- SPED										
Admin / Front Office Staff			4.0	131,230.00						
<b>CLASSIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$0.00</b>	<b>4.0</b>	<b>\$131,230.00</b>	<b>0.0</b>	<b>\$0.00</b>	<b>0.0</b>	<b>\$0.00</b>		

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		
<b>Type</b>										
PERSI										
Workers comp										

## February 12, 2015

FICA/medicare							
Group insurance			102,984.00				
Paid time off [clarify in assumptions]			184,302.00				
<b>BENEFIT TOTALS</b>		<b>\$0.00</b>	<b>\$287,286.00</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>CERTIFIED &amp; CLASSIFIED STAFF TOTALS</b> \$0.00      \$478,303.00      \$0.00      \$0.00							
<b>TOTAL STAFF &amp; BENEFITS TOTALS</b> \$0.00      \$765,589.00      \$0.00      \$0.00							
<b>Additional Notes or Details regarding Staffing Expenditures:</b>							

**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	-	-	

## February 12, 2015

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	-	-	
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>\$100,000.00</b>	<b>\$61,037.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

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 Contrac Services [clarify in assumptions]		48,000.00				
Technology fees & licenses						
<b>TECHNOLOGY TOTALS</b>	<b>\$48,000.00</b>	<b>\$48,000.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

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:
<b>CAPITAL OUTLAY TOTALS</b>	<b>\$55,000.00</b>	<b>\$15,000.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

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:
<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$0.00</b>	<b>\$3,500.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

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]

## February 12, 2015

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)						
<b>FACILITIES TOTALS</b>	<b>\$700,000.00</b>	<b>\$31,199.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Additional Notes or Details regarding Facilities Expenditures:</b> 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.)						
<b>TRANSPORTATION TOTALS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Additional Notes or Details regarding Transportation Expenditures:</b>						

### 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:
<b>OTHER TOTALS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Additional Notes or Details regarding Transportation Expenditures:</b>						

### 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.]



**February 12, 2015**

<b>List of Attachments</b>		
[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.]		
<b>Attachment Title</b>	<b>Location (Appendix _)</b>	<b>Description</b>

## 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
<b>INFO</b> Projected Enrollment (Number of Student)	N/A	336	360	384	0	0	0	0	0	0
<b>REVENUE</b>										
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	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>\$0.00</b>	<b>\$1,752,394.00</b>	<b>\$1,798,943.00</b>	<b>\$1,903,454.02</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>EXPENDITURES</b>										
Salaries	-	957,400.00	1,023,722.00	1,090,833.66	-	-	-	-	-	-
Benefits	-	181,158.00	191,480.74	208,357.16	-	-	-	-	-	-
<b>Subtotal: Payroll</b>	-	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	-	-	-	-	-	-	-	-	-	-
<b>Subtotal: Facilities</b>	-	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	-	-	-	-	-	-
<b>Subtotal: Educational Program</b>	-	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	-	-	-	-	-	-	-	-	-	-
<b>Subtotal: Other Costs</b>	-	118,456.00	128,401.16	138,441.00	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$0.00</b>	<b>\$1,678,537.00</b>	<b>\$1,771,993.62</b>	<b>\$1,898,115.27</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>	<b>\$0.00</b>	<b>\$73,857.00</b>	<b>\$26,949.38</b>	<b>\$5,338.76</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL BEGINNING BALANCE (All Funds)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$73,857.00</b>	<b>\$100,806.38</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL CHANGES (All Funds)</b>	<b>\$0.00</b>	<b>\$73,857.00</b>	<b>\$26,949.38</b>	<b>\$11,738.76</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>ENDING BALANCE (All Funds)</b>	<b>\$0.00</b>	<b>\$73,857.00</b>	<b>\$100,806.38</b>	<b>\$112,545.14</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>CHANGES IN FUND BALANCE BY FUND</b>										
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

## 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
INFO	Projected Enrollment (Number of Student)	N/A	336	360	384						
<b>REVENUE</b>											
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										
<b>TOTAL GENERAL FUND REVENUES</b>		\$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
<b>EXPENDITURES</b>											
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										

