



## **IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

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# **PUBLIC CHARTER SCHOOL COMMISSION MEETING**

April 9, 2015  
JRW Building, West Conference Room, 700 West State Street  
Boise, ID

## **AGENDA**

**Thursday, April 9, 2015 – 700 West State Street – 9:00 a.m. – 3:00 p.m.**

### **A. COMMISSION WORK**

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

### **B. CHARTER and PERFORMANCE CERTIFICATE AMENDMENTS**

1. BCCLC Proposed Charter Amendments

### **C. OTHER**

1. Late Report Submissions by Portfolio Schools
  - a. Bingham Academy
  - b. North Star Charter School
  - c. The Academy
2. 2013-14 PCSC Annual Report
3. Commission Discussion: Draft Policies
4. Legislative Update

April 9, 2015

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1. Agenda Approval

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

COMMISSION ACTION

**A motion to approve the agenda as submitted.**

2. Minutes Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the meeting minutes from February 12, 2015 or February 18, 2015?

COMMISSION ACTION

**A motion to approve the meeting minutes from February 12, 2015 and February 18, 2015, as submitted.**



## IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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### PUBLIC CHARTER SCHOOL COMMISSION MEETING

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

#### AGENDA

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

Chairman Reed called the Commission to order at 9:03 a.m. The following Commissioners attended or were excused:

Alan Reed	Phone <input checked="" type="checkbox"/>	Person <input type="checkbox"/>	Not present <input type="checkbox"/>
Gayle O'Donahue	Phone <input type="checkbox"/>	Person <input type="checkbox"/>	Not present <input checked="" type="checkbox"/>
Kelly Murphey	Phone <input checked="" type="checkbox"/>	Person <input type="checkbox"/>	Not present <input type="checkbox"/>
Brian Scigliano	Phone <input type="checkbox"/>	Person <input checked="" type="checkbox"/>	Not present <input type="checkbox"/>
Wanda Quinn	Phone <input checked="" type="checkbox"/>	<i>joined at 9:36 am</i>	
Esther Van Wart	Phone <input checked="" type="checkbox"/>	Person <input type="checkbox"/>	Not present <input type="checkbox"/>
Gayann DeMordaunt	Phone <input checked="" type="checkbox"/>	Person <input type="checkbox"/>	Not present <input type="checkbox"/>

Chairman Reed introduced Kelly Murphey, the new Commissioner replacing Commissioner Hallett. Commissioner Murphey briefly addressed the Commission acquainting them with his background.

#### A. COMMISSION WORK

##### 1. Agenda Review / Approval

**M/S (Gayann DeMordaunt/ Esther VanWart):** To approve the agenda for today, February 12, 2015. *Motion unanimously passed.*

##### 2. Minutes Review / Approval

**M/S (Brian Scigliano/ Gayann DeMordaunt):** To approve the minutes from December 11, 2014, as submitted. *Motion unanimously passed.*

Commissioner Murphey questioned whether he could vote on issues at this time since he has not completed his paperwork as a state employee.

Deputy Attorney General Swartz advised Commissioner Murphey that it is better to err on the side of caution and abstain from voting.

## **B. CHARTER and PERFORMANCE CERTIFICATE AMENDMENTS**

### **1. ISTCS Proposed Charter Amendment**

Ms. Baysinger informed the Commission that ISTCS's proposal was to make a pilot project permanent by adding upper elementary grades to their existing program.

Tami Dortch, ISTCS administrator, confirmed that no significant changes were made to the pilot program.

**M/S (Gayann DeMordaunt/ Esther VanWart):** To approve the proposed charter and performance certificate amendments as submitted by Idaho Science and Technology Charter School. *Motion unanimously passed, with Commissioner Murphey abstaining.*

### **2. Richard McKenna Charter High School Proposed Charter Amendment**

Ms. Baysinger advised that RMCHS's amendment proposed to expand the school with the addition of an elementary program that added one grade a year, utilizing a Montessori program at a different site in Mountain Home than RMCHS's existing high school program.

Larry Slade, RMCHS's administrator, stated that it was their intent to create an elementary school to prepare students to be successful in high school. They purchased 5 acres in Mountain Home and have funds saved to build the first few buildings. RMCHS wants to move slowly in phases, starting in kindergarten with 24 students, taking care not to expose the school to debt and risk.

Commissioner Van Wart inquired whether there were any other Montessori schools in close proximity to RMCHS and whether they are focusing on a certain type of population.

Mr. Slade responded that there is not a Montessori model that goes through 8<sup>th</sup> grade, and that RMCHS's goal is to go through 8<sup>th</sup> grade.

**M/S (Gayann DeMordaunt/ Brian Scigliano):** To approve the proposed charter and performance certificate amendments as submitted by Richard McKenna Charter High School. *Motion unanimously passed with Commissioner Murphey abstaining.*

### 3. Compass Public Charter School Proposed Charter Amendment

Cindy Stover, business manager, and Kelly Trudeau, administrator, appeared for Compass. Kelly presented Compass' proposal to grow the elementary grades with funding from a J.A. and Katherine Albertson Foundation (JKAF) charter expansion grant. Their grant request was submitted to JKAF, and their proposal presentation was scheduled for February 25. They aim to add another class in each K-7 grade in the 2015-16 school year, growing from 665 to 908 students. They advised that they have 439 new applications, enough students to fill another class at each grade level, and are still accepting applications. Full capacity will be approximately 1,000-1,400 students, and they asked for a cap of 1,300. They are proactively recruiting teachers; seeking 9.5 teachers, a counselor, a principal and a secretary.

Commissioner DeMordaunt inquired whether expansion was possible if the Albertson's foundation did not provide a grant.

Ms. Trudeau affirmed it would be tight, but possible. They expect a 7.9% increase under Superintendent Ybarra's administration.

Commission DeMordaunt and Chairman Reed commented that Compass is a great example of growing a successful school.

Commissioner Van Wart had questions about their enrollment cap. She wondered if Compass would be required to offer the maximum number of seats that their performance certificate allows.

Ms. Baysinger advised that the charter language was crafted to allow Compass's board to establish a yearly enrollment cap that is lower than their overall approved cap, but the public must be notified in advance of the lottery regarding how many seats are available.

**M/S (Gayann DeMordaunt/ Esther VanWart):** To approve the proposed charter and performance certificate amendments as submitted by Compass Public Charter School. *Motion unanimously passed, with Commissioner Murphey abstaining.*

Chairman Reed requested that Compass inform the Commission of the outcome of the JKAF funding application.

## C. OTHER

### 1. Commission Discussion: Draft Policies, First Reading

Ms. Baysinger stated that NACSA recommended that the PCSC develop policies in light of the 2013 legislation; this is a high priority and introduces fairly significant changes since new statutory processes are concerned. She further informed the

Commissioners that although the draft policies were posted online in advance of today's meeting, no public comment had been received.

Commissioner DeMordaunt addressed Sec II.C.12 regarding after-deadline submission of additional supplementary documents or revisions not being received except by PCSC permission. She posed the question of whether language should be added that gives the Commission the ability to take a vote in a meeting setting as to whether to accept supplementary documents or revisions.

Commissioner Quinn asked Ms. Baysinger to give them scenarios where the proposed language might apply.

Ms. Baysinger said that, historically, schools came to meetings with new information and problems arose with accepting this material because Commissioners and staff had not had time to review it. Provision I.A.5 says that in rare instances exceptions can be made. The rare exception provision exists because occasionally there is a very good reason to accept a late document. Ms. Baysinger advised that for the most part, taking late submissions makes it difficult to handle them thoroughly and fairly.

Chairman Reed, Commissioner DeMordaunt and Commissioner Van Wart discussed the desire to see an exception for the Chairman and the Commission and their concerns that there would not be a chance to review and confirm such late information.

Ms. Baysinger indicated that although the intent is for I.A.5 to meet that aim, the language in Section II C 12 can be reworked for clarity. She said that change could be made in advance of the second reading. In the meantime, public comment would continue to be taken as well.

## **2. Legislative Update**

Ms. Baysinger said S1021 uncouples authorizer fees for PCSC portfolio schools from JFAC appropriations each year. If the bill passes and JFAC appropriates an increased amount to the PCSC, schools authorizer fees would no longer automatically increase. The bill was not encountering resistance and passed the Senate and House Education Committee.

Ms. Baysinger also said Senator Mortimer was introducing a lottery preference bill and requested PCSC input, though the language of the bill was not available yet. The concept is to allow schools to offer an optional, additional enrollment preference for students previously enrolled at another charter school. The preference would fall between the existing sibling and primary attendance area residency preferences. The primary use would be for schools to have two feeder elementary schools going into a high school.

The commissioners discussed possible positive and negative impacts of the bill and generally agreed that it could create an option for schools to expand and collaborate with other neighboring charter schools. They agreed not to take a position until the text of the bill was available.

Ms. Baysinger said that Senator Mortimer had also asked for her input regarding another legislative idea that would provide a process where two existing charter schools could be combined into one charter school. No draft is publically available. She also said the ICSN has been working on concepts that could help charters purchase facilities via a revolving loan fund or access to the state's credit rating.

Chairman Reed said the spirit of the discussions he had with legislators recently was very positive. Most expressed that they were very happy with the PCSC and the direction it is going. He thanked all the commissioners for all their work.

The PCSC agree to hold a special meeting on Wednesday, February 18, 2015, at 9:00 a.m. via teleconference, to further discuss legislation as bills are printed.

Ms. Baysinger noted that the PCS is not obliged to take a position on any bill.

**M/S (Esther VanWart/ Brian Scigliano):** To adjourn the meeting. *Motion unanimously passed.*

The meeting adjourned at 10:11 a. m.



## IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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# MEETING MINUTES PUBLIC CHARTER SCHOOL COMMISSION

February 18, 2015

342 North 8<sup>th</sup> Street, Room 242

Office of the Public Charter School Commission - Conference Room

**Wednesday, February 18 – 342 N 8<sup>th</sup> Street, Boise, ID, Room 242 – 9:00 a.m.**

A Special Meeting of the Public Charter School Commission was called to order by Vice-Chairman O'Donahue at 9:01 a.m. The following Commissioners attended or were excused:

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

### A. LEGISLATIVE UPDATE

Ms. Baysinger summarized S1087, which would create a new, optional enrollment lottery preference for students moving between charter schools.

Commissioner Quinn confirmed that the bill would apply to charter schools serving any combination of grades.

Vice-Chairman O'Donahue stated that the Nampa Harbor schools are in favor of the bill because it would help both parents and schools by helping them enroll students likely to do well in their programs.

Commissioner Quinn noted that if a school believes it would experience drawbacks as a result of the preference, they could opt not to use it.

Commissioner DeMordaunt said the bill is well written and opens opportunities, especially for middle and high school programs.

Commissioner Quinn inquired how common it is for the PCSC to take a position on a bill.

Ms. Baysinger responded that the Commission usually takes a position on one or two bills in a session. She added that one school expressed concern that S1087 would increase the perception of exclusivity among charter schools.

Vice-Chairman O'Donahue said the Nampa Harbors discussed this possibility and ultimately concluded that the benefits for students outweighed the risks.

Ms. Baysinger summarized H122, which modifies the strategic plan section of statute. She said some charter schools are interested in having charters exempted from the strategic plan requirement. This is logical because charters are already held to strong outcomes through the performance certificate and framework. However, the PCSC may wish to respect that this is SBOE legislation resulting from task force efforts. She recommended consideration of the exemption concept, and possibly a separate bill, rather than pushing for changes to H122.

Commissioners Quinn and Van Wart said it appears the performance reports do accomplish the same goal as the strategic plans.

Commissioner O'Donahue noted that many schools actively aligned their performance framework goals with the strategic plan requirements, so continuous improvement plans are duplicative.

Ms. Baysinger noted that many of the performance certificates and frameworks adopted by districts and district-authorized charters do not meet statutory requirements and likely would be insufficient to replace strategic plans. Some district-authorized charters still have not submitted performance certificates to the SBOE.

Commissioner Scigliano inquired about the benefits of completing strategic plans as presently required.

Ms. Baysinger cited the value of the strategic planning process and access to funding.

The commissioners agreed that they would prefer to hear additional input from a broader spectrum of charter schools before taking a position.

**M/S (Quinn/DeMordaunt):** To direct staff to express the PCSC's support for S1087 based on the bill being in the best interest of students. *The motion passed unanimously.*

**M/S (Van Wart/Scigliano):** To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 9:36 am.

**SUBJECT**

Blackfoot Charter Community Learning Center Proposed Charter and Performance Certificate Amendments

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5206(8)  
IDAPA 08.02.04.302

**BACKGROUND**

Blackfoot Charter Community Learning Center (BCCLC) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Blackfoot since 2000.

**DISCUSSION**

BCCLC is proposing a charter amendment that would expand the school to include middle school and add an additional classroom in each elementary grade.

Currently, BCCLC serves 336 students in grades K-5. If the amendment is approved, the school's plan is to expand at all grade levels and serve 490 K-8 students in the 2015-16 school year. The expansion would continue at a more gradual rate until reaching a cap of 810 students by 2022-23. This represents a total enrollment expansion of approximately 140%.

The proposed middle school would offer a STEAM program, incorporating science, technology, engineering, the arts, and mathematics. BCCLC is interested in becoming certified in the STEAM interdisciplinary framework by STEAMedu, a process involving several site visits, training for all staff, and portfolio development of lesson plans and curriculum. It is not clear on what timeline this certification would be acquired.

If the expansion is approved, elementary students would continue to be housed in BCCLC's neighboring East and West campuses on Hunter's Loop. BCCLC is in possession of eight additional classrooms (four on campus and four in portables) that are currently unoccupied. The middle school grades would be located in a space leased from the Woodbury Corporation on Parkway Drive, about three miles from Hunter's Loop and adjacent to Bingham Academy.

BCCLC's budget projections are based on filling all grades to projected capacity each year. The school anticipates that the elementary seats can be filled from the school's waiting list, which currently includes 83 students for Kindergarten and between 9 and 22 students per grade for K-5. The school has identified 46 students who are interested in the middle school grades.

**April 9, 2015**

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In order to meet enrollment goals, grades 4-5 would need to see a substantial increase, though those grades have historically had smaller waiting lists than the younger grades. Additionally, middle schools in the Snake River School District, Blackfoot School District, and nearby Idaho Science and Technology Charter School (ISTCS) are not at full capacity. Blackfoot SD enrollment is declining. For these reasons, uncertainty remains regarding whether BCCLC will be able to meet its enrollment projections.

BCCLC's projected year-end balance for FY15 is \$105,378. The school anticipates that the expansion will result in a \$30,000 reduction in reserves during the first year, followed by a gradual increase after initial costs are covered and middle school enrollment increases. It is unclear how BCCLC's finances may be impacted if enrollment falls significantly below projections.

In accordance with statute, the Blackfoot School District was notified of BCCLC's proposal and invited to provide comment. The district did not submit written comments. However, a Snake River School District official expressed concern about the plan in a telephone conversation with PCSC staff, indicating that the expansion may negatively impact enrollment at local schools. ISTCS officials report that they do not expect the expansion to significantly affect their enrollment.

As part of the performance certificate development process, the PCSC approved a general standard that schools with an accountability designation of Good Standing or Honor are eligible for consideration of expansion proposals. BCCLC's current academic accountability designation is Good Standing.

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

### **IMPACT**

If the PCSC approves the proposed amendments, BCCLC will immediately begin operating under the amended charter and performance certificate. If the PCSC denies the amendments, BCCLC 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 BCCLC's proposed charter and performance certificate amendments.

**April 9, 2015**

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**COMMISSION ACTION**

A motion to approve the proposed charter and performance certificate amendments as submitted by Blackfoot Charter Community Learning Center.

OR

A motion to deny the proposed charter and proposed performance amendments as submitted by Blackfoot Charter Community Learning Center on the following grounds: \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**Idaho Public Charter School Commission**

Borah Building  
304 N 8th Street Room 242  
Boise, ID 83702

Attn: Proposed Charter Amendment for Expansion of BCCLC

Commissioners and PCSC Staff:

The Board of Trustees and Administration of Blackfoot Charter Community Learning Center are proposing an expansion of the current program. The details of the expansion and the subsequent charter amendment are as follows:

*Nature of this proposal:*

The expansion focuses on growing the K-5 program to include 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. As student numbers allow, the vision is to expand beginning the 2015-2016 school year. We desire to add, at a minimum, the 6<sup>th</sup> grade. As the need and interest exist, the vision is to begin 7<sup>th</sup> and even 8<sup>th</sup> grade for the 2015-2016 school year. Due to the success of the school over 14 years of operation, we propose this be a permanent expansion of the program. As we will demonstrate, we have the resources, the infrastructure, the program competency, and the stakeholder interest to complete an entire middle school component (6<sup>th</sup>-8<sup>th</sup> grades) by the beginning of the 2015-2016 school year. Further, our current charter already allows for 5<sup>th</sup> graders to attend BCCLC as 6<sup>th</sup> graders the next year. Also, the addition of 7<sup>th</sup> and 8<sup>th</sup> grades will allow students to complete grades K-8 without the need to participate in multiple lotteries.

*Motivation for this proposal:*

Current parents of BCCLC have expressed their interest in and concern over having a continuation of the current program into the middle grades. They desire a middle school program consistent with the Mission and Values which BCCLC has successfully maintained for 14 years. Current students and their parents have expressed and are expressing interest in remaining with BCCLC as they enter their middle school experience. Parents of former students who once attended BCCLC through 5<sup>th</sup> grade, and whose students now attend 6<sup>th</sup> and 7<sup>th</sup> grades in other schools in the community, are expressing interest in returning their students to BCCLC for 7<sup>th</sup>

and 8<sup>th</sup> grades. Since at least 2007, the long-time vision of BCCLC stakeholders has included an extension of school programs beyond the elementary level. For this first year of 2015-16, we are recruiting students for the 7<sup>th</sup> and 8<sup>th</sup> grades. We do not anticipate a need to formally recruit from the community after this year, but will naturally fill the seats of the 7<sup>th</sup> and 8<sup>th</sup> grades through advancement. Existing students will naturally advance from grades 5<sup>th</sup> to 6<sup>th</sup>, grades 6<sup>th</sup> to 7<sup>th</sup>, and grades 7<sup>th</sup> to 8<sup>th</sup>, thus maintaining the majority of students “in house,” negating the need to recruit students from other schools. The decision for non-BCCLC students to be on the waiting list for 6<sup>th</sup>-8<sup>th</sup> grades would rest with community parents, as is true of current K-5 waiting list applications.

*Market for this proposal:*

According to the most recent survey results, the market for this expansion is strong, showing that 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades will have full enrollment in each grade the first year of operating these grades. Further market research and subsequent retention of students will continue upon approval of this expansion by the PCSC. BCCLC will not actively recruit students from other schools. The primary focus of this amendment is to provide an opportunity for current students to remain at BCCLC through the middle years.

*Capacity to implement this proposal:*

Financial capacity: The number of students of interest validate our capacity within the funding formula to finance the human resources and program resources needs, as demonstrated in our budget templates.

Facilities: We currently have up to 8 available classrooms to house the middle school component of the organization. In addition, we have the option to lease a sizable space of mall property, and within operational distance of Bingham Academy (this is pertinent due to the vision for program combination and overlapping between Bingham Academy and the middle school program known as STEAM; extensive detail is given in the amendment language).

*Conclusion:*

The attached charter amendment details the facilities, program, and other key required elements to successfully operate a middle school section of the BCCLC organization. The stakeholders of BCCLC thank the Commissioners for considering this proposal. An approval of this proposal will meet the documented interest in this expansion, and increase the opportunities for parent choice and school choice in the greater Blackfoot community.

With Regards,

*Jonathan E. Braack*

Jonathan E. Braack, M.Ed.  
Principal and Authorized Representative

## Proposed Amendment Text

The following information, comprising pages 3-8, specifically addresses the feedback given in the Petition Evaluation Rubric, delivered from the staff of the PCSC on March 16, 2015. The included revised appendices directly address the feedback and questions included in the rubric. The text below under TABS 2 and 3, as well as supporting documentation for Professional Development, have also been included in the text of the amendment. With the exception of Professional Development, the information below for Supporting Materials and Appendices directly address concerns in the rubric with information in documents submitted in previous appendices, and/or to items not directly in the Amendment text.

### TAB 2

#### Proposed Operations:

Facility options: BCCLC owns 8 unoccupied classrooms. In order to provide for future expansion on the existing BCCLC campus, these will not be used to house the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades as outlined in this proposal. The middle grades would be located in space leased from Woodbury Corporation, located at 1350 Parkway, Blackfoot, Idaho. Woodbury has over 20,000 square feet available and they are willing to work out an agreement for current and future needs. A letter from Woodbury indicating their willing to negotiate a lease price within the parameters of our enrollment is included.

In the event that parents are denied the opportunity to bring their 7<sup>th</sup> and 8<sup>th</sup> grade students to BCCLC, the unoccupied classrooms currently available provide sufficient space for all K-6 students for the 2015-2016 year, but one year thereafter (2016-2017) the school would be out of room. By housing middle grades elsewhere, the current campus has sufficient space for many years to come.

#### Potential Effects:

BCCLC has visited with Blackfoot School District 55 officials regarding the effects of this proposed growth amendment. By far, the greatest potential effect would be on the Blackfoot School District. Mr. Chad Struhs, Superintendent, indicated that he has received both a telephone call and a letter from commission staff asking if he has any concerns. In our conversation he stated that he informed commission staff that he has no concern regarding this amendment.

PCSC staff has also expressed a concern regarding the potential impact on the existing charter school, ISTCS. During this first year of operation, BCCLC will likely attract some former BCCLC students from ISTCS. Thereafter our focus will be providing educational services for existing BCCLC students. After our first year, we will not actively recruit from other schools. We anticipate that our middle grades will remain small and will grow in proportion to BCCLC's

elementary growth. We also recognize that some students will choose to leave BCCLC during the middle grades, but we also anticipate that some non-BCCLC students will choose to join us.

Level of Market Interest in the School:

In the initial budget projections submitted by BCCLC, we assumed full enrollment of 50 students in grades 7 and 8. This projection was based on two surveys we conducted and actual names of students submitted by parents. Because of commission concern regarding this, we believe it is wise to modify our budget projections to 50% of this number. Thus, the revised budget projections included are now built upon a projection of 25 total students in grades 7 and 8.

We have maintained our 6<sup>th</sup> grade projection of 45 students because our lottery was held Thursday, March 19, and this number is filled with a waiting list. Included with this submission is a list of 51 names of 7<sup>th</sup> and 8<sup>th</sup> grade students identified through our surveys that are interested in attending BCCLC next year. Again, the revised budgets submitted with this update include only 25 7<sup>th</sup> and 8<sup>th</sup> grade students. We are revising the enrollment and subsequent budgets to show a more modest enrollment and budget assumption. Any additional enrollment will only benefit more students, Commissioners will notice that the number of interested students outnumber the revised projected enrollment and subsequent revised budgets based on these revised enrollment numbers.

Facilities Summary:

By moving upper elementary students into a middle school housed on a different site (beginning with the 2015-2016 school year) BCCLC will have sufficient classroom space for all students up through 2023. This is the point in time BCCLC will reach its cap in all grades. If this amendment is approved, BCCLC’s available classrooms are sufficient for all elementary needs in the foreseeable future. There is also sufficient space at the 1350 Parkway site to cover all future middle grade growth.

E. Contracts, Leases, & Agreements:

Beginning with the 2015-2016 school year, middle school students would be housed at the property owned by Woodbury Corporation located at 1350 Parkway, Blackfoot, Idaho. With the assistance of NHB Architectural Planning, 697 W 175 S., Blackfoot, Idaho, the school’s portion of remodeling costs were estimated and included in the budget template as follows:

<u>Account #</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>TOTAL</u>
<u>100-664300</u>	<u>36,200</u>	<u>37,000</u>	<u>37,740</u>	<u>110,940</u>
<u>100-664400</u>	<u>24,000</u>	<u>26,400</u>	<u>28,100</u>	<u>78,500</u>
<u>TOTAL</u>	<u>60,200</u>	<u>63,400</u>	<u>65,840</u>	<u>189,440</u>

Cost of lease: The Letter of Intent” submitted from Woodbury States, “Year 1 - Rent shall be established upon a percentage of state funding based upon a per student calculation. Payment of the rental amount will occur upon the state funding schedule.”

To better define actual costs, BCCLC used the square footage charged by Woodbury in the Woodbury/Bingham Academy lease Agreement (\$5.88 per sq. ft.) to calculate its projected expense as \$32,928 for 5,600 square feet of space for 2015-2016. This amount is included in the budget template under account # 100.661300, Purchased Services.

### **TAB 3**

**The STEAM Program as it Affects other Schools:** BCCLC will provide a middle school program specifically offering classes and focuses in Engineering, Arts, and other areas. One goal of the program is to offer classes and projects in the sub-categories which are NOT offered at other area schools. While we do not directly compete with any course offered at ISTCS, or other area middle schools, we can address some specific course work which will be different and additional compared to what other area schools offer. We do not feel we will encroach upon area schools, including ISTCS, but instead do exactly what charter schools are suppose to do: offer additional choices in programs, courses, and curricula, and, be competitive in these.

We will do what STEAM schools throughout the world do, provide a broad range of focuses not often included in middle schools. We intend to follow the trends of other STEAM schools and integrate the 5 areas with each other. One unique aspect of our program is the integration of the 5 core areas within individual courses. As defined by STEAMedu, we integrate an approach that blends the use of more applicable sciences, technology, engineering, the arts, and more advanced mathematics:

“Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through engineering and the arts, with the knowledge that everything is based in elements of mathematics [...] the subjects are coordinated to support each other under a formal educational structure of science, technology, engineering, math, and the broad spectrum of the arts as they all relate to each other in reality [...]”

Secondary students don’t often begin learning ‘in context’ until high school. The BCCLC STEAM model teaches in context, “ not only in terms of having a framework that illustrates where the subjects (science, technology engineering, the arts, and math) overlap, but also in providing a living and adaptable learning structure for ever-changing personal (development) and unpredictable global development.”

For example, as the STEAM pyramid demonstrates, the Engineering courses which can be taught in this model are more unique than traditional middle schools, and even charter schools. While ISTCS has a Science focus, a technology focus, and an esteemed program in some of the arts, BCCLC will grow its STEAM program to provide competitive choices and a broad range of information. Further, our middle school program is provided with the specific intent to gear

students towards career options, and use the early secondary years to focus students on how school courses identify career options and prepare students for such. This is a focus and process unique to our area at the *middle* level. As stated on the STEAMedu website, this program approaches “Science & Technology interpreted *through* Engineering & the Arts, all based in Mathematical elements.” As we follow this process through training and integration, we are again unique to other middle schools in our area.

As we become certified as a STEAM program, we will be the only STEAM middle school in the Rocky Mountain West. According to STEAMedu, there are no other schools of this nature in the several state area.

Further, our intent is preparing our middle school students to advance to the STEM program of Bingham Academy, with a specific focus in Engineering. Our middle school students will be inclined to move into Bingham Academy due to the schema and scaffolding they receive in the BCCLC STEAM program.

### **SUPPORTING MATERIALS AND APPENDICES**

#### Professional Development:

Please see Appendix J. entitled “STEAM Education Program Description” for supporting documentation. This 9 page document gives a full description of the training program we will participate in during the summer of 2015. This document is the best resource for addressing the strategy we will use for implementing the educational program of STEAM. Rather than re-creating information, we have submitted this 9 page document as our guide to thorough and specific elements and processes for training our middle school staff members in the STEAM model.

After the initial training with STEAMedu, as outlined in the attached document, we will gather school and staff feedback and evaluation data from the program. This will be used to determine future ongoing professional development for the STEAM model. Because the community of STEAM educators and leaders is collaborative, we intend to build upon our culture of collaboration within the BCCLC staff community.

Per the training model, we intend to further develop, implement, and evaluate the STEAM Education Program as outlined in their nationally successful model. Please pages 4-8 for complete and specific elements of the STEAM Educator Certification Package.

We will use Federal funds for as resources for Professional Development, including Title I, Title II, and REAP.

## H. 3-year Operating Budget:

A revised 3 year operating budget that addresses the questions included in staff notes is attached.

### Budget Assumptions:

1. Special education has been increased from .8 to 1.6 FTE. Cost is split between IDEA and the general budget.
2. Details in the Budget Assumptions Technology section list \$28,599 for IT personnel costs; \$10,496 will pay for student-used software licensing; and \$3,360 will be used for Skyward student data management software licensing.
3. Additional facility cost details have been added to the Budget Assumption notes this includes the following:  
The Woodbury facility is already divided into 4 areas that would be usable classroom space; consequently, remodeling costs will be minimal. A local architect has look at the area and given us a cost estimate. Remodeling permits with the City of Blackfoot and State of Idaho are estimated at \$2,100 and included in the \$36,200 remodeling estimate listed. Yearly mortgage and loan payments are as follows:
  - Current BCCLC building: \$60,207 mortgage; \$35,304 Bank of Idaho loan;
  - Castle building: \$59,097 mortgage; \$19,872 collateral loan with Bank of Commerce, for a total of 1744,480. The lease cost for the Woodbury facility would be \$32,928 for a total of \$210, 408. This represents 11.4% of BCCLC's non-federal revenues.
4. All portable classrooms necessary for the 2015-2016 school year are on site at BCCLC and fully furnished. These are fully paid for and owned by BCCLC.
5. In order to ensure that the revised budget is not an overestimate of 7<sup>th</sup> and 8<sup>th</sup> grade students, BCCLC has reduced its anticipated secondary enrollment to 25. This would allow for the hiring of one full time, math endorsed teacher. BCCLC has secondary endorsed teachers in social studies, language arts, and science already on staff and will develop a schedule to share and rotate teachers in order to cover all specific subject areas for grades 7 and 8.

### Cash Flow:

1. The FY14 bank loan of \$23,000 is included in Account 100.911600, Principal Debt Retirement. Interest will run a little over \$1,000 and is included in Account # 100.912600, Interest Debt Retirement.
2. As a conservative approach to cash flow, BCCLC has estimated a lower percentage to be received during the first part of the school year, leaving a higher amount later on (February and May). This has happened more than once with state distributions in recent years.
3. The revised budget includes funds for professional development (Title II and Rural Grant), technology (245 plus INL donations), exceptional child (account #'s 100.521100 & 100.521200 plus IDEA funds).

BCCLC incurs no child nutrition costs and will expend no capital outlay funds this coming year. Debt retirement funds have always been included in Account #'s 100.911600 and 100.912600. Science and art supplies are included in account # 100.512400.

Budget:

1. All professional development activities will be paid from Title II and Rural grant funds. Technology and other expenses are fully included in the BCCLC budget, but listed in categories better aligned to our accounting software and practices. Exceptional child expenses are listed in account #'s 100.521100 & 100.521200 plus IDEA funds.

BCCLC incurs no child nutrition costs. Debt retirement funds have always been included in Account #'s 100.911600 and 100.912600. Science and art supplies are included in account # 100.512400.

2. BCCLC has addressed the projected enrollment concern by reducing its anticipated 7<sup>th</sup> and 8<sup>th</sup> grade enrollment by 50%. The revised budget templates reflect this reduction.
3. The capital outlay for years 2 and 3 are anticipated technology upgrades.
4. Historically federal restricted funds for BCCLC have increased as enrollment has grown.

Other:

1. BCCLC conducted its lottery on March 19, but did not include 7<sup>th</sup> and 8<sup>th</sup> grades. If this amendment is approved and we draw more applicants that our cap allows, we are not sure if a lottery for these grades is acceptable. We would ask for commission advice on how to proceed.

Since 6<sup>th</sup> grade is approved in our charter, so this grade was included in the lottery but parents have been informed that enrollment is contingent on commission approval. If this amendment is denied, we would need to return to the commission with a request to amend our allocated seat numbers to include 6<sup>th</sup> grade.

2. A copy of the published lottery openings per grade for the Spring 2015 lottery is included with these materials. This list was publically posted in advance of our lottery as outlined in the school's performance certificate.

## TAB 2 PROPOSED OPERATIONS AND LEGAL STATUS

### Proposed Operations:

Facility options: BCCLC owns 8 unoccupied classrooms. In order to provide for future expansion on the existing BCCLC campus, these will not be used to house the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades as outlined in this proposal. The middle grades would be located in space leased from Woodbury Corporation, located at 1350 Parkway, Blackfoot, Idaho. Woodbury has over 20,000 square feet available and they are willing to work out an agreement for current and future needs. A letter from Woodbury indicating their willing to negotiate a lease price within the parameters of our enrollment is included.

In the event that parents are denied the opportunity to bring their 7<sup>th</sup> and 8<sup>th</sup> grade students to BCCLC, the unoccupied classrooms currently available provide sufficient space for all K-6 students for the 2015-2016 year, but one year thereafter (2016-2017) the school would be out of room. By housing middle grades elsewhere, the current campus has sufficient space for many years to come.

### Potential Effects:

BCCLC has visited with Blackfoot School District 55 officials regarding the effects of this proposed growth amendment. By far, the greatest potential effect would be on the Blackfoot School District. Mr. Chad Struhs, Superintendent, indicated that he has received both a telephone call and a letter from commission staff asking if he has any concerns. In our conversation he stated that he informed commission staff that he has no concern regarding this growth amendment.

Staff has also express a concern regarding the potential impact on the existing charter school, ISTCS. During this first year of operation, BCCLC will likely attract some former BCCLC students from ISTCS. Thereafter our focus will be providing educational services for existing BCCLC students. After our first year, we will not actively recruit from other schools. We anticipate that our middle grades will remain small and will grow in proportion to BCCLC's elementary growth. We also recognize that some students will choose to leave BCCLC during the middle grades, but we also anticipate that some non-BCCLC students will choose to join us.

### Level of Market Interest in the School:

In the initial budget projections submitted by BCCLC, we assumed full enrollment of 50 students in grades 7 and 8. This projection was based on two surveys we conducted and actual names of students submitted by parents. Because of commission concern regarding this, we believe it is wise to modify our budget projections to 50% of this number. Thus, the revised budget projections included are now built upon a projection of 25 total students in grades 7 and 8.

We have maintained our 6<sup>th</sup> grade projection of 45 students because our lottery was held Thursday, March 19, and this number is filled with a waiting list. Included with this submission is a list of 51 names of 7<sup>th</sup> and 8<sup>th</sup> grade students identified through our surveys that are interested in attending BCCLC next year. Again, the revised budgets submitted with this update include only 25 7<sup>th</sup> and 8<sup>th</sup> grade students. We are revising the enrollment and subsequent budgets to show a more modest enrollment and budget assumption. Any additional enrollment will only benefit more students, Commissioners will notice that the number of interested students outnumbers the revised projected enrollment and subsequent revised budgets based on these revised enrollment numbers.

Facilities Summary:

By moving upper elementary students into a middle school housed on a different site (beginning with the 2015-2016 school year) BCCLC will have sufficient classroom space for all students up through 2023. This is the point in time BCCLC will reach its cap in all grades. If this amendment is approved, BCCLC’s available classrooms are sufficient for all elementary needs in the foreseeable future. There is also sufficient space at the 1350 Parkway site to cover all future middle grade growth.

E. Contracts, Leases, & Agreements:

Beginning with the 2015-2016 school year, middle school students would be housed at the property owned by Woodbury Corporation located at 1350 Parkway, Blackfoot, Idaho. With the assistance of NHB Architectural Planning, 697 W 175 S., Blackfoot, Idaho, the school’s portion of remodeling costs were estimated and included in the budget template as follows:

<u>Account #</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>TOTAL</u>
<u>100-664300</u>	<u>36,200</u>	<u>37,000</u>	<u>37,740</u>	<u>110,940</u>
<u>100-664400</u>	<u>24,000</u>	<u>26,400</u>	<u>28,100</u>	<u>78,500</u>
<u>TOTAL</u>	<u>60,200</u>	<u>63,400</u>	<u>65,840</u>	<u>189,440</u>

Cost of lease: The Letter of Intent” submitted from Woodbury States, “Year 1 - Rent shall be established upon a percentage of state funding based upon a per student calculation. Payment of the rental amount will occur upon the state funding schedule.”

To better define actual costs, BCCLC used the square footage charged by Woodbury in the Woodbury/Bingham Academy lease Agreement (\$5.88 per sq. ft.) to calculate its projected expense as \$32,928 for 5,600 square feet of space for 2015-2016. This amount is included in the budget template under account # 100.661300, Purchased Services.

### **A) Facility Plan (Specific to the Middle School Grades and Program)**

For middle level students, BCCLC will lease approximately 5,600 square feet of space from Woodbury Corporation. This is located in the Riverside Plaza, adjacent to space occupied by Bingham Academy High School. Specifications for the space are as follows:

- 3380 square feet classroom space (5 rooms)
- 300 square feet office space
- 570 square feet restrooms
- 150 square feet serving kitchen
- 1200 square feet lunchroom/multipurpose space

The yearly least cost (including CAM) is \$5.88 per square foot; this calculates to a lease cost of \$32,928. A letter expressing Woodbury Corporation's willing to lease this space is included.

P.E. facilities will be provided by Gold's Gym, located less than 400 feet away (letter attached).

BCCLC will continue to contract lunch services from Blackfoot School District.

Future K-5 classrooms are available on site at 2801 Hunters Loop.

Additional lease space is available from Woodbury Corp. for future 6-8 growth.

### **B) The Manner in Which Administrative Services of the School are to be provided (Specific to the Middle School Grades and Program)**

BCCLC provides current administrative oversight and leadership for the 6<sup>th</sup>-8<sup>th</sup> program. The central BCCLC office operates as the central office for the 6<sup>th</sup>-8<sup>th</sup> grade program. The Business Manager of BCCLC performs all duties of business management, accounting, and ISEE uploading, imputing, and reporting for the middle grades

The current administration ensures all programs, class offerings, credits, communications, etc. are executed correctly and consistently.

If the middle grades are located on a separate campus than the K-5 program, an additional administrator will perform the oversight and leadership duties as mentioned above, with close collaboration with the other administration.

### **Facilities**

~~In 2005, Blackfoot Charter Community Learning Center moved into its newly constructed building at 2801 Hunters Loop, Blackfoot, Idaho. This 8,300 square foot facility includes eight classrooms, 6 offices, a media center, a commons/cafeteria area, restrooms, a faculty workroom, a large, fenced playground and a paved parking lot. There is room to expand through constructing additional classrooms or even adding portable classrooms on site.~~

BCCLC's K-5 population is housed in two adjacent buildings owned by the school. There are an additional 8 portable classrooms available on the current campus. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will be housed separately at facilities leased from Woodbury Corporation located at 1350 Parkway, in Blackfoot. Attached is a letter from Woodbury expressing their willingness to provide facilities.

### **Effects of Enrollment Growth**

~~Between Fall 2009 and Spring 2012, BCCLC's waiting list has remained at about 150, even though the school has added about 100 new students. After accepting returning students for the 2014-2015 year, BCCLC had 287 students on its 2014-2015 waiting list. Based on actual student addresses from the Spring 2012~~4~~ waiting list, it is anticipated that 41% 37% of BCCLC's new growth will come from surrounding school districts, not Blackfoot. There is no elementary charter school option available in the Snake River, Firth, or Shelley School Districts. Many parents from these areas have placed their students on the BCCLC waiting list, ~~even though little chance exists for them to be enrolled.~~~~

### **Enrollment Cap**

BCCLC's enrollment cap will top out in the 2022-23 school year at 810 students in grades K-8. is 378 students in grades K-5. The enrollment for 2011-2012 is 220 students. The school will progressively increase enrollment to approximately 63 90 students per grade level as indicated in the chart (See Tab 7). The strategic plan for growth will be a gradual process, adding no more than two new elementary support units and two new middle school units per year between the 2015-2016 school year and the 2016-2017 and the 2022-2023 school year. The actual number of students in each grade level may vary somewhat from the projections in the chart (See Tab 7), but total enrollment will not exceed the projected totals for any given year.

Total projected enrollment, Kindergarten through 8<sup>th</sup> grade, for the 2015-2016 school year, is 490 students.

Proposed classes per grade level for 2015-2016

Kindergarten: 4

1<sup>st</sup> Grade: 3

2<sup>nd</sup> Grade: 3

3<sup>rd</sup> Grade: 3

4<sup>th</sup>/5<sup>th</sup> grades: 5

6<sup>th</sup> Grade: 1 (Rotated between content area teachers)

7<sup>th</sup> Grade: 1 (Rotated between content area teachers)

8<sup>th</sup> Grade: 1 (Rotated between content area teachers)

**Strategic Growth Plan**

Classes at BCCLC are multi-age; students are assigned to classrooms based on the best placements to meet their individual needs. BCCLC's annual enrollment lottery is based on the actual, age-based grade levels of students. That is, students who would be in a given grade at a traditional public school are considered members of that grade for purposes of the enrollment lottery. Each year, students will be selected to fill available seats in accordance with the enrollment caps provided in the chart below.

A list containing the number of grade level openings will be publically posted prior to the lottery each year. Enrollment caps are based on the actual age-based grades of students regardless of classroom placement.

~~BCCLC's current facilities can accommodate enrollment growth up through the 2013-14 school year. The goal is to house students at the current facility for the next five years by adding modular classrooms. Due to classroom space issues, unless special arrangements such as IEP's or parental requests mandate otherwise, sixth grade students will attend Idaho Science and Technology Charter School.~~

**TAB 3**  
**EDUCATIONAL PROGRAM AND GOALS;**  
**FULFILMENT OF EDUCATIONAL THOROUGHNESS**  
**STANDARDS**

**Education Program for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades: The STEAM Approach**

The BCCLC Middle School program engages the model of STEAM:

- Sciences
- Technology
- Engineering
- The Arts (Fine Arts and Liberal Arts)
- Mathematics

Stakeholders recognize STEAM as a framework for teaching across the disciplines and subject matter areas. Students are exposed to the core subjects as they relate to and enhance each other:

“Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. It is contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other in reality. This framework not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual. The STEAM structure explains how all divisions of education and life work together therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including: the Arts, Music, CTE, and the Physical Education divisions of public education. Shifting to a STEAM perspective means understanding learning contextually, not only in terms of having a framework that illustrates where subjects overlap, providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.” ([www.steamedu.com/STEAM Ed. Program Description](http://www.steamedu.com/STEAM%20Ed.%20Program%20Description))

With this definition, BCCLC Middle school grades build upon the BCCLC mission of “focusing on individual student learning needs,” by introducing the STEAM curricular approach as:

- Developing an environment where students cultivate an ability to now recognize their OWN varying skill sets and intelligences, as well as the skill sets of others, widely promoted by the core of STEAM philosophy
- A framework which can fit in a variety of school models and missions
- Taking different forms in the curricular designs to teach the subject matter
- A structure which promotes deeper understanding, application, and transference of knowledge ACROSS all subjects of STEAM
- A model which intentionally focusses on the “whole-learner” with a living-curriculum

- “A framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is functional.”
- An inter-classroom model where ALL career and field relevant subjects are recognized, where ALL students individually and collaboratively contribute, and each student at individual learning levels is encouraged to contribute collaboratively in teams

Using the established “pyramid below,” BCCLC middle school students are taught to understand that they learn holistically, but, still will engage the STEAM subject matter as individual fields of study. For example, student learn that “Science” includes the study of the natural world and its processes, but will learn the role of mathematics in the natural world as well as how humans interpret the world around them through the different Arts.