## 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
100.532100	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										
<b>Subtotals: Instruction</b>		-	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										
<b>Subtotals: Support Services</b>		-	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										
<b>Subtotals: Non-Instruction</b>		-	-	-	-	-	-	-	-	-	-
<b>TOTAL GENERAL FUND EXPENDITURES</b>		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
<b>TOTAL GENERAL FUND REVENUES OVER EXPENDITURES</b>		\$0.00	\$73,857.00	\$26,949.38	\$11,738.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>BEGINNING FUND BALANCE</b>		\$0.00	\$0.00	\$73,857.00	\$100,806.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CHANGES IN FUND BALANCE</b>		\$0.00	\$73,857.00	\$26,949.38	\$11,738.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>ENDING FUND BALANCE</b>		\$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
<b>REVENUE</b>											
	23X.419200 Contributions/Donations										
	23X.419900 Other Local Revenue										
	23X.460000 Transfers In										
<b>TOTAL FUND REVENUE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
	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										
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
	<b>BEGINNING FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>CHANGES IN FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>ENDING FUND BALANCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>REVENUE</b>											
	24X.431900 Other State Support										
	24X.439000 Other State Revenue										
	24X.460000 Transfers In										
<b>TOTAL FUND REVENUE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
	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										
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
	<b>BEGINNING FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>CHANGES IN FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>ENDING FUND BALANCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>REVENUE</b>											
245.431900	Other State Support										
245.439000	Other State Revenue										
245.460000	Transfers In										
<b>TOTAL FUND REVENUE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
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										
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL REVENUE OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>BEGINNING FUND BALANCE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CHANGES IN FUND BALANCE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>ENDING FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>



## 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
<b>REVENUE</b>											
251.443000	Direct Restricted Federal										
251.445100	Title I - ESEA										
251.445900	Other Indirect Restricted Federal										
251.460000	Transfers In										
<b>TOTAL FUND REVENUE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
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										
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUE OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>BEGINNING FUND BALANCE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CHANGES IN FUND BALANCE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>ENDING FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>REVENUE</b>											
257.443000	Direct Restricted Federal										
257.445600	Title VI-B IDEA Federal Revenue										
257.445900	Other Indirect Restricted Federal										
257.460000	Transfers In										
<b>TOTAL FUND REVENUES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
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
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
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
<b>ENDING FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>REVENUE</b>											
262.443000	Direct Restricted Federal										
262.445900	Other Indirect Restricted Federal										
262.460000	Transfers In										
<b>TOTAL FUND REVENUES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
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
<b>REVENUE</b>											
	271.443000 Direct Restricted Federal										
	271.445900 Other Indirect Restricted Federal										
	271.460000 Transfers In										
<b>TOTAL FUND REVENUES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
	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										
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
	<b>BEGINNING FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>CHANGES IN FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>ENDING FUND BALANCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>REVENUE</b>											
2XX.442000	Indirect Unrestricted Federal										
2XX.443000	Direct Restricted Federal										
2XX.445900	Other Indirect Restricted Federal										
271.460000	Transfers In										
<b>TOTAL FUND REVENUES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
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										
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
	<b>BEGINNING FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>CHANGES IN FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>ENDING FUND BALANCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>