BCCLC Middle School STEAM courses structure opportunities for students to genuinely investigate their skills, interests, natural dispositions, and intellectual talents by means including:

- Investigating the educational discipline fields as true areas of interest
- Identifying skill sets and potential career opportunities through a “Research and Development” process established in many disciplines and organizations
- Evaluating their points of interest in the different “Content Specific” specific fields identified in the bottom pyramid tier below, but use of portfolios they generate as they learn these content areas
- Analyzing local career path opportunities, as well as more globally in these content areas
- Investigating and charting developments in these content areas in their various fields as seen through a historical context, a current context, and potential future contexts as these content areas themselves adapt to the future
- Scrutinizing their own skills and interests in realistic educational and career opportunities in these content areas, and the real skills needed to achieve working in such fields

### **Universal Design for Learning UDL**

The middle grades utilize the UDL framework that support a true differentiated instruction approach. UDL promotes the use of flexible learning environments and instructional environments. The purpose of this is to accommodate a wide range of individual learning differences. The 3 main elements are as follows:

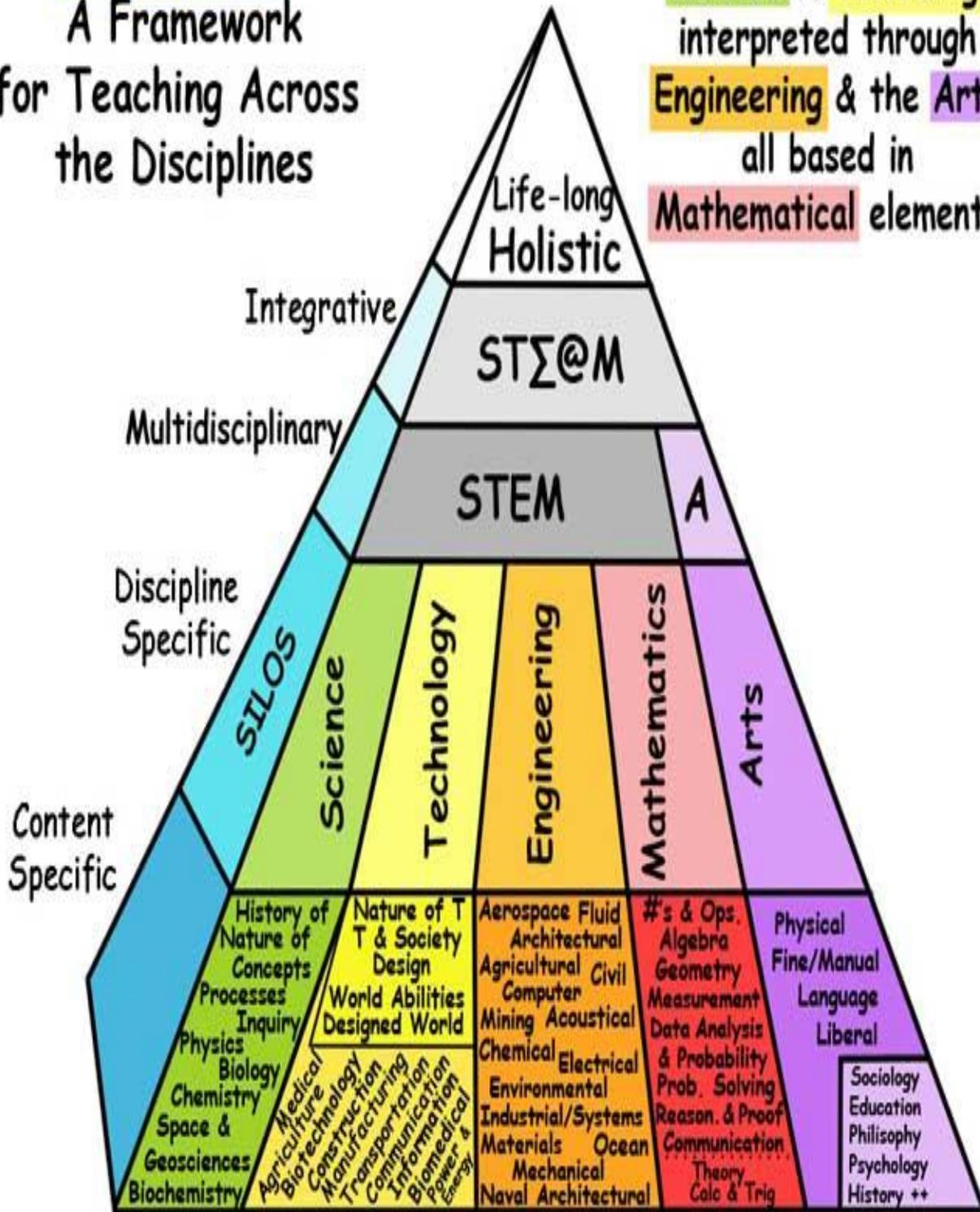
- *Multiple means of representation* provide various ways for students to acquire information
- *Multiple means of expression* address the students as whole learners with multiple intelligences, and provide students multiple techniques to demonstrate what they know
- *Multiple means of engagement* employ students interests to motivate them to absorb what they learn

# STΣ@M:

A Framework  
for Teaching Across  
the Disciplines

STΣ@M =

Science & Technology  
interpreted through  
Engineering & the Arts,  
all based in  
Mathematical elements.



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## Educational Program Goals, Measures, and Related Data

### GOAL 1:

To deliver the STEAM subjects blended together in the courses so students see the relationships between Science, Technology, Engineering, the Arts, and Math.

### GOAL 1 MEASURES and DATA (Evidence of Implementation):

- ✓ Common planning processes for staff to plan and develop curriculum and mapping together
- ✓ Meeting minutes show staff create and track these cross-curriculum documents and lesson plans
- ✓ Scope and Sequence Templates: These show the curricula in terms of instructional focus and the interconnectivity of subject areas, allowing for adjustments in the depth and pace at which subject matter is delivered
- ✓ Curriculum maps: The curricula for each subject area is represented for each course which will be offered from the 5 Disciplines of STEAM
- ✓ Cross-Curriculum Mapping documents-standards and concepts covered in each discipline/subject area
- ✓ Through collaboration, staff members check for pacing, and delivery of content, meaning they regularly address the amount of content taught, and check for adherence to the Scope and Sequence Templates and the Curriculum Mapping; the data is the determinations if material is being covered, and pacing is taking place according to the templates
- ✓ Lesson Plans demonstrate a usage of content blended across disciplines
- ✓ Curriculum-based measures demonstrate students are receiving and acquiring skills as the 5 disciplines relate to and influence each other
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition

## **GOAL 2:**

To provide students multiple learning experiences as “whole learners,” which address their different learning styles.

### GOAL 2 MEASURES and DATA: (Evidence of Implementation):

- ✓ Multiple Intelligences: lesson plans, activities, and products are designed taking into consideration the following abilities or modalities: Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intra-personal and Inter-personal, Naturalistic, and Existential
- ✓ Information about students’ learning approaches are shared and documented between teachers
- ✓ Minutes from meetings about record reviews
- ✓ Standardized test scores and formative assessment data reviews to help staff to understand the level of each student.
- ✓ Student Learning Style Inventory: These are given to students to determine which strategies will work best for each student
- ✓ Interest inventories, given to determine real-world situations that interest them. This information is used to design assignments and projects.
- ✓ Pre-tests before units and lessons assess their knowledge and skill level for the content. To write the pre-test, a list of the objectives of what students should meet is made, as well as items to measure each objective.
- ✓ File folders, kept for each student with pertinent information compiled and accessible
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition
- ✓ Data from an RTI model show: instruction and interventions are matched to student needs
- ✓ Data from continuous monitoring of progress show students’ individual learning needs and what to address

### **GOAL 3:**

To ensure each student at individual learning levels contributes collaboratively in teams through project-based learning and cooperative learning groups

#### GOAL 3 MEASURES and DATA (Evidence of Implementation):

- ✓ Project-based learning and Cooperative Learning processes is documented in weekly student group learning logs
- ✓ Activities that blend academic and social learning experiences are evaluated for effectiveness
- ✓ Measure the implementation of meta cognitive strategies which encourage students to individually and collectively connect their learning, interact with text, ask questions, and present information
- ✓ Compilation of Student Portfolios
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition
- ✓ Rubric designed to measure the function and roles of team collaboration projects shows students are proficient in acquiring and demonstrating skills through group learning

## GOAL 4

To utilize community and regional businesses and agencies to reinforce the application of students' skills in the fields of Science, Technology, Engineering, Arts, and Mathematics

### GOAL 4 MEASURES and DATA (Evidence of Implementation):

- ✓ a communication process with local businesses, including industrial companies, technology companies, and engineering companies and practitioners is developed and recorded
- ✓ A strategic plan is developed to include these entities in the curriculum of the middle school grades, including school site visits and instruction of students, and site visit of the students to the places of operation
- ✓ Portfolios for each student tracking the range of exposure to these industry companies measures by the STEAM courses
- ✓ a reporting process is developed and tracked between parents, staff, and board members of the students exposure to industry entities tied to STEAM courses and disciplines
- ✓ Portfolios demonstrate each student has been instructed by a minimum number of industry entities, as well as have visited their sites
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition and applicable skills due to “field” exposure
- ✓ Through a STEAM driven rubric system, students demonstrate proficiency in applying knowledge and skills in theoretical contexts at school, and “field experiences”

## The STEAM Program as it Affects Other Schools

BCCLC will provide a middle school program specifically offering classes and focuses in Engineering, Arts, and other areas. One goal of the program is to offer classes and projects in the sub-categories which are NOT offered at other area schools. While we do not directly compete with any course offered at ISTCS, or other area middle schools, we can address some specific course work which will be different and additional compared to what other area schools offer. We do not feel we will encroach upon area schools, including ISTCS, but instead do exactly what charter schools are suppose to do: offer additional choices in programs, courses, and curricula, and, be competitive in these.

We will do what STEAM schools throughout the world do, provide a broad range of focuses not often included in middle schools. We intend to follow the trends of other STEAM schools and integrate the 5 areas with each other. One unique aspect of our program is the integration of the 5 core areas within individual courses. As defined by STEAMedu, we integrate an approach that blends the use of more applicable sciences, technology, engineering, the arts, and more advanced mathematics:

“Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through engineering and the arts, with the knowledge that everything is based in elements of mathematics [...] the subjects are coordinated to support each other under a formal educational structure of science, technology, engineering, math, and the broad spectrum of the arts as they all relate to each other in reality [...]”

Secondary students don’t often begin learning ‘in context’ until high school. The BCCLC STEAM model teaches in context, “not only in terms of having a framework that illustrates where the subjects (science, technology engineering, the arts, and math) overlap, but also in providing a living and adaptable learning structure for ever-changing personal (development) and unpredictable global development.”

For example, as the STEAM pyramid demonstrates, the Engineering courses which can be taught in this model are more unique than traditional middle schools, and even charter schools. While ISTCS has a Science focus, a technology focus, and an esteemed program in some of the arts, BCCLC will grow its STEAM program to provide competitive choices and a broad range of information. Further, our middle school program is provided with the specific intent to gear students towards career options, and use the early secondary years to focus students on how school courses identify career options and prepare students for such. This is a focus and process unique to our area at the *middle* level. As stated on the STEAMedu website, this program approaches “Science & Technology interpreted *through* Engineering & the Arts, all based in Mathematical elements.” As we follow this process through training and integration, we are again unique to other middle schools in our area.

As we become certified as a STEAM program, we will be the only STEAM middle school in the Rocky Mountain West. According to STEAMedu, there are no other schools of this nature in the several state area.

Further, our intent is preparing our middle school students to advance to the STEM program of Bingham Academy, with a specific focus in Engineering. Our middle school students will be inclined to move into Bingham Academy due to the schema and scaffolding they receive in the BCCLC STEAM program.

## Thoroughness Standards (Idaho Code 33-1612)

Blackfoot Charter Community Learning Center fulfills all thoroughness standards identified in Idaho Code 33-1612. The school has established a system of instruction that addresses the following standards:

### ***Standard a. A safe environment conducive to learning is provided.***

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Blackfoot Charter Community Learning Center ~~will~~ including the BCCLC middle grades will:

- Emphasize creating a positive school climate and not punitive rules and regulations.
- Make expectations clear, teach appropriate behaviors, and foster responsible decision-making skills.
- Establish and maintain consistent rules based on age-appropriate behavior.
- Empower educators with the responsibility to maintain classroom discipline.
- Provide early intervention and correction of unacceptable behavior.
- Help teachers to maintain orderly classroom conduct necessary for teaching and learning.
- Develop and maintain a staff/student handbook that provides rules and guidelines for physical safety. These guidelines include procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Maintain a facility and adopted policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools; these are regularly inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create and maintain an environment that encourages parents and other adults to visit the school and participate in the school's activities.

### ***Standard b. Educators are empowered to maintain classroom discipline.***

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Blackfoot Charter Community Learning Center has:

- Developed and will maintain policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

- Continues to refine our character education program, where basic values and manners are taught through the curriculum. Character education is the deliberate effort to help students to understand, care about, and act upon core ethical values. Destructive youth behavior such as violence, dishonesty, selfishness, lack of respect for authority, poor work habits, and limited self-discipline have one thing in common, that is the absence of good character. Schools have the responsibility to help students cultivate basic values that will guide their behavior.
- Developed and will continue to maintain a student handbook that provides a code of conduct that includes clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Staff will continue to teach appropriate behaviors and foster responsible decision-making skills.
- Established and will maintain consistent rules aligned throughout the school.

Objectives: In addition to the objectives above, BCCLC Middle grades will use the homeroom period model to build upon the K-5 character education program, and expose students to an intentional Character Education program which will:

- Re-enforce positive societal traits including diligence, perseverance, and selfless service into their academic training
- Use classroom procedures which will allow students to assume leadership positions by taking on various roles
- Use certain Liberal Arts to reinforce Ethics and their roles as models of appropriate and healthy societal behavior
- Involve team emphasis and the effects of discipline issues on the success of and abilities of the teachers and the students' peers in working together

***Standard c. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.***

Goal: BCCLC will provide opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Blackfoot Charter Community Learning Center ~~will~~ including the BCCLC middle grades will:

- Emphasize the importance of adults modeling essential values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility, and enables the student to use newly found knowledge to solve community problems.
- Help students clarify their values and build personal bonds and responsibilities to one another.

- Promote and reward efforts of hard work maintained in students' zone of development.

***Standard d. The skills necessary to communicate effectively are taught.***

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Blackfoot Charter Community Learning Center will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
- Provide a technology-rich environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

Objectives: In addition to the objectives above, BCCLC Middle grades will engage students in critical higher order thinking to maximize communication by:

- Further exposing students to critical thinking skills including Application, Analysis, Synthesis, and Evaluation
- Challenging students to clarify and better articulate their thinking influenced by these critical thinking processes
- Using multiple methods of communication and delivery including portfolios, projects, presentations, and peer collaboration, in order to better communicate their conceptions, evidences, understandings, points-of view, evaluations, arguments, conclusions, and opinions

***Standard e. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.***

Goal: At the age appropriate level, develop an educated citizenry for the 21st century through a dynamic, interactive academic program where the pacing pace is driven by student capabilities, rather than textbooks. Students must be well grounded in the basics, such as reading, writing, mathematics, science, and social studies.

Objectives: Blackfoot Charter Community Learning Center will:

- Use the content standards as a starting point. These are enhanced by a focus on meeting all national academic achievement standards.
- Use a variety of methods to ensure student learning. In addition to traditional approaches, methods of instruction that employ technology are used throughout the curriculum. This includes a strong emphasis in areas such teaching math through direct instruction and the Mathematical Thinking for Instruction model, hands-on experimentation for science, multiple small group and cooperative learning experiences, and the integration of resources such as the INL and other local

industries into classroom and field instruction.

- Students, parents, and educators work together to develop a Personalized Learning Goal for each student. This will consider the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra help, multiple methods, and multiple environments.
- Use field trips and career development discussions are used, as needed.

Objectives: Building upon the objectives above, BCCLC middle grades will prepare students to contribute to the work force by continually helping students develop knowledge and skill sets for "careers" and global/workforce development by:

- Providing a contextual curriculum where the offerings are intentionally coordinated to support, overlap, and build upon each other (inter-connect);
- Using subject matter integration to demonstrate the inter-relationships between Science, Technology, Engineering, the Arts, and Mathematics, and to demonstrate how many career pathways and career trends require an integration of these core subject matter
- Exposing students to socially relevant science, technology, engineering, mathematics, fine arts, liberal arts, and sociological, cognitive, and psychological basics
- Assisting students to begin identifying their needs, wants, and responsibilities to prepare for further educational and career pathways

***Standard f. The skills necessary for the students to enter the work force are taught.***

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners, and are prepared for higher education and to enter future education and the work force with a solid foundation of knowledge and skills.

Objectives: Blackfoot Charter Community Learning Center will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Provide a technology-rich environment that supports and encourages the effective use of technology as a learning tool.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations, and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance;

responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Objectives: Building upon the objectives above, BCCLC middle grades will nurture and enhance these skills:

- Through the use of collaborative environments; students work collaboratively with each other on teams, projects, and problem solving
- By teaching students to use intentional “Team Dynamics” to solve problems and identify solutions
- By exposing students to practical, reality based situations and opportunities to apply STEAM knowledge and skills

**Standard g. The students are introduced to current technology.**

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Blackfoot Charter Community Learning Center will:

- Use interactive technology as tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

Objectives: Building upon the objectives above, BCCLC middle students will enhance their exposure to and proficiency in latest technological tools by:

- Becoming proficient in office applications (i.e. Microsoft Office, Photoshop, etc.)
- Enhancing their collaboration skills through various online and electronic collaboration platforms
- Participating in Virtual classrooms
- Using tools which collect, compute, analyze, and store or present subject matter in classes
- Exposure to global technological integration (How other countries, economies, businesses, and market systems apply technology in Sciences, Engineering, the Arts, and Mathematics)
- Accessing on-line libraries of STEAM based projects, activities, and tools

**Standard h. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.**

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Blackfoot Charter Community Learning Center will:

- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide a well-developed social studies curriculum that enable students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc..

Blackfoot Charter Community Learning Center will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the schools expanded curriculum and resources. Instruction of the curriculum is accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system, which honors children who are hard-working, responsible, honest, and respectful, has created an environment allowing peace of mind and maximizing learning potential.

### **Defining an Educated Person**

An educated student is one who is prepared for a life where technology and science are an integral part of everyday activities and career opportunities. The modern world requires a solid foundation in the core curricular curriculum areas, environmental understanding, and an in-depth knowledge of technologies. In addition, children need the ability to accept personal responsibility, work cooperatively as a team member, and possess the ability to solve complex problems.

### **When Learning Best Occurs**

Blackfoot Charter Community Learning Center believes that a safe environment creates the setting where both remedial development and accelerated learning best occur. Blackfoot Charter Community Learning Center’s core educational philosophy is that learning best occurs when:

- students see the connection between what they learn and the real world
- students are actively engaged in hands-on and practical tasks
- learning activities are integrated, meaningful, and applicable
- learners students work both individually and as responsible members of a group
- students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students
- learners students are expected to master challenging knowledge and skills
- learning goals are individualized and advanced learning opportunities are available
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

## **Personal Learning Goals**

At the beginning of each school year and at each parent/teacher conference, Personal Learning Goals will be established and/or reviewed for each student. While younger elementary children may lack the ability to significantly participate, by second grade most are able to contribute, t. This ability increases significantly with each succeeding year. In addition to helping students develop and understand individual learning goals, teachers provide support for learners students to set goals, track progress, and obtain appropriate materials. In order for learning goals to be effective they must be:

- Specific
- Measurable
- Challenging
- Reliable
- and have a completion date

BCCLC is committed to the concept that during the elementary years, each student has the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right to expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

## **Instructional Methods**

Blackfoot Charter Community Learning Center is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. BCCLC uses both common and uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Blackfoot Charter Community Learning Center plans to use the specific methods mentioned earlier (see “Standard e” in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

1. Hands-on learning: An educated learner needs to know clearly defined skills and concepts that often can best be learned through hands-on experience. The traditionally approach is often predominately lecture-based. The Charter School will emphasize hands-on as well as computer and other technology-based learning to provide the opportunity for as much hands-on learning as possible.
2. The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.
3. The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one’s own curiosity and personal applicability of the information learned.
4. The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A

discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning to apply the methodology and utilize technology will constitute a critical component of BCCLC's overall program. Professional development is a critical component of the BCCLC program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. This high level of professional development will occur through the following:

- Hiring new teachers well before the beginning of each new school year, and begin pre-service training
- extensive teacher mentoring
- a four day student week, with every Fridays set aside for targeted professional development
- teams of teachers who work cooperatively, and are provided structured team planning, mentoring, and professional development time
- opportunities for teachers to observe and work directly in the classroom with other teachers

The educational program at BCCLC is formed around three concepts:

1. Brain Based Research.
  - Teachers will present material that is active, engaging, and has immediate application. This information is built upon prior knowledge so the brain will have something to attach new learning to. Learning is a process of forming neural networks through the recognition of patterns. Patterns develop from experience and through large amounts of input to the brain; hence, teachers will develop and present lessons that immerse students into areas of high interest throughout the curriculum.
  - Music and motor development are an important in part of the educational program, and are used utilized to increase the academic performance of each student.
2. Interdisciplinary Approach
  - The single subject textbook format has been replaced by an integrated brain brain-compatible method of wholes to parts. Students tend to learn more, and learn better more effectively when they study subjects in association with each other, and when they understand that all knowledge is related. Learning environments are created that fully immerse students in a learning experience.
  - The school has adopted an interdisciplinary curriculum that is developmentally appropriate, and makes establishes connections to the real world.

### 3. Flexible Student Grouping

- This allows BCCLC opportunities to structure each day, and each student into learning groups, which encourages them to achieve their personal best. Flexible groups allow students to progress at their own pace, accelerating when possible, and reviewing when necessary.

BCCLC Middle grades will intentionally build upon the above instructional methods mentioned in this section as these methods engage the Kindergarten through fifth grades. As influenced by the established STEAM model approach, 6<sup>th</sup>-8<sup>th</sup> grade teachers will additionally engage the following methodologies:

#### 1. Inter-disciplinary Lesson Collaboration

- Collaboration teams for teachers to develop, execute, and evaluate lesson units involving content specific subject matter across the 5 major disciplines of STEAM
- Each teacher instructs within his/her content specialty, but also works on co-planned units addressing benchmark concepts and skills identified by the Common Core and Idaho Content Standards across the 5 disciplines of STEAM

#### 2. Team-based Problem Solving for Students

- Students are placed in teams with opportunities to rotate roles and teams in order to learn multiple perspectives during projects and assignments
- Students are intentionally recognized for skill sets unique to each of them; these skill sets are intentionally made known to other students, and teams are developed based on student collaboration and decision of team needs

#### 3. Project-based Learning

- Assignments in the STEAM model are primarily based on projects in an effort to scaffold upon individual worksheets, assignments, and reports

#### 4. Facilitator Teaching

- Teachers act as facilitators and projects mentors in addition to direct instruction and lecture

#### 5. Student Mentoring Based on Proven Learning Theories including:

- Constructivism
- Project-Based learning
- Gardner's Multiple Intelligences (Interpersonal: Self Smart, Interpersonal: People Smart, Linguistic: Word Smart, Logical- Mathematical: Logic Smart, Naturalist: Nature Smart, Spatial: Envisioning, Kinesthetic: Body Smart, Musical: Music Smart)
- Blooms Taxonomy

## **Curriculum Overview**

All students participate in a common core of learning that fulfills the school's mission to produce students who possess the academic and personal habits, and attitudes desired of an educated citizen in the 21st century. It is the intent of the Blackfoot Charter Community Learning Center to remain aligned with the goals and objectives of the Idaho Thoroughness Standards.