## 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
<b>REVENUE</b>											
	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										
<b>TOTAL FUND REVENUES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
	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										
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
	<b>BEGINNING FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>CHANGES IN FUND BALANCE</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>ENDING FUND BALANCE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>REVENUE</b>											
	300.419900	Other Local Revenue									
	300.460000	Transfers In									
<b>TOTAL FUND REVENUES</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
	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									
<b>TOTAL FUND EXPENDITURES</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>BEGINNING FUND BALANCE</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CHANGES IN FUND BALANCE</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>ENDING FUND BALANCE</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>REVENUE</b>											
	310.451000	Proceeds									
	310.460000	Transfers In									
<b>TOTAL FUND REVENUES</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
	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									
<b>TOTAL FUND EXPENDITURES</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
	<b>BEGINNING FUND BALANCE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>CHANGES IN FUND BALANCE</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>ENDING FUND BALANCE</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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
<b>REVENUE</b>											
	400.451000	Proceeds									
	400.460000	Transfers In									
<b>TOTAL FUND REVENUES</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
	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									
<b>TOTAL FUND EXPENDITURES</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>BEGINNING FUND BALANCE</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CHANGES IN FUND BALANCE</b>			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>ENDING FUND BALANCE</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 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	<b>REVENUE</b>														
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	<b>TOTAL REVENUES</b>		<b>\$1,752,394</b>	<b>\$150,000</b>	<b>\$746,642</b>	<b>\$12,519</b>	<b>\$8,509</b>	<b>\$327,996</b>	<b>\$0</b>	<b>\$0</b>	<b>\$298,657</b>	<b>\$0</b>	<b>\$0</b>	<b>\$149,328</b>	<b>\$17,185</b>

# 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	<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>BUDGET</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
41	<b>EXPENDITURES</b>														
42	<b>Instruction / Educational Program</b>														
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)

1	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
2			Likely / Projected												
	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		<b>Support Services</b>													
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	<b>Non-Instruction</b>														
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	<b>TOTAL EXPENDITURES</b>		<b>\$1,678,537</b>	<b>\$169,393</b>	<b>\$127,557</b>	<b>\$120,593</b>	<b>\$120,593</b>	<b>\$120,593</b>	<b>\$120,593</b>	<b>\$120,593</b>	<b>\$120,593</b>	<b>\$120,593</b>	<b>\$120,593</b>	<b>\$120,593</b>	<b>\$120,593</b>

**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
<b>CASH ON HAND (Beginning Cash)</b>	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
<b>RECEIPTS</b>														
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
<b>TOTAL RECEIPTS</b>	<b>1,752,394</b>	<b>150,000</b>	<b>746,642</b>	<b>12,519</b>	<b>8,509</b>	<b>327,996</b>	<b>0</b>	<b>0</b>	<b>298,657</b>	<b>0</b>	<b>0</b>	<b>149,328</b>	<b>17,185</b>	<b>1,710,835</b>
<b>OUTFLOW</b>														
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
<b>Subtotal - Payroll</b>	<b>0</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>90,802</b>	<b>1,089,628</b>
Facility Costs (All)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Subtotal - Occupancy</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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
<b>Subtotal - Educational Program</b>	<b>0</b>	<b>67,603</b>	<b>26,439</b>	<b>20,075</b>	<b>20,075</b>	<b>20,075</b>	<b>20,075</b>	<b>20,075</b>	<b>20,075</b>	<b>20,075</b>	<b>20,075</b>	<b>20,075</b>	<b>20,075</b>	<b>294,794</b>
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
<b>Subtotal - Other Costs</b>	<b>0</b>	<b>10,987</b>	<b>10,315</b>	<b>9,715</b>	<b>9,715</b>	<b>9,715</b>	<b>9,715</b>	<b>9,715</b>	<b>9,715</b>	<b>9,715</b>	<b>9,715</b>	<b>9,715</b>	<b>9,715</b>	<b>118,456</b>
<b>TOTAL OUTFLOW</b>	<b>0</b>	<b>169,393</b>	<b>127,557</b>	<b>120,593</b>	<b>120,593</b>	<b>120,593</b>	<b>120,593</b>	<b>120,593</b>	<b>120,593</b>	<b>120,593</b>	<b>120,593</b>	<b>120,593</b>	<b>120,593</b>	<b>1,502,878</b>
<b>CHANGE IN CASH</b>	<b>1,752,394</b>	<b>(19,393)</b>	<b>619,085</b>	<b>(108,074)</b>	<b>(112,084)</b>	<b>207,403</b>	<b>(120,593)</b>	<b>(120,593)</b>	<b>178,064</b>	<b>(120,593)</b>	<b>(120,593)</b>	<b>28,735</b>	<b>(103,408)</b>	
<b>ENDING CASH</b>	<b>N/A</b>	<b>965,863</b>	<b>1,584,948</b>	<b>1,476,874</b>	<b>1,364,790</b>	<b>1,572,193</b>	<b>1,451,600</b>	<b>1,331,007</b>	<b>1,509,071</b>	<b>1,388,478</b>	<b>1,267,885</b>	<b>1,296,621</b>	<b>1,193,213</b>	