BCCLC students:

- develop strong reading fluency and comprehension skills
- develop well defined oral and written skills
- develop their aesthetic talents in music, visual, and/or performance arts
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular curriculum areas
- have sufficient knowledge of science to be responsible users of scientific information
- gain hands-on skills and practical knowledge in the use of technology across the curriculum
- understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies-history, geography, political science, and economics

In keeping with Blackfoot Charter Community Learning Center's mission, BCCLC recognizes that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The Idaho State Board of Education's Thoroughness Standards serve as the starting point, and are enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed, and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by with music, art, technology, health, and, physical, education.

### **Language Arts (Reading, Writing, and Language)**

The goal is to develop learners who are effective communicators, who enjoy literature, and who are lifelong readers and writers. Comprehensive Comprehension skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical, and expository writing. Communication skills include speaking, oral, writing, and presentation skills. Teaching methods have been expanded to include modern technological tools.

## **Science and Health**

The science curriculum is a multi-year sequence that emphasizes hands-on experimentation, and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing, science to actually “doing” and “feeling.” the science. This approach lets students experience the excitement of science, so they can better understand facts and concepts. Curriculum includes integrating the scientific method, constructing hypotheses, designing investigations, identifying variables, acquiring data, constructing data tables or data, constructing data graphs, identifying variables, and describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

## **Mathematics**

Students master computation processes, and proceed from basic counting into pre-algebra and/or algebra as individual ability dictates. Exploring, conjecturing, and thinking through concepts, as well as, numerical manipulative manipulation experiences engage students, and enhance learning. Students learn to view and use technology as a tool for reasoning and problem solving in purposeful ways.

## **Social Studies and Community Service**

The curriculum includes the basic elements of history, government, geography, economics, and citizenship with a focus on local, state, national, and world history.

## **Technology Education**

Students gain a basic understanding of computer, and other technologies that operate in the world around us. Instruction utilizes a hands-on modular approach that employs discovery learning, and problem solving. Students seek solutions to real-life challenges. Blackfoot Charter Community Learning Center provides learners with technology skills that prepare them for future education and employment, while complying with requirements set forth in the *Children’s Internet Protection Act*.

## **6<sup>th</sup>-8<sup>th</sup> Grade Curricular Overview**

As influenced by the STEAM approach, and through the interconnected and overlapping subject matter units, students are taught to interpret Science and Technology through Engineering and the wide spectrum of the Arts. The core of this process is understanding these elements with the influence of mathematics. Students learn that mathematical equations influence these other disciplines, especially in context of how elements of engineering and technology work.

**STEAM**  
**Sciences in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students begin an exploration of the sciences from the perspective of Science as the field of what exists naturally in and of the earth, and how these scientific elements influence and interconnect other subject matter. Students also learn how the sciences influence local, national, global societal industry trends, and even space advancement. Students are exposed to and engage sciences including but not limited to: the Scientific Process, Elements of Physics, Biology, Chemistry, Space and Geosciences and Bio Chemistry.

**STEAM**  
**Technology in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students build upon the “hands-on modular” approach used in the lower grades and are introduced to more advanced and cutting edge technology tools being used in schools, colleges, and real-world companies. They learn the nature of technology and the relationship between technology and society, and the advancement of society due to the advancing technological world. Specific areas of focus will included how technology is used in fields including, but not limited to the industries and fields of: of agriculture, medicine, biotechnology, architectural design, communications, information development, construction, mathematics, engineering, and renewable and nonrenewable energy industries.

**STEAM**  
**Engineering in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students learn in depth the processes of Research and Development of new ideas, processes, inventions, and the relationships between engineering, and how it involves science, technology, and mathematics in particular. Students are exposed to engineering as the process of design and invention. They are taught the engineering processes, and how they operate in the fields including but not limited to: aerospace, architecture, civil engineering, city planning and infrastructural design, chemical engineering, electrical engineering, environmental, industrial engineering, and mechanical engineering.

**STEAM**  
**The Arts in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students explore, understand, and apply the different Arts as they specifically influence the other discipline described in STEAM. Particularly, students will learn that the Language Arts are the means through which we communicate about Science, Technology, Engineering, and mathematics. They build upon skills from the earlier grades to learn more advanced writing skills and using technology to prepare projects and presentations which correctly communicate information. Through STEAM Language Arts, they also build upon their written and oral skills to effectively communicate their conceptions, understandings, design processes, and their values and ideals. They are exposed to the manual Arts, and Physical arts. They learn the influence of music and rhythm throughout history as well as the role of music and rhythm in the other STEAM disciplines. Our students learn subject matter showing how society develops because of

philosophies and cultures. They build upon the understanding of the development of social constructs and ethics. They learn the role of technology and the Arts as they influence society around them, and are exposed to career paths within this context. Through the study of sociology and psychology, they learn how we think, and the process of thinking to influence their decisions as individuals, and how groups of people influence each other. Psychology and sociology are applied to their peer team constructs, and their collaborative learning processes. Our students will participate in vocal music as well as an in-house orchestra.

## **STEAM**

### **Mathematics in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students build upon the following from previous BCCLC math training:

- Computation processes
- Basic counting into pre-algebra and/or algebra as individual ability dictates.
- Exploring, conjecturing, and thinking through concepts
- Numerical manipulative experiences engage students, and enhance learning.

Students now are exposed to curricular units which overlap with the other disciplines of the STEAM model to learn how mathematics influence and even design many of the processes used in Engineering, Science, and Technology. Through this lens, students learn advanced math skills including but not limited to: Numbers and Operations, Middle level and higher Algebra, Geometry, Measurement, Data Analysis, Problem Solving, Reasoning and Proofing, the mathematical process of Communications, and even Calculus and Trigonometry elements.

## **Curriculum Development and Approval**

BCCLC recognizes that curriculum development and alignment is a continuous process. The school's curriculum is fully aligned with the Thoroughness Standards, as documented under Tab 3. The curriculum is evaluated through student's performance, program audits, standardized testing results, and ongoing observations of teachers with follow-up discussions with the Director to include written goals.

## **Textbooks and Curriculum**

Blackfoot Charter Community Learning Center ensures that all Idaho curriculum standards are met. Textbooks for the school are selected by the curriculum that includes the director, teachers, and parents. All textbooks are selected from the State Department of Education approved list.

## **Educational Programs and Services**

Provision for educational programs and services, such as special education, counseling services, school programs, parent education programs, social work, and psychological services are identified based on need.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. are provided through either private professionals or contracted with a local provider.

### **Improvement of Student Learning**

Multiple learning opportunities are provided to BCCLC students. Some are familiar, some are innovative, but all strive to make learning relevant and purposeful, and to actively engage the learner. Problem-solving groups apply knowledge they have acquired, and practice new skills by tackling both real-world problems and simulated problems that model the current world. For example, the school's requirement for students to perform genuine community service, not only informs students about real needs in our community, but also encourages them to work as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the results.

When appropriate, peer teaching provides an opportunity for learners to become educators, and reinforce their own knowledge and mastery of new skills. This is accomplished through presentation of their own work, or through working with a team. Projects include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interactive skills.

Blackfoot Charter Community Learning Center's learning program is built on the belief that all children can learn, but not in the same way, at the same rate, or from the same sources.

The school recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. All seven areas are examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.).

The use of Personalized Learning Goals encourages students to take responsibility for their own learning. Parents and the community share in that responsibility. Working together, students, parents, and educators consider learner strengths and weaknesses. They identify an academic and personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Blackfoot Charter Community Learning Center ensures that children are not penalized for the rate at which they learn. The faster learner is continually presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Blackfoot Charter Community Learning Center's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners, and to evolve as Blackfoot Charter Community Learning Center learns and grows. The staff and parents of BCCLC will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

**TAB 3 CONTINUED: DUAL ENROLLEMENT, 8-IN-6 PROGRAM, HIGH SCHOOL COURSES, AND MASTERY ADVANCEMENT**

**Dual Enrollment**

All students enrolled in BCCLC Middle School shall be eligible for enrollment in traditional public schools' programs subject to eligibility requirements as established by the School District in which the traditional public schools reside. This program also includes the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements.

In the case of academic eligibility in nonacademic programs, it is the responsibility of BCCLC Middle School to ensure eligibility requirements are met.

At the commencement of each school year and during parent-teacher conferences, parents will be advised of Dual Enrollment participation opportunities.

Program participation options and procedures will adhere to Idaho statutory code requirements as set forth in Idaho Code 33-203.

**8-in-6 Program**

BCCLC Middle School students in grades 7-8 shall be eligible to participate in Idaho's 8-in-6 program through enrollment in online courses which meet the standards for coursework as required and set forth by the Idaho Department of Education. BCCLC will maintain a designated on-campus liaison to encourage and guide students, as well as, maintain program accountability and fidelity.

Students may attend such courses through the Idaho Digital Learning Academy or other online providers whose courses meet the required standards.

**High School Coursework**

BCCLC Middle School students may enroll in and receive credit for high school coursework under the following policy guidelines:

- A student wishing to take the course must be enrolled in seventh or eighth grade.
- The middle school student's enrollment must not prevent a student enrolled in the high school from being able to take the course.
- The student must either:
  - take the course at the high school he or she would attend; or,
  - take the course at the school the student attends provided that the course is taught by a secondary teacher who has satisfied all state credential requirements in that subject area.
- The student's grade in the course must be included in his or her grade-point average in accordance with the Board's policy for making that calculation.

## Mastery Advancement Program

As required to make application to the program in order to participate, BCCLC Middle School will apply to participate in Idaho's Mastery Advancement Program (MAP). BCCLC will submit an application for participation that includes a detailed plan for implementation and a process for students to request a challenge exam. All program requirements for 6<sup>th</sup> – 8<sup>th</sup> grade students will be satisfied as per statute and/or administrative rule prior to any student participation.

## Middle School Credit Plan

BCCLC Middle School students will be required to earn 85% of course credits offered each year. Failure to attain required credits will result in students participating in alternate routes to achieve remaining credits. Students who earn less than 85% of offered credits may be required to attend after-school programs, weekend credit make-up classes, summer school, or online courses to remedy their annual credit totals. Students who do not meet the academic requirements will appear before a credit committee to determine the most appropriate course of remediation.

Credits for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students are as follows:

- English 1 credit per quarter
- Mathematics 1 credit per quarter
- Science 1 credit per quarter
- Social Studies 1 credit per quarter
- Arts 1 credit per quarter

## Academic Requirements

1. Earn at least 17 credits annually; and,
2. Earn at least 2 credits annually in each core class.

Students may qualify for promotion to the next grade level through alternate requirements. A student who does not meet the academic requirements may qualify for promotion by fulfilling 3 of the 4 following criteria:

1. Score proficient or higher on end-of-level test for the subject in which an F was received.
2. Maintain an overall GPA of 2.3 in core courses.
3. Attend school so as not to miss more than 12 days throughout the year. (Course Attendance requirement can be recovered by attending Saturday School or through alternative time spent with advisory teacher or designee outside of normal school hours.)
4. Earn credit through credit recovery.

### Credit Recovery

Students may participate in respective online coursework (IDLA, Accelerated Math, Khan Academy, or other program administered by the teacher) to fulfill credit requirements. A program of study will be arranged by credit committee which consists of the advisory teacher, classroom teacher, and administrator or designee. Credit recovery must be completed during summer and before July 1st to satisfy requirements. Students who fail to satisfy the credit recovery requirements, will not qualify for promotion to the next grade. Parents/guardians will be responsible to pay any fees associated with credit recovery if any are required.

### Special Education

Any student in Special Education maintains all rights and privileges provided under the current laws pertaining to Special Education in the state of Idaho. All necessary accommodations must be met before a student can be considered failing.

**TAB 4**  
**MEASURABLE STUDENT EDUCATIONAL STANDARDS**

**Measurable Student Educational Standards**

BCCLC will accomplish the following goals:

1. In the core subject areas of Math, Reading, Language Arts, and Science 80% of students will earn a grade of satisfactory or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
2. Students in grades K-3 will meet or exceed state targets on the-spring Idaho Reading Indicator (IRI).
3. On the Idaho Standard Achievement Test (ISAT) students in grades 3-5-8 meet or exceed state accountability standards.
4. 80% of students in grades 3-5-8 will show at least one year's growth on each section of the ISAT.

**Methods for Measuring Student Progress**

To ensure a consistent and comprehensive evaluation procedure, assessment rubrics have been developed for each of these standards. These include specific and objective evaluation criteria. Teachers have been included in the development of these rubrics in order to provide for their input, ownership, and buy-in.

The goal for every teacher at BCCLC is to challenge each student to maximize his or her academic growth. ~~The school's overall academic goal is to accomplish the above standards by the end of the 2012-2013 school year.~~

Method for measuring student progress will include, but not be limited to:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- Assessment rubrics used for projects, individualized assignments, and other portfolio-type assignments.
- Individual and group scores as calculated on the IRI
- Yearly growth for each ISAT subject area will be measured by the number of points added from one year to the next on the ISAT ~~Cut Score Chart~~. For example, to move from proficient as a fourth grade reader to proficient as a fifth grade reader, a student must gain at least 6 points (from 198 to 204) on the ISAT Reading Test.

## Middle School Accreditation

The Middle School will seek pursue accreditation before it offers high school credit to students. The school will apply for accreditation through AdvanEd. that it may offer high school credit as students' needs are identified. Accreditation standards will be established as required in Idaho Code 33-5205(3)(e).

**TAB 6  
EMPLOYEE REQUIREMENTS**

**Employee Qualifications (As written for employees of the K-5 program)**

All full-time and part-time employees at Blackfoot Charter Community Learning Center’s full-time and part-time employees, including both classified and non-certificated individuals, meet or exceed qualifications required by state law and the No Child Left Behind Act, Highly Qualified Teacher requirements (NCLB). Staff members possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Blackfoot Charter Community Learning Center, as outlined within this petition. The Director makes recommendations to the Board of Directors for approval of instructional staff.

Blackfoot Charter Community Learning Center 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. BCCLC reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. A thorough screening process is used for temporary personnel to assure the safety of students and personnel. 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.

**Background Checks**

All employees undergo State of Idaho criminal background checks, and FBI fingerprinting checks. One fingerprint card is submitted to the Office of Certification at the State Department of Education, and one is kept in the individual’s personnel file.

**Certification for Teachers, 6<sup>th</sup>-8<sup>th</sup> Grade**

BCCLC Middle School’s full-time and part-time instructional staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code 33-5205(3)(g) and will be Highly Qualified in the teacher positions that require it. Instructional staff shall carry secondary (6-12) certifications and/or elementary certifications (K-8) with middle level, content-specific endorsements as required to maintain Highly Qualified Status.

**Procedures to Ensure the Health and Safety of All Students and Staff (As written for employees of the K-5 program)**

The following information will apply to staff members and students of the middle grades, as it does the staff and students of the Kindergarten through 5<sup>th</sup> grades. If the middle grades are housed on a campus separate from grades Kindergarten through 5<sup>th</sup>, these policies and procedures will be amended and adapted to meet the needs of such.

Blackfoot Charter Community Learning Center complies with the following health and safety procedures:

1. Conducts criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Requires that all students show proofs of immunization before being enrolled at the Blackfoot Charter Community Learning Center, or have an exemption signed by a parent or legal guardian.
3. Requires that all visitors sign in at the office, and receive and wear a visitor's pass when visiting the school building.
4. Provides for inspection of the facility in compliance with Section 39-4130 of Idaho Code. The school adopts policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. BCCLC has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies have been developed in consultation with the Blackfoot Charter Community Learning Center's insurance carriers, and at a minimum address the above and the following items:
  - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - Policies relating to preventing contact with blood-borne pathogens.
  - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
  - Policies relating to the administration of prescription drugs and other medicine
  - A policy that 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.
  - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
6. BCCLC has developed a policy regarding internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's student and staff handbooks, and will

be reviewed on an ongoing basis in the school's staff development efforts.

### **Student Discipline for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Students**

Middle Grade students are expected to be the leaders and models of respect and conduct for the lower grades. Teachers and administration will address all discipline issues through the lenses of and using tools of character education and student collaborative teams. Student are taught and reminded that poor behavior, misconduct, and lack of fulfilling responsibilities influence other people directly. Thus, the middle grade approach to discipline focusses on addressing discipline issues and shaping the attitudes of students using elements including the following:

1. Character Education
  - Respect for the adults, classmates, and collaborative team members
  - How does this behavior demonstrate leadership and example to adults, peers, and younger students?
  - Fulfilling all assignments and being responsible for one's own responsibilities
  - How does the lack of responsibility in these influence the adults' abilities, peers' abilities, and those of the collaborative team in which they are a member?
2. Models including but not limited to "Love and Logic"
  - Students are addressed using "Love and Logic tools" including *Teaching with Love and Logic, Creating a Love and Logic School Culture, Schoolwide Discipline without the Loopholes, How to Teach Without Getting Punched*

If the discipline issues for 6<sup>th</sup>-8<sup>th</sup> grade students advance beyond the above mentioned stages, as determined by the administration, the administration will adhere to the established policies as approved by the Board, as stated in the current Staff and Student Handbook. The policies and procedures to be followed as dictated by the current 2014-2015 BCCLC Handbook include procedures for:

- Suspension
- Expulsion from BCCLC
- Expulsion from any other school district or state
- Re-Admittance
- Truancy
- Tardies
- Habitual Absences
- Incorrigibility
- Determination by the board of trustees that a student is disruptive of school discipline or instructional effectiveness,
- Students whose behaviors are detrimental to the health and safety of the other students and the staff

**TAB 7**  
**ADMISSIONS, DISCIPLINE, AND STUDENT POLICIES**

**Student Discipline for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Students**

Said procedures for 6<sup>th</sup>-8<sup>th</sup> grade follow the current charter language and handbook language for K-5 Students as follows:

**Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment**

Disciplinary Procedures, including suspension, expulsion, and reenrollment conform to Idaho code 33-205. A copy of the Student/Parent Handbook is contained in Appendix B.

Students at the Blackfoot Charter Community Learning Center are expected to conform to ordinary standards of common decency, courtesy, and honesty. They are required to demonstrate that conformity in their dress, language, work habits, and interactions with other students and staff. Failure to meet the standards will result in disciplinary action.

We believe that the purposes of the school's discipline policy should be to maintain an orderly classroom atmosphere in which learning can best be accomplished and to assist students in acquiring self-control. To that end BCCLC wants disciplinary action to be appropriate, impartial, consistent, and immediate.

Teachers will always bear the major responsibility for disciplining students. Often that involves no more than calling the student's attention to an inappropriate behavior, indicating its unacceptability, instructing on correct behavior in the situation, and stating that failure to demonstrate the correct behavior will, in future, incur some form of punishment in further disciplinary action. Depending upon the severity of the infraction, of or the frequency of its repetition, that punishment might be exclusion from a pleasurable activity, or a requirement for compensatory action, or short-term physical isolation from the classroom. If the teacher is unable to affect correction of the behavior, the student will be referred to the School Director for more formal disciplinary action, which will involve contacting parents. Due process procedures are followed, including the procedures for disciplining students with disabilities, as outlined in the Idaho Special Education Manual dated September 1999, Chapter 7, Section 13.

Any student behavior which reasonably would be considered dangerous or threatening to the student, or to other students, staff, or their property, or the property of the school, is dealt with immediately by the School Director. At a minimum, the student is temporarily removed from the class, until the director decides when his or her return is appropriate. Parents of the student are notified of the behavior, and of any immediate action taken. Parents and The Director, in consultation with the parents, will determine if any additional corrective measures are necessary. If no agreement is reached between them, either party may bring the issue before the Board of Directors. The board retains the right to suspend or to dismiss the child from the school after the appropriate due process procedures have been completed.

The school may expel any student found in possession of a weapon, or involved in any activity involving illegal drugs or alcoholic beverages, or who physically threatens any other person

The school complies with all rules and statutes relative to Safe and Drug-Free Schools. Expulsions are referred to the Blackfoot Charter Community Learning Center Board of Directors for a hearing and review, according to the right of due process. Students will only be re-enrolled by approval of the Board of Directors.

The procedure for suspension, expulsion, and re-enrollment of students follows the law specified in Idaho Code 33-205. Suspension or expulsion is only considered only as the final option in a series of efforts to avoid such measures, including, but not limited, to the following steps:

Step 1: Parent/Guardian Incident Notification Procedure (Written and/or Verbal).

Step 2: Peer Mediation and/or Director Intervention in addition to Step 1.

Step 3: Suspension with parental notification - 3 days; readmission after a conference with the student, parents or designee(s).

Step 4: Suspension with parental notification - 5 days; readmission after a hearing with the Board of Directors within five school days with the board of directors.

Step 5: Expulsion until the next calendar break, semester break, or the rest of year; hearing with the Board of Directors within five school days with the Board of Directors.

Step 6: Readmission after meeting with the Board of Directors, at parents' request.

The charter school Board of Directors has the right to de-enrollment for disciplinary reasons.

### **Provisions to Handle Students Using or Suspected of Being Under the Influence of Alcohol/Controlled substances**

If a student discloses, or is reasonably suspected of, being under the influence of alcohol or controlled substances, BCCLC complies with the procedures required by Section 33-210, Idaho Code. It is the policy of BCCLC that any staff member, who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law, shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation, and if confirmed, notify the parent or legal guardian of said student's possession of a controlled or dangerous substance, or suspected abuse thereof.

This policy includes provisions for anonymity, in that when a student voluntarily discloses use or being under the influence, information is shared only on a "need to know" basis, as provided in I.C. 33-210.