February 12, 2015

# Richard McKenna Charter High School



## ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://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](http://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	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.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Critical and Analytical Thinking</li> <li>○ Hard Work, Respect, and Service</li> <li>○ Presentations and Projects</li> <li>○ Reflecting and Recording</li> </ul> </li> <li>• Focused Learning. We use a block schedule that allows students to focus on a few courses at a time in great depth.</li> <li>• 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.</li> </ul>	
<b>School Contact Information</b>	Address: 675 South Haskett Street, Mountain Home, ID 83647	Phone: 208-580-2449
<b>Surrounding District</b>	Mountain Home School District	
<b>Opening Year</b>	2002	
<b>Current Term</b>	June 17, 2014 - June 30, 2017	
<b>Grades Served</b>	9 - 12	
<b>Enrollment</b>	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.

## February 12, 2015

### **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		
<b>Total Academic Points Received</b>				170.72			181.08
<b>% of Possible Academic Points for This School</b>				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%	
<b>Total Mission-Specific Points Received</b>				0.00			0.00
<b>% of Possible Mission-Specific Points Received</b>				0.00%			#DIV/0!
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		1500			375		
<b>TOTAL GENERAL PROGRAM POINTS RECEIVED</b>				170.72			181.08
<b>% OF POSSIBLE GENERAL ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				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		
<b>Total Academic Points Received</b>				0.00			0.00
<b>% of Possible Academic Points for This School</b>				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%	
<b>Total Mission-Specific Points Received</b>				0.00			0.00
<b>% of Possible Mission-Specific Points Received</b>				0.00%			#DIV/0!
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		1925			150		
<b>TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED</b>				0.00			0.00
<b>% OF POSSIBLE ALTERNATIVE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				0.00%			0.00%

# February 12, 2015

## 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
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>345.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>		<b>86.25%</b>		

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
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>300.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>		<b>75.00%</b>		

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
<b>Honor</b> 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	
<b>Good Standing</b> 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%
<b>Remediation (General)</b> 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	
<b>Critical (Alternative)</b> 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	

# February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL--- GENERAL PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
		<b>Result (Stars)</b>	<b>Points Possible</b>	<b>Points Earned</b>			
<b>Measure 1a</b> <b>Overall Star Rating</b>  Is the school meeting acceptable standards according to existing state grading or rating systems?  <b>Exceeds Standard:</b> School received five stars on the Star Rating System. <b>Meets Standard:</b> School received three or four stars on the Star Rating System. <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System. <b>Falls Far Below Standard:</b> School received one star on the Star Rating System.		5	25				
		4	20				
		3	15	15			
		2	0				
		1	0				
					15		
Notes							
		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
<b>Measure 1b</b> <b>State Designations</b>  Is the school meeting state designation expectations as set forth by state and federal accountability systems?  <b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0				
					15		
	Notes						
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
		<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
<b>Measure 2a</b> <b>ISAT / SBA % Proficiency</b> <b>Reading</b>  Are students achieving reading proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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						
		<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
<b>Measure 2b</b> <b>ISAT / SBA % Proficiency</b> <b>Math</b>  Are students achieving math proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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						
		<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
<b>Measure 2c</b> <b>ISAT / SBA % Proficiency</b> <b>Language Arts</b>  Are students achieving language proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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						

# February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL--- GENERAL PROGRAM ACADEMIC FRAMEWORK (2012 - 2013 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH							
<b>Measure 3a</b> 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
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
<b>Notes</b>	No result due to insufficient sample size.						
<b>Measure 3b</b> 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
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
<b>Notes</b>	No result due to insufficient sample size.						
<b>Measure 3c</b> 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
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
<b>Notes</b>	No result due to insufficient sample size.						
<b>Measure 3d</b> 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
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>	No result due to insufficient sample size.						
<b>Measure 3e</b> 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
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>	No result due to insufficient sample size.						

# February 12, 2015

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	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
							0
<b>Notes</b> 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
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	<b>Does Not Meet Standard:</b> School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
							0
<b>Notes</b> No result due to insufficient sample size.							
<b>INDICATOR 4: COLLEGE AND CAREER READINESS</b>							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				0
							0
<b>Notes</b>							
Measure 4b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
Exam Results	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> 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
<b>Notes</b> 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	<b>Exceeds Standard:</b> 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				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> 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				
	<b>Falls Far Below Standard:</b> 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
<b>Notes</b>							
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		55.80	0-13	13	1-70	70
							10
<b>Notes</b>							

## February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- GENERAL PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Is the school helping students gain appropriate reading skills?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 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	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
	<b>Falls Far Below Standard:</b> 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	
				<b>0.00</b>
<b>Notes</b>	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.			
<b>Measure 2</b>				
<b>Measure 2</b>	<b>Is the school helping students gain appropriate English Language skills?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 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	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
	<b>Falls Far Below Standard:</b> 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	
				<b>0.00</b>
<b>Notes</b>	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 --- 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
	<b>Exceeds Standard:</b> 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	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
	<b>Falls Far Below Standard:</b> 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	
				<b>0.00</b>
<b>Notes</b>	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
	<b>Exceeds Standard:</b> 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	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
	<b>Falls Far Below Standard:</b> 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	
				<b>0.00</b>
<b>Notes</b>	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			
<b>Measure 1a</b> <b>Overall Star Rating</b>  Is the school meeting acceptable standards according to existing state grading or rating systems?  <b>Exceeds Standard:</b> School received five stars on the Star Rating System <b>Meets Standard:</b> School received three or four stars on the Star Rating System <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System <b>Falls Far Below Standard:</b> 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						
<b>Measure 1b</b> <b>Alternative School</b>  <b>Performance Comparison</b>  How is the school performing in comparison to other alternative schools in the state?  <b>Exceeds Standard:</b> School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools. <b>Meets Standard:</b> School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools. <b>Does Not Meet Standard:</b> School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools. <b>Falls Far Below Standard:</b> 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						
<b>Measure 2a</b> <b>ISAT / SBA % Proficiency</b> <b>Reading</b>  Are students achieving reading proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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.						
<b>Measure 2b</b> <b>ISAT / SBA % Proficiency</b> <b>Math</b>  Are students achieving math proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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.						
<b>Measure 2c</b> <b>ISAT / SBA % Proficiency</b> <b>Language Arts</b>  Are students achieving language proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> 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
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> 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
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> 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
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> 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
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes	No result due to insufficient sample size.						

# February 12, 2015

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
<b>Measure 3f</b> Norm-Referenced	<b>Are students making expected annual academic growth in language compared to their academic peers?</b>						
<b>Growth in Language</b>	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>th</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>	No result due to insufficient sample size.						
<b>Measure 3g</b> Subgroup Growth Combined Subjects	<b>Is the school increasing subgroup academic performance over time?</b>						
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	<b>Does Not Meet Standard:</b> School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
<b>Notes</b>	No result due to insufficient sample size.						
<b>INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT</b>							
<b>Measure 4a</b> Attendance	<b>Are students demonstrating engagement through regular attendance?</b>						
	<b>Exceeds Standard:</b>		12	90-100	11	0	
	<b>Meets Standard:</b>		13	81-89	9	0	
	<b>Does Not Meet Standard:</b>		13	71-80	10	0	
	<b>Falls Far Below Standard:</b>		13	1-70	70	0	
<b>Notes</b>	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.						
<b>Measure 4b</b> Course / Credit Completion	<b>Are students demonstrating engagement by successfully completing their courses?</b>						
	<b>Exceeds Standard:</b>			12	90-100	11	0
	<b>Meets Standard:</b>			13	81-89	9	0
	<b>Does Not Meet Standard:</b>			13	71-80	10	0
	<b>Falls Far Below Standard:</b>			13	1-70	70	0
<b>Notes</b>	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.						
<b>INDICATOR 5: COLLEGE AND CAREER READINESS</b>							
<b>Measure 5a</b> Advanced Opportunity	<b>Are students participating successfully in advance opportunity coursework?</b>	<b>Result</b>	<b>Points Possible</b>				<b>Points Earned</b>
<b>Coursework</b>	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0				0
<b>Notes</b>							
<b>Measure 5b1</b> College Entrance	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>				<b>Points Earned</b>
<b>Exam Results</b>	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> 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
<b>Notes</b>							