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 administrator or a designee should communicate all available information to the police, and offer the full cooperation of the administration and

faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

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

**Projected BCCLC Grade Enrollment**

-	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
grade	enrolled	enrolled	enrolled	enrolled	enrolled	enrolled
K	64	63	63	63	63	63
1	44	63	63	63	63	63
2	40	44	63	63	63	63
3	27	40	44	63	63	63
4	28	27	40	44	63	63
5	17	28	27	40	44	63
<b>Total:</b>	<b>220</b>	<b>265</b>	<b>300</b>	<b>336</b>	<b>359</b>	<b>378</b>

	K	1	2	3	4	5	6	7	8	Total
<u>2015-16</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>25</u>	<u>25</u>	<u>515</u>
<u>2016-17</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>25</u>	<u>580</u>
<u>2017-18</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>645</u>
<u>2018-19</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>690</u>
<u>2019-20</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>735</u>
<u>2020-21</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>760</u>						
<u>2021-22</u>	<u>90</u>	<u>65</u>	<u>785</u>							
<u>2022-23</u>	<u>90</u>	<u>810</u>								

	BCCLC PROJECTED GROWTH TO CAPACITY									TOTAL	K-6th	7th-8th
	K	1	2	3	4	5	6	7	8			
<u>2015-16</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>13</u>	<u>12</u>	<u>490</u>	<u>465</u>	<u>25</u>
<u>2016-17</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>13</u>	<u>568</u>	<u>510</u>	<u>58</u>
<u>2017-18</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>645</u>	<u>555</u>	<u>90</u>
<u>2018-19</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>690</u>	<u>580</u>	<u>110</u>
<u>2019-20</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>735</u>	<u>605</u>	<u>130</u>
<u>2020-21</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>760</u>	<u>630</u>	<u>130</u>
<u>2021-22</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>785</u>	<u>630</u>	<u>155</u>
<u>2022-23</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>810</u>	<u>630</u>	<u>180</u>

## Appendix A

### Stakeholder Interest Survey

BCCLC conducted three (3) interest surveys. An internal survey to determine the level of interest among the current fifth grade class; a second survey through Survey Monkey focused on parents' interest for a single K-8 school; and a third survey of former BCCLC students interested in returning to BCCLC as 7<sup>th</sup> and 8<sup>th</sup> graders. The results below are a summary of the feedback as of September 30, 2014. Full results are available in the BCCLC office.

#### Internal Survey Result

##### 41 Respondents

Question: (BCCLC current 5<sup>th</sup> graders only): Would you be interested in attending 6<sup>th</sup> grade at BCCLC.

Yes	Uncertain	No
37	2	2

Note: Both "no" votes were from students scheduled to move out of state in the near future.

#### On-line Survey of Interest

##### For BCCLC to Offer

##### Grades 7 and 8

The on-line survey was sent to all BCCLC parents and asked participants to respond to the statement, "Would you like BCCLC to become a K-8 school?" results are as follows:

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
3	1	3	7	47
5%	1%	5%	12%	77%

#### Potential 7<sup>th</sup> and 8 Grade Students Survey Results

BCCLC has identified (by name and address as provided by parents) 46 students interested in attending BCCLC in grades 7 and 8. These come from the following:

13% currently home schooled

54% ISTCS

20% Blackfoot School District

8% Snake River School District

5% other (Firth, Aberdeen)

## Appendix B

### CHARTER SCHOOL PERFORMANCE CERTIFICATE

#### SECTION 3: EDUCATIONAL PROGRAM

**B. Grades Served.** The School may serve students in Kindergarten through grade ~~5~~8.

#### SECTION 5: SCHOOL OPERATIONS

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be ~~378~~-810 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

The school will enroll approximately ~~63~~ 90 students per grade level.

BCCLC's enrollment cap, strategic growth plan, and enrollment lottery will be implemented as described in tab 2 of the approved charter, which is incorporated into this agreement as Appendix B.

**Appendix C.**

**Waiting List Numbers for years 2009-2010 through 2014-2015**

**2014-2015**

**K: 83**

**First: 19**

**Second: 10**

**Third: 18**

**Fourth: 22**

**Fifth: 9**

**2013-2014**

**K: 72**

**First: 19**

**Second: 13**

**Third: 10**

**Fourth: 5**

**Fifth: 10**

**2012-2013**

**K: 75**

**First: 24**

**Second: 14**

**Third: 11**

**Fourth: 9**

**Fifth: 16**

**2011-2012**

**K: 53**

**First: 17**

**Second: 3**

**Third: 17**

**Fourth: 14**

**Fifth: 7**

**2010-2011**

**K: 25**

**First: 17**

**Second: 10**

**Third: 6**

**Fourth: 8**

**Fifth: 10**

**2009-2010**

**K: 26**

**First: 13**

**Second: 18**

**Third: 9**

**Fourth: 10**

**Fifth: 16**

## Supporting Documentation: Market

### *Community Demographics:*

Snake River School District educates the following number of 6<sup>th</sup>-8<sup>th</sup> graders:

**6<sup>th</sup> Grade:** 97 Students  
**7<sup>th</sup> Grade:** 117 Students  
**8<sup>th</sup> Grade:** 122 Students

This information is current as of Monday, March 9, 2015, and was provided by the Snake River School District office.

Blackfoot School District educates the following number of 6<sup>th</sup>-8<sup>th</sup> graders. This information suggests a drop in enrollment.

	2010	2011	2012	2013	2014	2015
<b>6<sup>th</sup> Grade:</b>	300	315	309	294	278	275
<b>7<sup>th</sup> Grade:</b>	296	298	288	307	283	277
<b>8<sup>th</sup> Grade:</b>	291	290	293	287	306	289

This information is current as of Monday, March 9, 2015, and was provided by the Blackfoot School District office via email, per Janae Smith, and was emailed on Monday, March 9 2015 at 12:44 PM.

ISTCS educates the following number of 6<sup>th</sup>-8<sup>th</sup> graders for the 2014-2015 school year:

**6<sup>th</sup> Grade:** 96  
**7<sup>th</sup> Grade:** 97  
**8<sup>th</sup> Grade:** 71

This information was provided by Tami Dortch, Principal of ISTCS, and was emailed on Mon, Mar 9, 2015 at 11:38 AM.

### *Capacity of other Area Schools:*

Blackfoot School District: They are not at capacity.

Snake River School District: They are not at capacity.

ISTCS:

6<sup>th</sup> Grade: 96 (Capacity of 100)

7<sup>th</sup> Grade: 97 (Capacity of 100)

8<sup>th</sup> Grade: 71 (Capacity of 72)

Per Tami Dortch, emailed on Mon, Mar 9, 2015 at 11:38 AM

***Impact on other Area Schools:***

BCCLC has maintained a positive relationship with Blackfoot School District and Snake River School District. With respects to market support, we are using the survey results indicated in Appendix A. As we are focusing primarily on current 5<sup>th</sup> graders and former BCCLC students who are in 7<sup>th</sup> and 8<sup>th</sup> grades next year, the targeted market is also primarily helpful to area schools. Please see Appendix A for supporting documentation of responses and percentages.

***Waiting List History:***

See Appendix C for supporting documentation.

***Community Need:***

The STEAM model is currently not offered by any area middle school program. We intend to offer a spectrum of 6<sup>th</sup>-8<sup>th</sup> grade classes in the Sciences, Technology, Engineering, the Fine Arts and Liberal Arts, and complex Mathematics.

**Supporting Documentation: Capacity**

***Staffing Needs:***

We intend to hire 5-7 teachers to deliver the 6<sup>th</sup>-8<sup>th</sup> grade program. Please refer to the proposed budgets for the 2015-2016 6<sup>th</sup>-8<sup>th</sup> grade program to see expenses relating to these employees.

***Facility Needs:***

See Tab 2 of Proposed Amendment for supporting documentation.

***Contracts and Service Agreements:***

Most contract and service agreements will remain the same as they exist for the K-5 program. These contracts include:

- Gem State Supply
- Blackfoot School District (Student lunch service)
- Education City

- Edmonton (Software)
- IES (Website Services)
- Love and Logic
- STEAMedu (STEAM Educator Certification)

***Professional Development:***

We will be contracting with STEAMedu for full professional development. This training provides a full spectrum of the philosophical and practical applications of the STEAM model and provides each educator with a STEAM Educator Certification.

Please see Appendix J. entitled “STEAM Education Program Description” for supporting documentation. This 9 page document gives a full description of the training program we will participate in during the summer of 2015. This document is the best resource for addressing the strategy we will use for implementing the educational program of STEAM. Rather than re-creating information, we have submitted this 9 page document as our guide to thorough and specific elements and processes for training our middle school staff members in the STEAM model.

After the initial training with STEAMedu, as outlined in the attached document, we will gather school and staff feedback and evaluation data from the program. This will be used to determine future ongoing professional development for the STEAM model. Because the community of STEAM educators and leaders is collaborative, we intend to build upon our culture of collaboration within the BCCLC staff community.

Per the training model, we intend to further develop, implement, and evaluate the STEAM Education Program as outlined in their nationally successful model. Please pages 4-8 for complete and specific elements of the STEAM Educator Certification Package.

We will use Federal funds for as resources for Professional Development, including Title I, Title II, and REAP.

***Evidence of Past Success:***

BCCLC has a history of strong academic performance. ISAT scores, IRI scores, state rankings, and the school’s “4 Star Rating” demonstrate this history of meeting academic expectations.

Awaiting Commission Staff guidance on supporting documentation.

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of February, 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Blackfoot Charter Community Learning Center, Incorporated (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 April 28, 2010, the Authorizer approved a petition for the transfer of authorization of the School from the Nampa School District Board to the Authorizer; and

WHEREAS, the School began operations in the year 2000; 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 2000. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. **Term of Agreement.** This Certificate is effective as of February 13, 2014, and shall continue through June 30, 2019, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

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

## SECTION 3: EDUCATIONAL PROGRAM

- A. **School Mission.** The mission of the School is as follows: To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.
- B. **Grades Served.** The School may serve students in Kindergarten through grade 8.
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the

challenge each student at a level that will maximize learning.

- **Brain based learning.** Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.

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

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

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

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

**B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

**C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

**D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

**E. Performance Framework As Basis For Renewal of Charter.** The School's

performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be ~~378~~ **810** students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

**The school will enroll approximately 63-90 students per grade level.**

BCCLC's enrollment cap, strategic growth plan, and enrollment lottery will be implemented as described in tab 2 of the approved charter, which is incorporated into this agreement as Appendix B.

- 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.** 2801 Hunters Loop, Blackfoot, ID 83221 & 1350 Parkway, Blackfoot, ID 83221. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Blackfoot School District #55
- 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.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **February 13, 2014.**

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**Chairman, Idaho Public Charter School Commission**

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**Chairman, Blackfoot Charter Community Learning Center, Inc. Board**

**Appendix A: Conditions of Authorization/Renewal**  
**Appendix B: Charter**  
**Appendix C: Pre-Opening Requirements**  
**Appendix D: Articles of Incorporation and Bylaws**  
**Appendix E: Board Roster**  
**Appendix F: School Performance Framework**  
**Appendix G: Authorizer Policies**  
**Appendix H: Enrollment Policy**  
**Appendix I: Public Charter School Closure Protocol**



## **STEAM Education Program Description**

**STΣ@M:** Science & Technology, interpreted through Engineering & the Arts, all based in Mathematical elements.

A framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is FUNctional!

**Students learn to organize with math, while they research as scientists and historians by using technology, so that they can understand global development and communicate about what is needed, wanted and possible in engineering for universal sustainability.**

**STEAM Framework Definition:** Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics.

It is a contextual curriculum where the subjects are coordinated to support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other in reality. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts.

The STEAM structure explains how all the divisions of education and life work together; therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including the Arts, Music, CTE and Physical Education divisions of public education.

It has been implemented in PK-12, college classes, museums, after-school programs and with rehabilitation and dementia patients. STEAM Education has a framework for lesson plans that show how it is adaptable, benchmarked and easily reinforces the standards in unique and engaging ways.

STEAM ties ALL the subjects to each other in an interdisciplinary way as well as to the full spectrum of the rapidly changing business and professional world. It is a life-long career and life-readiness way of educating and learning that is adaptable to the rapidly changing global world we live in.

Shifting to a STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

### **S-T-E-M with the A includes**

- Sharing knowledge with communication and language arts, “voice” – impact, power, legacy
- A working knowledge of manual and physical arts, including how-to and fitness
- Better understanding past and present cultures and aesthetics through the fine arts
- Rhythmic and emotional use of math, physics, physiology and often language with the musical arts
- Understanding sociological developments, human nature, and ethics with the liberal arts

### **Programs**

STEAM is being used in schools all around the world to teach academic and life skills in a standards-backed, reality-based, personally relevant exploratory learning environment. It is adaptable, benchmarked, cross-curricular alignment for multi-disciplinary student assessments, and reinforces NCLB and state standards and has been used with teachers required to integrate with the Common Core, all done in unique and engaging ways. It is backed with a variety of well-recognized and adopted educational philosophies, classroom management and assessment strategies. It promotes deeper understanding and transference of knowledge across the subjects. It is used for developing model educational programs to create functionally literate people by increasing the depth and breadth of proficiency in all students and educators and the communities they influence. It works by expanding a program's current lesson plans into STEAM plans for more realistic discovery and innovation for all types of learners and support from and interaction with local and global community.

STEAM can help make good education better. The STEAM framework, like steam itself, can fit anywhere and take innumerable shapes, and, if used purposefully, can be a very powerful and enjoyable tool for teaching and learning any level of any topic. It delivers high quality team-based education to all students. Preparing children for a growing variety of careers is important to advance the global society and its economies. Careers past, current and potential are organized to be taught with STEAM. Students are taught to evaluate needs, wants and opportunities in order to be informed users, responders and innovators. It prepares students to be life-long learners in pursuit of college, skilled trade programs, potential yet unknown career paths and well-balanced lives. STEAM is a whole-learner, community-involved and influenced learning environment. It has a living-curriculum structure that is representative of the surrounding culture and aware and tolerant of all types of diversity and perspectives.

### **Classrooms**

Embedded in the framework is a system to establish well-balanced teams among educators and students based on a variety of characteristics. All participants have ways they are advanced and are challenged. With this system, their skills are used for leading in some areas while other areas are strengthened through observing and assisting. Educators instruct within their specialty with co-planned thematic units that everyone contributes to in projects related to the required benchmark concepts and skills. There are times when various groups of educators co-teach overlapping subject areas and assignments. However, most of the time, educators still are able to work focused on their own schedule and tie to the theme when it is convenient in their plans. Special times are designated for working on projects, so that as new concepts are learned they can be applied and built upon. The classrooms and common areas become a network of specialty topics in a living and growing discovery place.

### **Educators**

STEAM Educators report feeling rejuvenated by richer living work environments. They have the ability to use more diversification of teaching methods and be more of a facilitator to learners. It empowers educators to meet the guidelines in a variety of unique and engaging ways and to meaningfully cross-reference concepts and vocabulary. They have the opportunity to teach collaboratively, exchange ideas, have easier preparations for substitutes and have more productive common planning times. The teachers report feeling the positive shift from ME to WE in the staff as well as with students.

They state that through the structure of rubric-based portfolios and process work, they have a better (broader and deeper) understanding of what their students prove they know in different ways including what they can tangibly accomplish. Educators can better match their learning objectives and goals to the

variety of learners they encounter. They can cater the themes to those of interest to the local students and community.

### **Students**

STEAM asks students to evaluate local to global career, hobby and life opportunities and developments in historical, current and potential contexts. Students are challenged to learn and apply the breadth and depth of content and skill sets across the disciplines through reality-based projects using up-to-date research from the fields. Students are asked to perpetually evaluate their points of interest, experiences and talents with ongoing portfolio development, which becomes useful for applying to extra-curricular and post-graduation pursuits.

STEAM educators have reported to us that, when students are introduced to the framework and shown how to create academically and socially balanced teams and are tasked with working on reality-based thematic concepts, the following things have been noticed:

- Students soon start using knowledge and skills from across the subjects to back up their work and have deeper understanding and recall of concepts when reminded of related activities.
- Students develop an ability to recognize and respect their own and others' varying skill sets and intelligences. They learn how to best fit into teams based on roles that they have a predisposition to do well at, and learn how they and others create society.
- They more naturally use team dynamics help solve conflicts and conversations are reported as being more on-topic.
- Students look forward to these activities and take more measures to prepare for missing work during these times. When the projects align well with the curricular concepts of that time frame, then the students have more of a direct reason to learn the content for optimal application in their project.
- Participants feel more group identity and pride with fellow students and the school, something that is often under-cultivated. They feel a shift from ME (the singular student) to WE (an active participant in the global community.)
- Classroom and SPED teachers report that students with IEPs and 504s are more engaged. Special, ESL and advanced learners get more of what they need academically and interactively from the team-based approach and need fewer specialized pull-out sessions.

### **Communities**

STEAM promotes a structure of community and business partnerships with schools. Programs that are well-supported by their communities have a record of higher engagement among educators and all levels and types of students and families for better overall program sustainability. Our plans promote adding in ecological and cultural sustainability, too, including having rotating displays in the common areas of the schools and having community meetings and program information nights. Educators report parent engagement and donations are increasing.

### **Themes Commonly Used**

STEAM Education is how ALL subjects and people are recognized and can contribute. All effort is encouraged. It is hoped to be a factor in diminishing the drop-out, unemployment and poverty rates, having to teach to the test instead of the individual, and the disproportionate percentage of women and minorities in leadership positions.

Many programs choose to revolve their STEAM curriculum framework around themes such as:

- Power & Energy
- Elements & Processes
- Life & Movement
- Transportation
- Communication
- Music
- Inventions

It is necessary to have many varied experiences for students to be successful in this rapidly developing technological world, but it can still be done inexpensively.

### **Courses Offered**

#### **WHAT'S YOUR POINT? - The first example MS/HS Introductory STEAM Course with a sample portfolio**

Students start at the point of the pyramid, based on their perspective as a person who learns holistically. The course teaches them to evaluate their skills and interests within a structure for investigating the educational discipline fields to learn more about the breadth and depth of career, hobby and life options. It exposes students to a large range of skill sets and career choices through projects that include research and development. Students perpetually evaluate their points of interest, experiences and talents with ongoing portfolio development that become useful for applying to extracurricular and post-graduation pursuits. Students evaluate local to global career path opportunities and developments in historical, current and potential contexts, and investigate a spectrum of careers and the related discipline skills needed to pursue them.

### **STEAM Education Certification Packages**

We provide professional development for individuals and educational programs to assist and support the transition to a STEAM platform. We offer three types of training packages- one for individual **Educators**, one for **Staff**, and one for whole **Programs**. The focus of these professional development sessions are to learn about Integrated Science-Technology-Engineering-Arts & Math Education: why it's being done, how it works, how it affects you, your school, your community. These sessions are geared for school administrators and educator and are appropriate for museum affiliates and out-of-school program facilitators.

### **What is covered in a training session?**

Learn about Integrated Science-Technology-Engineering-Arts & Math Education: why it's being done, how it works, how it affects you, your school and your community.

Training can be achieved in two ways:

- 2-day in-person for a minimum of 12 in-session hours
- 24 video segments totaling about 7 1/2 hours training with supporting documents

Both include theory, program and classroom establishment instructions and help writing custom STEAM lesson briefs. Training results in being prepared to write and submit a vetted STEAM Lesson Brief to

become a STEAM Certified Educator. Certification requires about another 4 hours for completing a lesson plan and the process, less if training with a team.

Both STEAM Trained and Certified educators will have access to the training and teaching documents, discussion forums, and the live bank of STEAM lesson plans for a year after their training, including updates made and new documents added during that time.

**General 2-day Educator Certification Training for all on-site packages includes:**

- Training Day 1 - Theory and Reasoning
  - Introduction to the STEAM framework
  - Review of epistemology and pedagogy of STEM/STEAM
  - Learn about the commons of the subjects
  - Class management tactics – behavioral & interdisciplinary
  - Meeting extensions for all types of learners
  - Review of previous examples of STEAM projects and programs
- Training Day 2 – Practicum and Plan Creation
  - Reasoning for and how to create STEAM Teams for educators and students
  - Examples of STEAM themes & interdisciplinary PBL styled projects – hands-on
  - Program sustainability considerations and tactics
  - Partnerships, sponsorships and grants advice
  - Community Outreach structure and STEAM school events
  - Lesson plan creation/expansion based on benchmarks

**What are STEAM Educator Certification Training Camps for individuals?**

We offer **Certification Educator Camps** where an administrator, curriculum coordinator, informal educator or teacher can come to learn to use the STEAM framework and to see if the program is a good fit for their whole program's needs. This is a 2-day training as outlined in the previous response. Administrators and individuals or small groups of teachers, museum curators, camp directors and home-schoolers are the primary attendees at these camps. We offer these STEAM Training Camps throughout the year and try to rotate the locations around larger cities in the different regions of the continental U.S. You can check our **Store Page** for upcoming camps. If you'd like to receive our new camp announcements and other STEAM news, you may sign up for our newsletter on our homepage.

**What is the difference between being STEAM trained and STEAM certified?**

Educators who attended a full STEAM training may state that they are STEAM trained on how to deliver and teach with STEAM lesson plans and practices. Educators who have completed a lesson plan and been certified may state that they are STEAM certified and have proven that they know how to write a STEAM lesson plan. Educators with STEAM certification and experience are becoming sought after in the global market. Both STEAM Trained and Certified staff will have access to the training and teaching documents as well as the live bank of STEAM lesson plans for a year after their training, including updates made and new documents added during that time.

**What are some more details on certified STEAM lesson plans?**

There is a growing bank of STEAM lesson plans that are contributed by teachers with a similar philosophy – integrating meaningful reality-based STEAM education. The first sets of teachers in the network helped to frame the lesson plan template and, as things develop in the educational world, the template is adaptable

to accommodate shifts. The lesson plan template is a device for educators to have a structure that helps coordinate ideas across the spectrum of subjects and is adaptable for all educational levels. Once the lesson plans are inclusive across the subject areas for a specific educational level and are certified, they are uploaded and offered to the network.

The point of having educators write STEAM lesson plans to contribute to a commons is two-fold: the first is to verify that they understand how to build a STEAM lesson plan after the training and to receive suggestions on how to make them more well-rounded and polished, the second is to give voice to the educational experts, the teachers in the field, to create a standards-based, live curriculum better than any individual educational program or company can alone. By having STEAM certified teachers contribute at least one lesson plan to the commons, the plans become searchable by the network and everyone is submitting work that can be used, tweaked, updated and supported by similarly minded teachers around the world. With the rate of people now contributing, it is hoped that soon educators can pick and choose variations of lessons to build a full personalized curriculum that works for their students.