# February 12, 2015

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	<b>Exceeds Standard:</b> 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				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> 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				
	<b>Falls Far Below Standard:</b> 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
<b>Notes</b>							
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	<b>Exceeds Standard:</b> Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Based on 4-year cohort data, fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
<b>Notes</b> No result due to insufficient sample size.							
Measure 5c2 Graduation Rate 6-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
6-year Cohort	<b>Exceeds Standard:</b>		39-50	12	90-100	11	0
	<b>Meets Standard:</b>		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b>		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b>		0-13	13	1-70	70	0
<b>Notes</b> 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							

## February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- ALTERNATIVE PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

MISSION-SPECIFIC GOALS			
<b>Measure 1</b>	<b>Is the school helping students gain appropriate reading skills?</b>	<b>Result</b>	<b>Points Possible</b>
	<p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Falls Far Below Standard:</b> 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> <hr style="width: 100%;"/> <p><b>0.00</b></p>
<b>Notes</b>	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.		
<b>Measure 2</b>	<b>Is the school helping students gain appropriate English Language skills?</b>	<b>Result</b>	<b>Points Possible</b>
	<p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Falls Far Below Standard:</b> 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> <hr style="width: 100%;"/> <p><b>0.00</b></p>
<b>Notes</b>	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.)

Measure 3	Is the school helping students gain appropriate math skills?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 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).</p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p> <p><b>Falls Far Below Standard:</b> 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.</p>		215	
			172	
			86	
			0	
				0.00
<b>Notes</b>	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
	<p><b>Exceeds Standard:</b> 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.</p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p> <p><b>Falls Far Below Standard:</b> 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.</p>		230	
			184	
			92	
			0	
				0.00
<b>Notes</b>	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				
<b>Measure 1a</b> Implementation of Educational Program	<p><b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		Meets	25	25.00
			0	_____
				25.00
<b>Notes</b>				
<b>Measure 1b</b> Education Requirements	<p><b>Is the school complying with applicable education requirements?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		No instances of non-compliance documented	25	25.00
			15	_____
			0	_____
				25.00
<b>Notes</b>				
<b>Measure 1c</b> Students with Disabilities	<p><b>Is the school protecting the rights of students with disabilities?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		No instances of non-compliance documented	25	25.00
			15	_____
			0	_____
				25.00
<b>Notes</b>				



# February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

<p><b>Measure 1d</b> English Language Learners</p> <p><b>Is the school protecting the rights of English Language Learner (ELL) students?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Result</b></p> <p>No instances of non-compliance documented</p> <p>25</p> <p>15</p> <p>0</p>	<p><b>Points Possible</b></p> <p>25</p> <p>15</p> <p>0</p>	<p><b>Points Earned</b></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>
<b>Notes</b>			
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>			
<p><b>Measure 2a</b> Financial Reporting and Compliance</p> <p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Result</b></p> <p>See note</p> <p>0</p>	<p><b>Points Possible</b></p> <p>25</p> <p>15</p> <p>0</p>	<p><b>Points Earned</b></p> <p>15.00</p> <p>0.00</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>15.00</p>
<b>Notes</b>			
FY13 fiscal audit (due Nov 15, 2013) was submitted 12/19/13.			
<p><b>Measure 2b</b> GAAP</p> <p><b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Result</b></p> <p>See note</p>	<p><b>Points Possible</b></p> <p>25</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0.00</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p>0.00</p>
<b>Notes</b>			
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.			