In order to maintain the structure that supports impassioned educators to collaborate freely and without biases towards funders, we have to charge to have access to and be a part of the network that shares ideas and lesson plans.

Most states offer professional development points for educational publications, so educators would have the added benefit of being able to apply for additional PD points for any approved lesson plans that they submit.

**Is it possible to do a two-day training in one day?**

Our trainings take place over two days in order to cover everything at a reasonable pace for the trainees. We need that much time to cover the material, answer questions and start creating lesson plans with the teachers. One day does not give enough time to cover what needs to be included. There is now an option for a hybrid offering of receiving the theory portion via video in advance of having a one-day on-site training for the practicum aspects of the training. Please contact our Bookings department ([bookings@steamedu.com](mailto:bookings@steamedu.com)) for more information.

**Program Certification – Goes along with the STEAM Program Objectives document**

We offer a **first year transition support Program Certification** to implement the paradigm shift to become a STEAM School. Includes everything included in the staff training package, plus provides additional on-site professional development and a structured plan for Year One of the STEAM program transition. It takes three to five years to transition a school program to fully adopting and using a new paradigm. Programs that are already STEM, performing arts, multi-disciplinary or PBL programs might be able to make the shift more quickly. The first year of a school's transition is key to building the foundation and some schools prefer more support during that time.

This contract starts with a 2-day customized Staff Educator Certification program **for up to 50 people**. This training starts preferably at the end of the current school year and continues on with year-round support including two to three on-site visits during the year (fall, winter and spring). This support includes curricular and staffing help, virtual support with building an annual portfolio to prove excellence in implementing the STEAM Education framework based on the STEAM Program Objectives as well as tracking the progress made by the program to adopting PBL and STEAM principles and practices. This will result in a STEAM Certified Program suitable for: PK, Elementary, Middle, High, Collegiate, Museum, Informal Learning Centers and Camps.

\*If you would like more than 50 people trained/certified please contact us at [bookings@steamedu.com](mailto:bookings@steamedu.com) for details.

90% of school staff must be certified as a pre-qualifier to the Program Certification completion, including at least one administrator, one guidance officer, all extension teachers and 90% of the professional staff in each site program. If necessary, additional staff training can be accomplished by having individuals receive the training at a STEAM training camp or through the on-line training site.

**Pre-visit** - The program and district will be pre-evaluated and a portfolio established to track and aid the transition year of the program to become a STEAM program. This will include the Consultant learning about the specifics of the school system, long-range plans including why and how they wish to move to a STEAM framework, community demographics and area culture, history, business and industry. If possible, a drive will be scheduled through the area to view the district, schools and/or classrooms.

**Off-Site – Day 3 & 4** – Program Structure Plan and Portfolio created including potential local business and community partnerships for program sustainability and making a plan for a STEAM Career Carnival with those partners.

**Off-site Day 5** – Review of developed curricula & evaluation of STEAM integration into the program.

**On-site Day 6, 7 & 8** – A minimum of two, usually 3, separate professional development visits to assist administration and staff in implementation, deeper learning about STEAM, program support and individual meetings with staff members will be scheduled. This will usually be a late fall and a spring visit.

**Off-site Day 9, 10, & 11** – Portfolio reviews following these on-site days.

**What do the additional program certification PD visits look like?**

**From the contract:** Professional development visits to assist administration and staff in implementation, deeper learning about STEAM, program support and individual meetings with staff members will be

[www.steamedu.com](http://www.steamedu.com)

STEAM Education Program Description

c. 2014

### **Staff Educator Certification**

Includes training for your staff to teach with a STEAM framework. This is a 2-day training for up to 50 people with 12 hours required for a corresponding amount of PD points. It includes theory, program and classroom establishment instructions and help writing custom STEAM lesson briefs. This offers a full teaching staff an intense introduction to STEAM with a year of on-line support, updates and inclusion in the network that provide the tools for them to take it in their own direction. An approved lesson plan contributed alone or in grade level groups results in having a STEAM Certified Staff. \*If you would like more than 50 people trained please contact us at [bookings@steamedu.com](mailto:bookings@steamedu.com) for details.

### **Hosting a Camp for Individual Educator Certification:**

The hosting contract was created for schools with limited funds for training who would like to have staff become STEAM Certified. This is a 2-day training with up to 11 seats available for your team in exchange for your school providing a space to for 50 people to meet at tables in small groups with a projection system, providing snacks, arranging catering and paying the base company travel fee. Tickets will be sold to other educators to fill the remaining seats. If desired, additional seats will be offered at a discounted rate for those in your school system. This is a general, not a customized, training.

### **Details on international STEAM training**

All domestically offered services are available for international requests including Staff Training, Program Certification, Keynotes & Presentations and Consulting. Please go to our 'Certifications & Trainings' page for a link to our international programs document. The most economical way to receive training is to sign up for the membership that includes the video training. This training is currently offered in English; please contact us to give us feedback on what other languages would be most useful to have a translation in.

### **Fees**

Consulting for schools and institutions is contracted on an individual basis. Please contact us at [bookings@steamedu.com](mailto:bookings@steamedu.com) for a complete list of current programs and pricing. Many schools are getting sponsorships using grants, Title I funds or local businesses to reduce their direct costs.

### **Does our school need special equipment to get started with STEAM?**

It can be quite helpful to have a STEAM lab with work tables and open spaces that classes can use for constructing things, but it is not necessary. As STEAM labs are unique to each school, we offer help in designing them. No special space or equipment is required to be a STEAM school, but highly recommended are: a STEAM room for building things, a grade level appropriate technology education shop/lab and a clean room for robotics equipment, some garden beds and greenhouses with a hydroponics lab, and a 3D printer. If the district is capable of offering electronics to students, we suggest laptops, not tablets and iPads. Laptops provide the ability for students to go much deeper with their studies. We do hope that programs are able to at least offer a 1:4 ratio of laptops for their students.

scheduled. This will include time scheduled for Consultant's observations in each building and to have time to talk with teachers during their planning periods and the entire staff after school.

**In reality:** A personal visit is made to spend time in each school walking through halls, doing quick observations of classes and looking at examples of STEAM projects that are being worked on. There will be brief meetings with staff during their planning times to address issues at their grade levels. After school in the group meeting, we will provide a recap and talk about program updates that have happened since your school's training and will address general concerns and questions from the teachers. These visits are meant to be supportive, not critical. We are not there to look at what isn't being done, but what is, and to offer help to grow the program. It takes time to meet the requirements of the program and we want the teachers to feel that we're there to help them, answer questions, learn from their experiences and work out issues together by brainstorming as experts together. They know their students and your structure and have their favorite programs and lessons. We'd like to know what is working, what needs support, and what is not clear. We'll offer help pulling together the strengths from your team and offering suggestions from what we see other teams doing to extend on what your team is doing.

**Program Certification Portfolio creation and approval process:** During the summer break at the end of the school year, the portfolio will be finalized by July 1<sup>st</sup> to complete the program certification process by August 15<sup>th</sup>.

**Program Certification**

- Quarterly evaluations included with correlating visits
- Portfolio requirement completion = certificate of Program Certification for completing the requirements in that year - can get annual update certifications.

\*Programs meeting certification requirements are eligible for PD update and renewal package for each subsequent continuous year at a reduced price from Year One. This primarily involves updating and submitting an annual portfolio and requesting a minimum of one on-site PD update.

**Program Certification Portfolio Includes:**

- Demographics of school system and district
- Statistics Tracking
- Certified Personnel Teams
- 4 STEAM lesson plans per grade level per year
- List of annual STEAM projects
- Student Team Structure
- Living Learning Environment
- Theme Displays in Common Areas
- Partnerships with Organizations and Businesses

A STEAM Coordinator is suggested for school and/or district wide programs.



Realtors / Brokers / Managers  
Developers / Consultants / Architects

2733 East Parleys Way, Suite 300 / Salt Lake City, Utah 84109-1662  
November 11, 2014

(801) 485-7770  
Fax (801) 485-0209

Fred Ball  
2801 Hunters Loop  
Blackfoot City, ID 83221  
208-339-8264  
hgwynn@bcclc.com

Re: **Letter of Intent  
Riverside Plaza  
Blackfoot, Idaho**

Dear Fred:

The property owners of the Riverside Plaza are excited to expand our relationship with Blackfoot Charter Community Learning Center. Outlined below are terms and conditions for leasing approximately 6,000 to 10,000 square feet in the Riverside Plaza Shopping Center.

Landlord:	Riverside Plaza Shopping Center
Tenant:	Blackfoot Charter Community Learning Center
Lease Premises:	Approximately 6,000 to 10,000 Square Feet.
Lease Term:	Five (5) years
Delivery Date:	Upon execution of the Lease Document
Commencement Date:	August 1, 2015 for official occupancy.
Rental Rate:	<b>Year 1 - Rent shall be established upon a percentage of state funding based upon a per student calculation. Payment of the rental amount will occur upon the state funding schedule.</b>
Rate Escalations:	Rent shall escalate as enrollment increases.
Use:	Premises shall be used for an educational facility.
Common Area, Taxes, and Insurance Charges:	Equal to the current yearly estimation. Approximately \$2.00psf
Prepaid Rent:	Equal to one month rent and triple net charges.
Security Deposit:	Equal to last months rent and triple net charges.

Signage: Landlord shall require Tenant to install, at the Premises, with such signage subject to Landlord's approval, not to be unreasonably withheld.

Utilities  
And Services: Landlord will supply all utilities to the Premises and Tenant shall be responsible for the payment of all utilities exclusively servicing the Premises.

Continuous Occupancy: Tenant on or before the Rental Term commencement date agrees to be open for business and to operate one hundred percent (100%) of the Leased Premises during the entire Rental Term of the Lease unless prevented from doing so because of fire, accident, or acts of God, and to conduct its business at all times in a high class and reputable manner.

This proposal is neither contractual in nature, nor an offer, but an expression of the principal terms proposed to be incorporated in a mutually acceptable lease agreement. An agreement resulting from our negotiations is subject to final approval by our real estate committee and will not be binding until fully executed.

Should you find these terms and conditions acceptable, please have the appropriate party sign where indicated below and return a copy to me. I will look forward to your response.

Very Truly Yours,  
WOODBURY CORPORATION



Sean Williams  
Development / Acquisitions / Leasing

TENANT'S APPROVAL

Accepted this \_\_\_\_\_ day of \_\_\_\_\_, 2014

Tenant: \_\_\_\_\_

By \_\_\_\_\_

Its \_\_\_\_\_

TBAL2@amfam.com

Mail

Move to Inbox

COMPOSE

FW: Use of Gold's Gym/CrossFit ad Victoriam for PE classes

Inbox (91)

Starred

Sent Mail

Drafts

applicants

eric jensen

ISTCS repayment

job applicants

lesson plans

Misc

More



Search people...

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- Sarah Truner
- Tonya Houston



**Ball, Taylor J** <TBAL2@amfam.com>  
to me

**From:** Ball, Taylor J  
**Sent:** Tuesday, November 04, 2014 6:11 PM  
**To:** 'Fred Ball'  
**Subject:** Use of Gold's Gym/CrossFit ad Victoriam for PE classes

Dr. Fred Ball,

This letter is to acknowledge that Gold's Gym along with our CrossFit Affiliate with the Charter school on physical education classes for students at our facil implementing a successful youth fitness program, provide an ideal environme youth. There are still plenty of details to sort out, but we are excited about a both organizations. We look forward to hearing back from you.

Sincerely,

*Taylor Ball*  
**Gold's Gym**  
**1250 W. Bridge St.**  
**Blackfoot, ID 83221**  
**tbal2@amfam.com**  
**Cell: 208-680-3422**

American Family Insurance Company | American Family Life Insurance Company | American Family Mutual Insurance Company  
Wisconsin | Midvale Indemnity Company | Home Office - 6000 American Parkway | Madison, WI 53783

\*If you are not the intended recipient, please contact the sender and delete this e-mail, any attachments and all copies.

**Fred Ball** <fball@bcclc.com>  
to Taylor

Jonathan,

Here is the letter of interest from Gold's Gym to include with our amendment packet.

**Idaho Public Charter School Commission**  
**Charter Petition: Budget Assumptions**

School Name: BCCLC

**Revenue**

**Explanations Related to Key Revenue Line Items (required)**

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Line Item / Account	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Worst Case Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
School Fees & Charges / Fundraising				400.00					Bank Account interest earned
Contributions / Donations									
Other Local Revenue				5,400.00					PAC contirbution, building rental
Base Support				1,500,206.00					Calculated using FY15 SBA worksheet based on 25 student total in grades 7 & 8 plus 490 elementary students
Exceptional Child									
Benefit Apportionment				193,310.00					Calculated using FY15 SBA worksheet based on 25 student total in grades 7 & 8 plus 490 elementary students
Lottery				22,275.00					based on \$45 per student same as FY15
Other State Support Total (details below)				33,962.00					special distributions includes curriculum, remediation, leadership only
State Facility funding				89,100.00					based on \$180 per pupil, same as FY15
Professional development									
<b>REVENUE TOTALS</b>		<b>\$0.00</b>		<b>\$1,844,653.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	

**Additional Notes or Details regarding Revenue:** Estimated support units used for Base Support calculations = 23.46 using 95% of projected enrollment of 515.

**Expenses by Category & Budget**

**Staffing (required)**

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Pre-Opening Budget		Year 1 Likely Budget		Year 1 Best Case Budget		Year 1 Worst Case Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<b>Classroom Teachers</b>									
Elementary Teachers			21.0	711,190.00					K-6 teachers
Secondary Teachers			1.0	33,500.00					one 7th & 8th grade teacher position
Other Teachers [clarify in assumptions]									
Classroom Teacher Subtotals	0.0	-	22.0	744,690.00	0.0	-	0.0	-	Average classroom size: 21.4
<b>Special Education</b>									
SPED Director / Coordinator			0.8	44,881.00					Title and hours: teacher and coordinator combine paid in conjunction with IDEA funds
Special Ed teacher			0.8	32,500.00					
Special Education Subtotals	0.0	-	1.6	77,381.00	0.0	-	0.0	-	Anticipated % Special Education Students:11%

Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator			2.4	126,100.00					2 full time and 1 part time principal
Other Certified Staff Subtotals	0.0	-	2.4	126,100.00	0.0	-	0.0	-	
<b>CERTIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$0.00</b>	<b>26.0</b>	<b>948,171.00</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 Worst Case Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General			2.8	36,239.00					approximately 75% additional para time paid by Title I & Rural Grant this represents the balance of FTE
Paraprofessionals- SPED									
Admin / Front Office Staff			2.0	36,258.00					office coverage at both buildings
custodial and maintenance			1.8	51,800.00					
	<b>0.0</b>	<b>\$0.00</b>	<b>6.6</b>	<b>\$124,297.00</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 Worst Case Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI			14.00%	150,145.00					
Workers comp			2.00%	20,784.00					
FICA/medicare			11.00%	117,971.00					
Group insurance			3.00%	32,607.00					full medical for employees
Paid time off [clarify in assumptions]			1.00%	10,724.00					substitute pay for time off
<b>BENEFIT TOTALS</b>		<b>\$0.00</b>		<b>\$332,231.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	

<b>CERTIFIED &amp; CLASSIFIED STAFF TOTALS</b>	<b>\$0.00</b>	<b>\$1,072,468.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL STAFF &amp; BENEFITS TOTALS</b>	<b>\$0.00</b>	<b>\$1,404,699.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

Additional Notes or Details regarding Staffing Expenditures:

**Educational Program (required)**

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Professional Development		59,395.00			PD to be paid from Title funds and rural grant
SPED Contract Services		22,490.00			Types of anticipated SPED Contractors: Speech, Ot, & PT ; partially paid from Rural grant funds
Other Contract Services [clarify in assumptions]		2,600.00			additional PD funding
Overall Educ Pgm & Special Pgms Subtotals	-	84,485.00	-	-	

Elementary Program	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Elementary Supplies (details below)					
Curriculum / text books		33,000.00			7th and 8th grade textbooks and curriculum supplies for all grades
Other supplies [clarify in assumptions]		49,490.00			additional computer lab plus school and classroom furniture
Elementary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
copy supplies		3,000.00			copy paper
Elementary Pgm Subtotals	-	85,490.00	-	-	
Secondary Program	Pre-Opening Budget	Likely Budget	Best Case Budget	Worst Case Budget	Assumptions / Details / Sources
Secondary Supplies (details below)					
Curriculum / text books					
Other supplies [clarify in assumptions]					
Secondary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Secondary Pgm Subtotals	-	-	-	-	
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>\$0.00</b>	<b>169,975.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

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Additional Notes or Details regarding Educational Program Expenditures:

**Technology (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Contract Services (details below)		28,599.00			It services (18,499 from 245 fund)
Internet					paid under utilities
Other Contrac Services [clarify in assumptions]					
Technology fees & licenses		10,496.00			microsoft and student curriculum licenses
student management software		3,360.00			for Skyward licensing
<b>TECHNOLOGY TOTALS</b>	<b>\$0.00</b>	<b>42,455.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

Additional Notes or Details regarding Technology Expenditures: Student software includes Lexia, Education city, IXL math, and Moby Max.

**Non-Facilities Capital Outlay (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Educational Pgm Capital Outlay (details below)					
Furniture [clarify types in assumptions]		6,600.00			used furniture.
Other Outlay [clarify types in assumptions]					
Technology Capital Outlay (details below)					
Computers for staff use					
Computers for staff use					
Other Technology [clarify in assumptions]					
Other Capital Outlay [clarify in assumptions]					
<b>CAPITAL OUTLAY TOTALS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

**Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:** We have utilized an excellent autcion source for used school furniture; consequently our costs are extremely low. We also have a greart deal of stored furniture that will take care of the majoity of our needs. We also receive used computers from INL to meet both staff and classroom expansion needs.

**Board of Directors (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Board Training		2,600.00			Account # / Location in Budget:#100-1041300 included in admin opertions
Legal		2,800.00			Account # / Location in Budget:#100-1041300 included in admin opertions
Audit		5,250.00			Account # / Location in Budget:#100-651300 included in business operations budget
<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$0.00</b>	<b>\$10,650.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

**Additional Notes or Details regarding Board of Directors Expenditures:** These board expenses are included in Administratation and Business operations

**Facilities Details (required if not provided in Facilities Template)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)		36,200.00			Account # / Location in Budget:#100-661300 work not cover by owner on facility for added grades
Mortgage or Lease payments (specify in assumptions)		210,408.00			Account # / Location in Budget:32928 for lease in #100-661300; 17740 in debt services #100-911600 & 100-912600
Repairs and Maintenance		24,200.00			Account # / Location in Budget:#100-66440 occupied building maintenance
Utilities (details below)					
Gas		17,584.00			
Electric		31,053.00			
Other [specify in assumptions]		1,773.00			internet & phone
<b>FACILITIES TOTALS</b>	<b>\$0.00</b>	<b>321,218.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

**Additional Notes or Details regarding Facilities Expenditures:** Because the Woodbury facility is already divided in 4 areas that would be usable classroom space, remodeling costs will not be excessive. A local architect has look at the area and given us a cost estimate. Remodeling permits with the City of Blackfoot and State of Idaho are estimated at \$2,100 and included in the \$36,200 listed. Yearly mortgage and loan payments are as follows: Current BCCLC building: \$60,207 mortgage; \$35,304 Bank of Idaho loan; Castle building: \$59,097 mortgage; \$19,872 collateral loan with Bank of Commerce, for a total of 1744,480. The lease cost for the Woodbury facility would be \$32,928 for a total of \$210, 408. This represent 11.4% of BCCIC's revenues.

**Transportation (optional)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Contract Services [specify in assumption]		33,000.00			Account # / Location in Budget:#100-681350 15% non reimbursable expenses to be paid to Bingham Academy for student transportation
Special transportation (SPED, field trips, etc.)					
<b>TRANSPORTATION TOTALS</b>	<b>\$0.00</b>	<b>\$33,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

**Additional Notes or Details regarding Transportation Expenditures:**

**Other Expenses (optional)**

[Please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Likely Budget	Year 1 Best Case Budget	Year 1 Worst Case Budget	Assumptions / Details / Sources
Property/Liability Insurance		10,300.00			Account # / Location in Budget:#100-641700 admin. Operatic
					Account # / Location in Budget:
					Account # / Location in Budget:
<b>OTHER TOTALS</b>	<b>\$0.00</b>	<b>\$10,300.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

Additional Notes or Details regarding Transportation Expenditures:

**Narrative: Pre-Opening & Operational Budgets**

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

**Narrative: 1st Year Cash Flow**

[If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]

**List of Attachments**

[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]

Attachment Title	Location (Appendix _)	Description

**BCCLC FY15 --- BUDGET SUMMARY**

<b>ACCOUNT DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
<b>REVENUE</b>							
414100 Tuition	-	-	-	-	#DIV/0!	-	
415000 Earnings on Investments	400.00	300.00	103.98	196.02	35%	300.00	
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	-	-	-	-	#DIV/0!	-	
417900 Other Student Revenue	-	-	-	-	#DIV/0!	-	
419100 Rentals	1,000.00	1,000.00	1,000.00	-	100%	1,000.00	
419200 Contributions/Donations	-	-	-	-	#DIV/0!	-	
419900 Other Local Revenue	4,400.00	225,715.00	225,715.00	-	100%	225,715.00	
431100 Base Support Program	1,055,000.00	1,045,000.00	705,890.22	339,109.78	68%	1,045,000.00	
431200 Transportation Support	-	-	-	-	#DIV/0!	-	
431400 Exceptional Child Support	-	-	-	-	#DIV/0!	-	
431600 Tuition Equivalency	-	-	-	-	#DIV/0!	-	
431800 Benefit Apportionment	135,565.00	136,491.00	81,894.34	54,596.66	60%	136,491.00	
431900 Other State Support	41,140.00	69,760.00	-	69,760.00	0%	69,760.00	
437000 Lottery / Addtl State Maintenance	8,500.00	17,377.00	17,377.00	-	100%	17,377.00	
439000 Other State Revenue	16,320.00	43,689.00	-	43,689.00	0%	43,689.00	
442000 Indirect Unrestricted Federal	-	-	-	-	#DIV/0!	-	
443000 Direct Restricted Federal	45,588.00	45,588.00	-	45,588.00	0%	45,588.00	
445000 Title I - ESEA	50,087.00	50,223.00	-	50,223.00	0%	50,223.00	
445500 Child Nutrition Reimbursement	-	-	-	-	#DIV/0!	-	
445600 Title VI-B IDEA	47,047.00	47,047.00	-	47,047.00	0%	47,047.00	
445900 Other Indirect Restricted Federal	-	-	-	-	#DIV/0!	-	
451000 Proceeds	-	-	-	-	#DIV/0!	-	
460000 Transfers In	-	45,790.00	18,000.00	27,790.00	39%	45,790.00	
<b>TOTAL REVENUE</b>	<b>\$1,405,047.00</b>	<b>\$1,727,980.00</b>	<b>\$1,049,980.54</b>	<b>\$677,999.46</b>	<b>61%</b>	<b>\$1,727,980.00</b>	

**BCCLC FY15 --- BUDGET SUMMARY**

<b>ACCOUNT DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
<b>EXPENDITURES</b>							
100 SALARIES	839,408.00	852,675.00	396,326.23	456,348.77	46%	852,675.00	
200 EMPLOYEE BENEFITS	241,407.00	261,817.00	119,494.80	142,322.20	46%	261,817.00	
300 PURCHASED SERVICES	119,325.00	148,339.00	36,693.11	111,645.89	25%	148,339.00	
400 SUPPLIES	59,070.00	79,842.00	66,847.51	12,994.49	84%	79,842.00	
500 CAPITAL OUTLAY	-	225,715.00	225,715.02	(0.02)	100%	225,715.00	
600 DEBT RETIREMENT	67,207.00	129,552.00	57,966.61	71,585.39	45%	129,552.00	
700 INSURANCE	8,709.00	4,180.00	2,040.03	2,139.97	49%	4,180.00	
920000 TRANSFERS OUT	-	-	-	-	#DIV/0!	-	
<b>TOTAL EXPENDITURES</b>	<b>\$1,335,126.00</b>	<b>\$1,702,120.00</b>	<b>\$905,083.31</b>	<b>\$797,036.69</b>	<b>53%</b>	<b>\$1,702,120.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>	<b>\$69,921.00</b>	<b>\$25,860.00</b>	<b>\$144,897.23</b>			<b>\$25,860.00</b>	
<b>TOTAL BEGINNING BALANCE (All Funds)</b>	<b>\$79,518.00</b>	<b>\$79,518.00</b>	<b>\$79,518.00</b>			<b>\$79,518.00</b>	
<b>TOTAL CHANGES (All Funds)</b>	<b>\$57,921.00</b>	<b>\$25,860.00</b>	<b>\$144,897.23</b>			<b>\$25,860.00</b>	
<b>ENDING BALANCE (All Funds)</b>	<b>\$137,439.00</b>	<b>\$105,378.00</b>	<b>\$224,415.23</b>			<b>\$105,378.00</b>	

**BCCLC FY15 --- BUDGET SUMMARY**

<b>ACCOUNT DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
<b>CHANGES IN FUND BALANCE BY FUND</b>							
100 Beginning Fund Balance	\$79,518.00	\$79,518.00	\$79,518.00			\$79,518.00	
100 Changes in Fund Balance	\$57,921.00	\$25,860.00	\$150,909.53			\$25,860.00	
100 Ending Fund Balance	\$137,439.00	\$105,378.00	\$230,427.53			\$105,378.00	
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	(\$6,012.30)			\$0.00	
271 Ending Fund Balance	\$0.00	\$0.00	(\$6,012.30)			\$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	

**BCCLC FY15 --- BUDGET SUMMARY**

<b>ACCOUNT DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
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	

**BCCLC FY15 --- GENERAL 100 FUND**

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	
<b>REVENUE</b>								
100.414100	Tuition				-	#DIV/0!		
100.415000	Earnings on Investments	400.00	300.00	103.98	196.02	35%	300.00	
100.417100	Admissions / Activities				-	#DIV/0!		
100.417200	Bookstore Sales				-	#DIV/0!		
100.417300	Clubs / Organization Dues, etc.				-	#DIV/0!		
100.417400	School Fees & Charges				-	#DIV/0!		
100.417900	Other Student Revenue				-	#DIV/0!		
100.419100	Rentals	1,000.00	1,000.00	1,000.00	-	100%	1,000.00	building rental
100.419200	Contributions/Donations				-	#DIV/0!		
100.419900	Other Local Revenue	4,400.00	225,715.00	225,715.00	-	100%	225,715.00	includes loan for building
100.431100	Base Support	1,055,000.00	1,045,000.00	705,890.22	339,109.78	68%	1,045,000.00	from state fy15 formula
100.431200	Transportation Support				-	#DIV/0!		
100.431400	Exceptional Child Support				-	#DIV/0!		
100.431600	Tuition Equivalency				-	#DIV/0!		
100.431800	Benefit Apportionment	135,565.00	136,491.00	81,894.34	54,596.66	60%	136,491.00	from state fy15 formula
100.431900	Other State Support	31,860.00	60,480.00		60,480.00	0%	60,480.00	charter school facilities
100.437000	Lottery / Adttl State Maintenance	8,500.00	17,377.00	17,377.00	-	100%	17,377.00	
100.439000	Other State Revenue	16,320.00	43,689.00		43,689.00	0%	43,689.00	special distributions
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		45,790.00	18,000.00	27,790.00	39%	45,790.00	property reimbursement
<b>TOTAL GENERAL FUND REVENUES</b>		<b>\$1,253,045.00</b>	<b>\$1,575,842.00</b>	<b>\$1,049,980.54</b>	<b>525,861.46</b>	<b>67%</b>	<b>\$1,575,842.00</b>	
<b>EXPENDITURES</b>								
100.512100	Elementary Salaries	552,491.00	592,491.00	300,015.46	292,475.54	51%	592,491.00	includes new teacher this year
100.512200	Elementary Benefits	167,057.00	188,788.00	94,969.12	93,818.88	50%	188,788.00	includes new teacher this year
100.512300	Elementary Purchased Services	2,400.00	13,100.00		13,100.00	0%	13,100.00	authorizor fee includes new smartboards & computers
100.512400	Elementary Supplies	22,520.00	52,000.00	51,245.29	754.71	99%	52,000.00	
100.512500	Elementary Capital Outlay				-	#DIV/0!		
100.512600	Elementary Debt Retirement				-	#DIV/0!		
100.512700	Elementary Insurance				-	#DIV/0!		
100.515100	Secondary Salaries				-	#DIV/0!		
100.515200	Secondary Benefits				-	#DIV/0!		
100.515300	Secondary Purchased Services				-	#DIV/0!		
100.515400	Secondary Supplies				-	#DIV/0!		
100.515500	Secondary Capital Outlay				-	#DIV/0!		
100.515600	Secondary Debt Retirement				-	#DIV/0!		
100.515700	Secondary Insurance				-	#DIV/0!		

**BCCLC FY15 --- GENERAL 100 FUND**

<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>
100.517100	Alternative School Program Salaries				-	#DIV/0!	
100.517200	Alternative School Program Benefits				-	#DIV/0!	
100.517300	Alternative School Program Purchased Services				-	#DIV/0!	
100.517400	Alternative School Program Supplies				-	#DIV/0!	
100.517500	Alternative School Program Capital Outlay				-	#DIV/0!	
100.517600	Alternative School Program Debt Retirement				-	#DIV/0!	
100.517700	Alternative School Program Insurance				-	#DIV/0!	
100.521100	Exceptional Child Salaries	31,600.00	16,000.00	8,516.66	7,483.34	53%	16,000.00 partial spec. ed. Salary
100.521200	Exceptional Child Benefits	9,150.00	8,450.00	2,560.23	5,889.77	30%	8,450.00 partial sp. Ed. Benefit
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!	

**BCCLC FY15 --- GENERAL 100 FUND**

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END
<b>Subtotals: Instruction</b>		785,218.00	870,829.00	457,306.76	413,522.24	53%	870,829.00
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!	

**BCCLC FY15 --- GENERAL 100 FUND**

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	
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	126,100.00	126,100.00	63,043.13	63,056.87	50%	126,100.00	added new administrator
100.641200	School Administration Program Benefits	30,500.00	33,500.00	14,124.10	19,375.90	42%	33,500.00	added new admin.
100.641300	School Administration Program Purchased Services	4,000.00	5,164.00	5,163.80	0.20	100%	5,164.00	
100.641400	School Administration Program Supplies	8,600.00	4,000.00	3,006.98	993.02	75%	4,000.00	
100.641500	School Administration Program Capital Outlay				-	#DIV/0!		
100.641600	School Administration Program Debt Retirement				-	#DIV/0!		
100.641700	School Administration Program Insurance	8,709.00	4,180.00	2,040.03	2,139.97	49%	4,180.00	
100.651100	Business Operation Program Salaries	22,000.00	3,631.00	3,631.00	-	100%	3,631.00	moved Bus. Mgr. to Contracted services
100.651200	Business Operation Program Benefits	1,800.00	379.00	379.00	-	100%	379.00	moved Bus. Mgr. to Contracted services
100.651300	Business Operation Program Purchased Services	4,600.00	23,350.00	10,817.00	12,533.00	46%	23,350.00	moved Bus. Mgr. to Contracted services
100.651400	Business Operation Program Supplies	1,800.00	1,100.00	926.05	173.95	84%	1,100.00	
100.651500	Business Operation Program Capital Outlay				-	#DIV/0!		
100.651600	Business Operation Program Debt Retirement				-	#DIV/0!		
100.651700	Business Operation Program Insurance				-	#DIV/0!		
100.655100	Central Service Program Salaries				-	#DIV/0!		
100.655200	Central Service Program Benefits				-	#DIV/0!		
100.655300	Central Service Program Purchased Services				-	#DIV/0!		
100.655400	Central Service Program Supplies				-	#DIV/0!		
100.655500	Central Service Program Capital Outlay				-	#DIV/0!		
100.655600	Central Service Program Debt Retirement				-	#DIV/0!		
100.655700	Central Service Program Insurance				-	#DIV/0!		
100.656100	Administrative Technology Service Salaries				-	#DIV/0!		
100.656200	Administrative Technology Service Benefits				-	#DIV/0!		
100.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
100.656400	Administrative Technology Service Supplies	18,600.00	17,400.00	7,440.23	9,959.77	43%	17,400.00	contracted IT services
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	25,540.00	32,640.00	16,319.98	16,320.02	50%	32,640.00	new facilities added
100.661200	Buildings - Care Program Benefits	14,800.00	12,600.00	6,250.05	6,349.95	50%	12,600.00	new facilities added
100.661300	Buildings - Care Program Purchased Services	17,200.00	35,200.00	14,712.31	20,487.69	42%	35,200.00	new facilities added
100.661400	Buildings - Care Program Supplies	3,650.00	5,100.00	3,987.44	1,112.56	78%	5,100.00	
100.661500	Buildings - Care Program Capital Outlay		225,715.00	225,715.02	(0.02)	100%	225,715.00	includes payment for new building
100.661600	Buildings - Care Program Debt Retirement				-	#DIV/0!		
100.661700	Buildings - Care Program Insurance				-	#DIV/0!		

**BCCLC FY15 --- GENERAL 100 FUND**

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END
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	7,100.00			-	#DIV/0!	
100.665400	Maintenance - Grounds Supplies	3,900.00	242.00	241.52	0.48	100%	242.00 ice melt
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	31,800.00	19,300.00	6,000.00	13,300.00	31%	19,300.00 15% reimbursement to BA
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!	

**BCCLC FY15 --- GENERAL 100 FUND**

<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>
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>		<b>330,699.00</b>	<b>549,601.00</b>	<b>383,797.64</b>	<b>165,803.36</b>	<b>70%</b>	<b>549,601.00</b>
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!	

**BCCLC FY15 --- GENERAL 100 FUND**

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END
100.911500	Principal Capital Outlay				-	#DIV/0!	
100.911600	Principal Debt Retirement	31,932.00	59,932.00	29,897.21	30,034.79	50%	59,932.00 new building added in
100.912500	Interest Capital Outlay				-	#DIV/0!	
100.912600	Interest Debt Retirement	35,275.00	69,620.00	28,069.40	41,550.60	40%	69,620.00 new building added in
100.913500	Refunded Debt Capital Outlay				-	#DIV/0!	
100.913600	Refunded Debt - Debt Retirement				-	#DIV/0!	
<b>Subtotals: Non-Instruction</b>		67,207.00	129,552.00	57,966.61	71,585.39	45%	129,552.00
100.920000	Transfers Out				-	#DIV/0!	
100.950000	Contingency Reserve	12,000.00			-	#DIV/0!	1000 per month set aside
<b>Subtotals: Other</b>		12,000.00	-	-	-	#DIV/0!	-
<b>TOTAL GENERAL FUND EXPENDITURES</b>		<b>\$1,195,124.00</b>	<b>\$1,549,982.00</b>	<b>\$899,071.01</b>	<b>\$650,910.99</b>	<b>58%</b>	<b>\$1,549,982.00</b>
<b>TOTAL GENERAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$57,921.00</b>	<b>\$25,860.00</b>	<b>\$150,909.53</b>			<b>\$25,860.00</b>
<b>BEGINNING FUND BALANCE (July 1, 2013)</b>		\$79,518.00	\$79,518.00	\$79,518.00			\$79,518.00
<b>CHANGES IN FUND BALANCE</b>		\$57,921.00	\$25,860.00	\$150,909.53			\$25,860.00
<b>ENDING FUND BALANCE AS OF _____</b>		<b>\$137,439.00</b>	<b>\$105,378.00</b>	<b>\$230,427.53</b>			<b>\$105,378.00</b>

**BCCLC --- 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	9,280.00	9,280.00		9,280.00	0%	9280	
245.439000	Other State Revenue				-	#DIV/0!		
245.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUE</b>		<b>\$9,280.00</b>	<b>\$9,280.00</b>	<b>\$0.00</b>	<b>\$9,280.00</b>	<b>0%</b>	<b>\$9,280.00</b>	
<b>EXPENDITURES</b>								
245.512100	Elementary Salaries				-	#DIV/0!		
245.512200	Elementary Benefits				-	#DIV/0!		
245.512300	Elementary Purchased Services	9,280.00	9,280.00		9,280.00	0%	9,280.00	
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!		

**BCCLC --- FUND 245 (Technology-State)**

<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
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>		\$9,280.00	\$9,280.00	\$0.00	\$9,280.00	0%	\$9,280.00	
<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>	\$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>	

**NAME OF SCHOOL --- FUND 251 (Title I-A, ESEA)**

<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
<b>REVENUE</b>								
251.443000	Direct Restricted Federal				-	#DIV/0!		
251.445100	Title I - ESEA	50,087.00	50,223.00		50,223.00	0%	50,223.00	
251.445900	Other Indirect Restricted Federal				-	#DIV/0!		
251.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUE</b>		<b>\$50,087.00</b>	<b>\$50,223.00</b>	<b>\$0.00</b>	<b>\$50,223.00</b>	<b>0%</b>	<b>\$50,223.00</b>	
<b>EXPENDITURES</b>								
251.512100	Elementary Salaries	32,767.00	32,903.00		32,903.00	0%	32,903.00	
251.512200	Elementary Benefits	9,680.00	9,680.00		9,680.00	0%	9,680.00	
251.512300	Elementary Purchased Services	7,640.00	7,640.00		7,640.00	0%	7,640.00	
251.512400	Elementary Supplies				-	#DIV/0!		
251.512500	Elementary Capital Outlay				-	#DIV/0!		
251.512600	Elementary Debt Retirement				-	#DIV/0!		
251.512700	Elementary Insurance				-	#DIV/0!		
251.515100	Secondary Salaries				-	#DIV/0!		
251.515200	Secondary Benefits				-	#DIV/0!		
251.515300	Secondary Purchased Services				-	#DIV/0!		
251.515400	Secondary Supplies				-	#DIV/0!		
251.515500	Secondary Capital Outlay				-	#DIV/0!		
251.515600	Secondary Debt Retirement				-	#DIV/0!		
251.515700	Secondary Insurance				-	#DIV/0!		
251.621100	Instruction Improvement Program Salaries				-	#DIV/0!		
251.621200	Instruction Improvement Program Benefits				-	#DIV/0!		
251.621300	Instruction Improvement Program Purchased Services				-	#DIV/0!		
251.621400	Instruction Improvement Program Supplies				-	#DIV/0!		
251.621500	Instruction Improvement Program Capital Outlay				-	#DIV/0!		
251.621600	Instruction Improvement Program Debt Retirement				-	#DIV/0!		
251.621700	Instruction Improvement Program Insurance				-	#DIV/0!		
251.920000	Transfers Out				-	#DIV/0!		
<b>TOTAL FUND EXPENDITURES</b>		<b>\$50,087.00</b>	<b>\$50,223.00</b>	<b>\$0.00</b>	<b>\$50,223.00</b>	<b>0%</b>	<b>\$50,223.00</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>	

**BCCLC--FUND 257**

<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
<b>REVENUE</b>								
257.443000	Direct Restricted Federal				-	#DIV/0!		
257.445600	Title VI-B IDEA Federal Revenue	47,047.00	47,047.00		47,047.00	0%	47,047.00	
257.445900	Other Indirect Restricted Federal				-	#DIV/0!		
257.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUES</b>		<b>\$47,047.00</b>	<b>\$47,047.00</b>	<b>\$0.00</b>	<b>\$47,047.00</b>	<b>0%</b>	<b>\$47,047.00</b>	
<b>EXPENDITURES</b>								
257.512100	Elementary Salaries	41,000.00	41,000.00		41,000.00	0%	41,000.00	teacher partial salary
257.512200	Elementary Benefits	6,047.00	6,047.00		6,047.00	0%	6,047.00	partial benefits
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!		

**BCCLC--FUND 257**

<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
257.920000	Transfers Out				-	#DIV/0!		
<b>TOTAL FUND EXPENDITURES</b>		\$47,047.00	\$47,047.00	\$0.00	\$47,047.00	0%	\$47,047.00	
<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>	

**BCCLC --- FUND 262 (Title VI-B, ESEA, Rural Education)**

<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
<b>REVENUE</b>								
262.443000	Direct Restricted Federal	29,841.00	29,841.00		29,841.00	0%	29,841.00	
262.445900	Other Indirect Restricted Federal				-	#DIV/0!		
262.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUES</b>		<b>\$29,841.00</b>	<b>\$29,841.00</b>	<b>\$0.00</b>	<b>\$29,841.00</b>	<b>0%</b>	<b>\$29,841.00</b>	
<b>EXPENDITURES</b>								
262.512100	Elementary Salaries				-	#DIV/0!		
262.512200	Elementary Benefits				-	#DIV/0!		
262.512300	Elementary Purchased Services	29,841.00	29,841.00		29,841.00	0%	29,841.00	
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!		

**BCCLC --- FUND 262 (Title VI-B, ESEA, Rural Education)**

<b>ACCOUNT</b>	<b>DESCRIPTION</b>	<b>ORIGINAL BUDGET</b>	<b>AMENDED / WORKING BUDGET</b>	<b>FYTD ACTIVITY</b>	<b>UNRECEIVED / UNEXPENDED BALANCE</b>	<b>FYTD %</b>	<b>PROJECTED YEAR-END</b>	<b>NOTES</b>
<b>TOTAL FUND EXPENDITURES</b>		\$29,841.00	\$29,841.00	\$0.00	\$29,841.00	0%	\$29,841.00	
<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>	

**BCCLC --- 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	15,747.00	15,747.00		15,747.00	0%	15,747.00	
271.445900	Other Indirect Restricted Federal				-	#DIV/0!		
271.460000	Transfers In				-	#DIV/0!		
<b>TOTAL FUND REVENUES</b>		<b>\$15,747.00</b>	<b>\$15,747.00</b>	<b>\$0.00</b>	<b>\$15,747.00</b>	<b>0%</b>	<b>\$15,747.00</b>	
<b>EXPENDITURES</b>								
271.512100	Elementary Salaries	7,910.00	7,910.00	4,800.00	3,110.00	61%	7,910.00	Professional Development coordination salary expenses
271.512200	Elementary Benefits	2,373.00	2,373.00	1,212.30	1,160.70	51%	2,373.00	Professional Development coordination benefit expenses travel for 5 to nation conference on reading and math at Las Vegas, summer 2014.
271.512300	Elementary Purchased Services	5,464.00	5,464.00		5,464.00	0%	5,464.00	
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>\$15,747.00</b>	<b>\$15,747.00</b>	<b>\$6,012.30</b>	<b>\$9,734.70</b>	<b>38%</b>	<b>\$15,747.00</b>	
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$6,012.30)</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>(\$6,012.30)</b>			<b>\$0.00</b>	
<b>ENDING FUND BALANCE AS OF</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$6,012.30)</b>			<b>\$0.00</b>	