# February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING				
<b>Measure 3a</b> Governance Requirements	<p><b>Is the school complying with governance requirements?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
<b>Notes</b>				
<b>Measure 3b</b> Reporting Requirements	<p><b>Is the school complying with reporting requirements?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
			25	
		See note	15	15.00
			0	
				15.00
<b>Notes</b>				
<a href="#">Meeting materials for August 2013 annual update were submitted late.</a>				
<b>INDICATOR 4: STUDENTS AND EMPLOYEES</b>				
<b>Measure 4a</b> Student Rights	<p><b>Is the school protecting the rights of all students?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
<b>Notes</b>				

## February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	25.00
<b>Notes</b>				
<b>Measure 4c Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	25.00
<b>Notes</b>				
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	25.00
<b>Notes</b>				

# February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT				
<b>Measure 5a</b> Facilities and Transportation	<p><b>Is the school complying with facilities and transportation requirements?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
			25	
		See note	15	15.00
			0	
<b>Notes</b>	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
<b>Measure 5b</b> Health and Safety	<p><b>Is the school complying with health and safety requirements?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		No instances of non-compliance documented	25	25.00
			15	
			0	
<b>Notes</b>				25.00
<b>Measure 5c</b> Information Handling	<p><b>Is the school handling information appropriately?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		No instances of non-compliance documented	25	25.00
			15	
			0	
<b>Notes</b>				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><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	
<b>Measure 1a</b> Current Ratio	<b>Current Ratio: Current Assets divided by Current Liabilities</b>				
		<b>Meets Standard:</b> 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>	Ratio is 101.27	50	50.00
		<b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equal 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	<b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.		0	50.00	
<b>Notes</b>					

		Result	Points Possible	Points Earned	
<b>Measure 1b</b> Unrestricted Days Cash	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>				
		<b>Meets Standard:</b> 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>	195 days cash	50	50.00
		<b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	<b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.		0	50.00	
<b>Notes</b>					

		Result	Points Possible	Points Earned	
<b>Measure 1c</b> Enrollment Variance	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>				
		<b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is 125%	50	50.00
		<b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.		30	
	<b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.		0	50.00	
<b>Notes</b>					


		Result	Points Possible	Points Earned	
<b>Measure 1d</b> Default	<b>Default</b>				
		<b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	50	50.00
		<b>Does Not Meet Standard:</b> Not applicable		0	
	<b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	50.00	
<b>Notes</b>					

# February 12, 2015

RICHARD MCKENNA CHARTER HIGH SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
<b>Measure 2a</b> <b>Total Margin and Aggregated 3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> 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; border-bottom: 1px solid black;">Result</th> <th style="text-align: center; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: right; border-bottom: 1px solid black;">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="font-size: small;">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																		
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9 <b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0 <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	<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: center; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: right; border-bottom: 1px solid black;">Points Earned</th> </tr> </thead> <tbody> <tr style="background-color: green;"> <td style="font-size: small;">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																		
<b>Measure 2c</b> <b>Cash Flow</b>	<b>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</b>  <b>Meets Standard (in one of two ways):</b> 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> <b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative	<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: center; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: right; 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> <td></td> <td style="text-align: center;">30</td> <td></td> </tr> <tr style="background-color: yellow;"> <td style="font-size: small;">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																		
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1 <b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1 <b>Falls Far Below Standard:</b> Not Applicable	<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: center; border-bottom: 1px solid black;">Points Possible</th> <th style="text-align: right; border-bottom: 1px solid black;">Points Earned</th> </tr> </thead> <tbody> <tr style="background-color: green;"> <td style="font-size: small;">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						
Result	Points Possible	Points Earned																		
School has no debt	50	50.00																		
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February 12, 2015



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

Alison Consoletti, The Center for Education Reform