**BCCLC**  
**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	67,533	323,705	564,330	434,993	318,713	338,164	208,650	201,987	272,241	209,566	81,705	175,194	N/A
<b>RECEIPTS</b>														
Base Support	1,045,000	318,781	301,329	0	0	98,020	0	0	163,435	0	0	163,435	0	1,045,000
Benefit Apportionment	136,491	14,427	28,122	0	0	27,105	0	0	33,418	0	0	33,419	0	136,491
Lottery / Maintenance	17,377	0	17,377	0	0	0	0	0	0	0	0	0	0	17,377
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	69,760	0	0	0	0	0	0	0	0	69,760	0	0	0	69,760
Other State Revenue	43,689	0	0	0	0	0	0	43,689	0	0	0	0	0	43,689
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I	50,223	0	0	0	0	0	0	40,000	0	0	0	10,223	0	50,223
Federal Revenue	92,635	0	0	0	0	18,000	0	47,000	10,790	0	0	15,588	0	91,378
Local Revenue	225,715	0	225,715	0	0	0	0	0	0	0	0	0	0	225,715
Fees & Fundraising	1,000	0	1,000	0	0	0	0	0	0	0	0	0	0	1,000
Other Revenue	300	0	0	0	102	0	0	0	111	0	0	0	87	300
<b>TOTAL RECEIPTS</b>	<b>1,682,190</b>	<b>333,208</b>	<b>573,543</b>	<b>0</b>	<b>102</b>	<b>143,125</b>	<b>0</b>	<b>130,689</b>	<b>207,754</b>	<b>69,760</b>	<b>0</b>	<b>222,665</b>	<b>87</b>	<b>1,680,933</b>
<b>OUTFLOW</b>														
Salaries	852,675	52,666	55,189	67,916	66,822	73,466	75,821	77,190	77,991	76,992	76,933	75,847	75,842	852,675
Benefits	261,817	17,032	17,789	21,580	21,522	22,291	22,483	23,573	23,568	23,608	23,564	22,427	22,380	261,817
<b>Subtotal - Payroll</b>	<b>1,114,492</b>	<b>69,698</b>	<b>72,978</b>	<b>89,496</b>	<b>88,344</b>	<b>95,757</b>	<b>98,304</b>	<b>100,763</b>	<b>101,559</b>	<b>100,600</b>	<b>100,497</b>	<b>98,274</b>	<b>98,222</b>	<b>1,114,492</b>
Facility Costs (All)	40,542	1,256	1,480	2,351	2,462	3,350	4,050	4,450	3,338	3,350	3,310	3,440	2,700	35,537
<b>Subtotal - Occupancy</b>	<b>40,542</b>	<b>1,256</b>	<b>1,480</b>	<b>2,351</b>	<b>2,462</b>	<b>3,350</b>	<b>4,050</b>	<b>4,450</b>	<b>3,338</b>	<b>3,350</b>	<b>3,310</b>	<b>3,440</b>	<b>2,700</b>	<b>35,537</b>
Elementary Supplies & Services	117,325	0	19,885	23,965	3,599	7,823	9,905	7,821	16,061	7,565	7,567	6,567	6,567	117,325
Secondary Supplies & Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technology	17,400	1,220	1,220	1,220	1,060	1,060	1,660	1,660	1,660	1,660	1,660	1,660	1,660	17,400
Exceptional Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	19,300	0	0	0	6,000	0	0	4,434	0	4,433	0	4,433	0	19,300
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Support Services	33,614	0	6,783	5,415	2,089	2,863	2,764	3,256	2,089	2,089	2,089	2,089	2,088	33,614
Other Program Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Subtotal - Educational Program</b>	<b>187,639</b>	<b>1,220</b>	<b>27,888</b>	<b>30,600</b>	<b>12,748</b>	<b>11,746</b>	<b>14,329</b>	<b>17,171</b>	<b>19,810</b>	<b>15,747</b>	<b>11,316</b>	<b>14,749</b>	<b>10,315</b>	<b>187,639</b>
Capital Outlay	225,715	0	225,715	0	0	0	0	0	0	0	0	0	0	225,715
Debt Retirement	129,552	4,862	4,857	4,850	12,828	12,821	12,831	12,828	12,793	12,738	12,738	12,713	12,693	129,552
Insurance	4,180	0	0	2,040	0	0	0	2,140	0	0	0	0	0	4,180
Other Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Subtotal - Other Costs</b>	<b>359,447</b>	<b>4,862</b>	<b>230,572</b>	<b>6,890</b>	<b>12,828</b>	<b>12,821</b>	<b>12,831</b>	<b>14,968</b>	<b>12,793</b>	<b>12,738</b>	<b>12,738</b>	<b>12,713</b>	<b>12,693</b>	<b>359,447</b>
Other loan payments/obligations	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL OUTFLOW</b>	<b>1,702,120</b>	<b>77,036</b>	<b>332,918</b>	<b>129,337</b>	<b>116,382</b>	<b>123,674</b>	<b>129,514</b>	<b>137,352</b>	<b>137,500</b>	<b>132,435</b>	<b>127,861</b>	<b>129,176</b>	<b>123,930</b>	<b>1,697,115</b>
<b>CHANGE IN CASH</b>	<b>(19,930)</b>	<b>256,172</b>	<b>240,625</b>	<b>(129,337)</b>	<b>(116,280)</b>	<b>19,451</b>	<b>(129,514)</b>	<b>(6,663)</b>	<b>70,254</b>	<b>(62,675)</b>	<b>(127,861)</b>	<b>93,489</b>	<b>(123,843)</b>	
<b>ENDING CASH</b>	<b>N/A</b>	<b>323,705</b>	<b>564,330</b>	<b>434,993</b>	<b>318,713</b>	<b>338,164</b>	<b>208,650</b>	<b>201,987</b>	<b>272,241</b>	<b>209,566</b>	<b>81,705</b>	<b>175,194</b>	<b>51,351</b>	
ASSUMPTIONS / NOTES:														

BCCLC 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	300				102				111				87
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	0												
417900	Other Student Revenue	0												
419100	Rentals	1,000		1,000										
419200	Contributions/Donations	0												
419900	Other Local Revenue	225,715		225,715										
431100	Base Support	1,045,000	318,781	301,329			98,020			163,435			163,435	
431200	Transportation Support	0												
431400	Exceptional Child Support	0												
431500	Tuition Equivalency	0												
431800	Benefit Apportionment	136,491	14,427	28,122			27,105			33,418			33,419	
431900	Other State Support	69,760									69,760			
437000	Lottery / Addtl State Maintenance	17,377		17,377										
439000	Other State Revenue	43,689							43,689					
442000	Indirect Unrestricted Federal	0												
443000	Direct Restricted Federal	45,588							30,000				15,588	
445100	Title I	50,223							40,000				10,223	
445500	Child Nutrition Reimbursement	0												
445600	Title VI-B	47,047					18,000		17,000	10,790				
445900	Other Indirect Restricted Federal	0												
451000	Proceeds	0												
N/A	OTHER Revenue (any funds not included above)	0												
<b>TOTAL REVENUES</b>		<b>\$1,682,190</b>	<b>\$333,208</b>	<b>\$573,543</b>	<b>\$0</b>	<b>\$102</b>	<b>\$143,125</b>	<b>\$0</b>	<b>\$130,689</b>	<b>\$207,754</b>	<b>\$69,760</b>	<b>\$0</b>	<b>\$222,665</b>	<b>\$87</b>
<b>EXPENDITURES</b>														
<b>Instruction / Educational Program</b>														
512100	Elementary Salaries	674,304	38,230	40,754	51,361	51,465	58,104	60,456	61,822	62,623	61,622	62,622	62,623	62,622
512200	Elementary Benefits	206,888	13,719	14,205	16,997	17,011	17,774	17,963	18,203	18,203	18,203	18,203	18,204	18,203
512300	Elementary Purchased Services	65,325			2,638	2,144	4,702	5,754	7,821	14,000	7,565	7,567	6,567	6,567
512400	Elementary Supplies	52,000		19,885	21,327	1,455	3,121	4,151		2,061				
512500	Elementary Capital Outlay	0												
512600	Elementary Debt Retirement	0												
512700	Elementary Insurance	0												
515100	Secondary Salaries	0												
515200	Secondary Benefits	0												
515300	Secondary Purchased Services	0												
515400	Secondary Supplies	0												
515500	Secondary Capital Outlay	0												
515600	Secondary Debt Retirement	0												
515700	Secondary Insurance	0												
517100	Alternative School Program Salaries	0												
517200	Alternative School Program Benefits	0												
517300	Alternative School Program Purchased Services	0												
517400	Alternative School Program Supplies	0												
517500	Alternative School Program Capital Outlay	0												
517600	Alternative School Program Debt Retirement	0												
517700	Alternative School Program Insurance	0												
521100	Exceptional Child Salaries	16,000			2,114	2,129	2,132	2,141	2,140	2,132	2,135	1,077		
521200	Exceptional Child Benefits	8,450			1,051	1,053	1,059	1,062	1,061	1,056	1,056	1,052		
521300	Exceptional Child Purchased Services	0												
521400	Exceptional Child Supplies	0												
521500	Exceptional Child Capital Outlay	0												
521600	Exceptional Child Debt Retirement	0												
521700	Exceptional Child Insurance	0												
524100	Gifted and Talented Program Salaries	0												
524200	Gifted and Talented Program Benefits	0												
524300	Gifted and Talented Program Purchased Services	0												
524400	Gifted and Talented Program Supplies	0												
524500	Gifted and Talented Program Capital Outlay	0												
524600	Gifted and Talented Program Debt Retirement	0												
524700	Gifted and Talented Program Insurance	0												
531100	Interscholastic Program Salaries	0												
531200	Interscholastic Program Benefits	0												
531300	Interscholastic Program Purchased Services	0												
531400	Interscholastic Program Supplies	0												
531500	Interscholastic Program Capital Outlay	0												
531600	Interscholastic Program Debt Retirement	0												
531700	Interscholastic Program Insurance	0												
532100	School Activity Program Salaries	0												
532200	School Activity Program Benefits	0												
532300	School Activity Program Purchased Services	0												
532400	School Activity Program Supplies	0												

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
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												
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	126,100	10,506	10,505	10,510	10,508	10,510	10,504	10,508	10,516	10,515	10,514	10,504	10,500
641200	School Administration Program Benefits	33,500	2,137	2,408	2,355	2,408	2,408	2,408	3,259	3,259	3,299	3,259	3,173	3,127
641300	School Administration Program Purchased Services	5,164			5,164									
641400	School Administration Program Supplies	4,000		2,233			774		993					
641500	School Administration Program Capital Outlay	0												
641600	School Administration Program Debt Retirement	0												
641700	School Administration Program Insurance	4,180			2,040			2,140						
651100	Business Operation Program Salaries	3,631	1,210	1,210	1,211									
651200	Business Operation Program Benefits	379	126	126	127									
651300	Business Operation Program Purchased Services	23,350		4,550		2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,088
651400	Business Operation Program Supplies	1,100			251			675	174					
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												

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
656300	Administrative Technology Service Purchased Services	0												
656400	Administrative Technology Service Supplies	17,400	1,220	1,220	1,220	1,060	1,060	1,660	1,660	1,660	1,660	1,660	1,660	1,660
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	32,640	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720
661200	Buildings - Care Program Benefits	12,600	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050
661300	Buildings - Care Program Purchased Services	35,200	1,256	1,480	2,351	2,222	3,350	4,050	4,450	3,338	3,350	3,310	3,440	2,700
661400	Buildings - Care Program Supplies	5,100												
661500	Buildings - Care Program Capital Outlay	225,715		225,715										
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												
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	242				240								
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	19,300				6,000			4,434		4,433		4,433	
681400	Pupil-to-School Transportation Supplies	0												
681500	Pupil-to-School Transportation Capital Outlay	0												
681600	Pupil-to-School Transportation Debt Retirement	0												
681700	Pupil-to-School Transportation Insurance	0												
682100	Pupil-Activity Transportation Salaries	0												
682200	Pupil-Activity Transportation Benefits	0												
682300	Pupil-Activity Transportation Purchased Services	0												
682400	Pupil-Activity Transportation Supplies	0												
682500	Pupil-Activity Transportation Capital Outlay	0												
682600	Pupil-Activity Transportation Debt Retirement	0												
682700	Pupil-Activity Transportation Insurance	0												
683100	General Transportation Salaries	0												
683200	General Transportation Benefits	0												
683300	General Transportation Purchased Services	0												
683400	General Transportation Supplies	0												
683500	General Transportation Capital Outlay	0												
683600	General Transportation Debt Retirement	0												
683700	General Transportation Insurance	0												
691100	Other Support Services Program Salaries	0												
691200	Other Support Services Program Benefits	0												
691300	Other Support Services Program Purchased Services	0												
691400	Other Support Services Program Supplies	0												
691500	Other Support Services Program Capital Outlay	0												
691600	Other Support Services Program Debt Retirement	0												
691700	Other Support Services Program Insurance	0												
<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												

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
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	59,932	2,601	2,626	2,649	5,677	5,698	5,729	5,761	5,784	5,814	5,835	5,861	5,897
912500	Interest Capital Outlay	0												
912600	Interest Debt Retirement	69,620	2,261	2,231	2,201	7,151	7,123	7,102	7,067	7,009	6,924	6,903	6,852	6,796
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>		<b>\$1,702,120</b>	<b>\$77,036</b>	<b>\$332,918</b>	<b>\$129,337</b>	<b>\$116,382</b>	<b>\$123,674</b>	<b>\$129,514</b>	<b>\$137,352</b>	<b>\$137,500</b>	<b>\$132,435</b>	<b>\$127,861</b>	<b>\$129,176</b>	<b>\$123,930</b>

**BCCLC-- 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> <b>Projected Enrollment (Number of Student)</b>	<b>N/A</b>	<b>490</b>	<b>568</b>	<b>645</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>REVENUE</b>										
414100 Tuition	-	-	-	-	-	-	-	-	-	-
415000 Earnings on Investments	-	400.00	400.00	400.00	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-
417900 Other Student Revenue	-	-	-	-	-	-	-	-	-	-
419100 Rentals	-	-	-	-	-	-	-	-	-	-
419200 Contributions/Donations	-	-	-	-	-	-	-	-	-	-
419900 Other Local Revenue	-	5,400.00	5,400.00	6,000.00	-	-	-	-	-	-
431100 Base Support Program	-	1,500,206.00	1,819,484.00	2,146,512.00	-	-	-	-	-	-
431200 Transportation Support	-	-	-	-	-	-	-	-	-	-
431400 Exceptional Child Support	-	-	-	-	-	-	-	-	-	-
431600 Tuition Equivalency	-	-	-	-	-	-	-	-	-	-
431800 Benefit Apportionment	-	193,310.00	233,778.00	272,686.00	-	-	-	-	-	-
431900 Other State Support	-	33,962.00	35,170.00	38,980.00	-	-	-	-	-	-
437000 Lottery / Adttl State Maintenance	-	22,275.00	25,102.00	26,152.00	-	-	-	-	-	-
439000 Other State Revenue	-	107,599.00	122,888.00	139,117.00	-	-	-	-	-	-
442000 Indirect Unrestricted Federal	-	-	-	-	-	-	-	-	-	-
443000 Direct Restricted Federal	-	59,395.00	66,364.00	76,120.00	-	-	-	-	-	-
445000 Title I - ESEA	-	72,740.00	80,506.00	92,380.00	-	-	-	-	-	-
445500 Child Nutrition Reimbursement	-	-	-	-	-	-	-	-	-	-
445600 Title VI-B IDEA	-	63,700.00	77,420.00	86,820.00	-	-	-	-	-	-
445900 Other Indirect Restricted Federal	-	-	-	-	-	-	-	-	-	-
451000 Proceeds	-	-	-	-	-	-	-	-	-	-
460000 Transfers In	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>\$0.00</b>	<b>\$2,058,987.00</b>	<b>\$2,466,512.00</b>	<b>\$2,885,167.00</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>

**BCCLC-- 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	-	1,072,468.00	1,250,632.00	1,577,728.00	-	-	-	-	-	-
Benefits	-	332,231.00	439,964.00	507,770.00	-	-	-	-	-	-
<b>Subtotal: Payroll</b>	-	1,404,699.00	1,690,596.00	2,085,498.00	-	-	-	-	-	-
Buildings-Care	-	142,828.00	186,700.00	191,160.00	-	-	-	-	-	-
Maintenance	-	-	-	-	-	-	-	-	-	-
Capital Assets	-	-	-	-	-	-	-	-	-	-
Principal	-	91,058.00	100,781.00	110,480.00	-	-	-	-	-	-
Interest	-	86,422.00	80,998.00	79,321.00	-	-	-	-	-	-
<b>Subtotal: Facilities</b>	-	320,308.00	368,479.00	380,961.00	-	-	-	-	-	-
Elementary Supplies	-	85,490.00	83,600.00	100,620.00	-	-	-	-	-	-
Elementary Purchases Services	-	61,995.00	69,164.00	79,320.00	-	-	-	-	-	-
Secondary Supplies	-	-	-	-	-	-	-	-	-	-
Secondary Purchased Services	-	-	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-
Exceptional Child	-	-	-	-	-	-	-	-	-	-
Transportation	-	33,000.00	35,600.00	38,800.00	-	-	-	-	-	-
Nutrition	-	-	-	-	-	-	-	-	-	-
Support Services	-	-	-	-	-	-	-	-	-	-
Administration / Operations	-	72,550.00	67,630.00	81,988.00	-	-	-	-	-	-
Other Program Costs	-	-	-	-	-	-	-	-	-	-
<b>Subtotal: Educational Program</b>	-	253,035.00	255,994.00	300,728.00	-	-	-	-	-	-
Capital Outlay	-	-	48,100.00	69,400.00	-	-	-	-	-	-
Debt Retirement	-	-	-	-	-	-	-	-	-	-
Insurance	-	10,300.00	10,900.00	11,750.00	-	-	-	-	-	-
Other Costs	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-
<b>Subtotal: Other Costs</b>	-	10,300.00	59,000.00	81,150.00	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$0.00</b>	<b>\$1,988,342.00</b>	<b>\$2,374,069.00</b>	<b>\$2,848,337.00</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>TOTAL FUND REVENUES OVER EXPENDITURES</b>	<b>\$0.00</b>	<b>\$70,645.00</b>	<b>\$92,443.00</b>	<b>\$36,830.00</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>TOTAL BEGINNING BALANCE (All Funds)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$70,645.00</b>	<b>\$163,088.00</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>TOTAL CHANGES (All Funds)</b>	<b>\$0.00</b>	<b>\$70,645.00</b>	<b>\$92,443.00</b>	<b>\$36,830.00</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>ENDING BALANCE (All Funds)</b>	<b>\$0.00</b>	<b>\$70,645.00</b>	<b>\$163,088.00</b>	<b>\$199,918.00</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>

**BCCLC-- 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	\$70,645.00	\$163,088.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100 Changes in Fund Balance	\$0.00	\$70,645.00	\$92,443.00	\$36,830.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100 Ending Fund Balance	\$0.00	\$70,645.00	\$163,088.00	\$199,918.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23x Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24x Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
245 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
251 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
257 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
262 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Fed Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27X-28X Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
290 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
300 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Beginning Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Changes in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**BCCLC--- 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	490	568	645						
<b>REVENUE</b>											
100.414100	Tuition										
100.415000	Earnings on Investments		400.00	400.00	400.00						
100.417100	Admissions / Activities										
100.417200	Bookstore Sales										
100.417300	Clubs / Organization Dues, etc.										
100.417400	School Fees & Charges										
100.417900	Other Student Revenue										
100.419100	Rentals										
100.419200	Contributions/Donations										
100.419900	Other Local Revenue		5,400.00	5,400.00	6,000.00						
100.431100	Base Support		1,500,206.00	1,819,484.00	2,146,512.00						
100.431200	Transportation Support										
100.431400	Exceptional Child Support										
100.431600	Tuition Equivalency										
100.431800	Benefit Apportionment		193,310.00	233,778.00	272,686.00						
100.431900	Other State Support		33,962.00	35,170.00	38,980.00						
100.437000	Lottery / Addtl State Maintenance		22,275.00	25,102.00	26,152.00						
100.439000	Other State Revenue		89,100.00	102,240.00	116,100.00						
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	\$1,844,653.00	\$2,221,574.00	\$2,606,830.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
100.512100	Elementary Salaries		744,690.00	901,450.00	1,207,154.00						
100.512200	Elementary Benefits		244,750.00	298,890.00	347,760.00						
100.512300	Elementary Purchased Services		2,600.00	2,800.00	3,200.00						
100.512400	Elementary Supplies		85,490.00	83,600.00	100,620.00						
100.512500	Elementary Capital Outlay										
100.512600	Elementary Debt Retirement										
100.512700	Elementary Insurance										

**BCCLC--- 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										
100.515200	Secondary Benefits										
100.515300	Secondary Purchased Services										
100.515400	Secondary Supplies										
100.515500	Secondary Capital Outlay										
100.515600	Secondary Debt Retirement										
100.515700	Secondary Insurance										
100.517100	Alternative School Program Salaries										
100.517200	Alternative School Program Benefits										
100.517300	Alternative School Program Purchased Services										
100.517400	Alternative School Program Supplies										
100.517500	Alternative School Program Capital Outlay										
100.517600	Alternative School Program Debt Retirement										
100.517700	Alternative School Program Insurance										
100.521100	Exceptional Child Salaries		23,100.00	25,410.00	30,220.00						
100.521200	Exceptional Child Benefits		9,620.00	10,002.00	10,870.00						
100.521300	Exceptional Child Purchased Services										
100.521400	Exceptional Child Supplies										
100.521500	Exceptional Child Capital Outlay										
100.521600	Exceptional Child Debt Retirement										
100.521700	Exceptional Child Insurance										
100.524100	Gifted and Talented Program Salaries										
100.524200	Gifted and Talented Program Benefits										
100.524300	Gifted and Talented Program Purchased Services										
100.524400	Gifted and Talented Program Supplies										
100.524500	Gifted and Talented Program Capital Outlay										
100.524600	Gifted and Talented Program Debt Retirement										
100.524700	Gifted and Talented Program Insurance										
100.531100	Interscholastic Program Salaries										
100.531200	Interscholastic Program Benefits										
100.531300	Interscholastic Program Purchased Services										
100.531400	Interscholastic Program Supplies										
100.531500	Interscholastic Program Capital Outlay										
100.531600	Interscholastic Program Debt Retirement										
100.531700	Interscholastic Program Insurance										

**BCCLC--- 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>		-	1,110,250.00	1,322,152.00	1,699,824.00	-	-	-	-	-	-
100.611100	Attendance-Guidance-Health Salaries										
100.611200	Attendance-Guidance-Health Benefits										
100.611300	Attendance-Guidance-Health Purchased Services										
100.611400	Attendance-Guidance-Health Supplies										
100.611500	Attendance-Guidance-Health Capital Outlay										
100.611600	Attendance-Guidance-Health Debt Retirement										
100.611700	Attendance-Guidance-Health Insurance										
100.616100	Special Services Program Salaries										
100.616200	Special Services Program Benefits										
100.616300	Special Services Program Purchased Services										
100.616400	Special Services Program Supplies										
100.616500	Special Services Program Capital Outlay										
100.616600	Special Services Program Debt Retirement										
100.616700	Special Services Program Insurance										
100.621100	Instruction Improvement Salaries										
100.621200	Instruction Improvement Benefits										
100.621300	Instruction Improvement Purchased Services										
100.621400	Instruction Improvement Supplies										
100.621500	Instruction Improvement Capital Outlay										
100.621600	Instruction Improvement Debt Retirement										
100.621700	Instruction Improvement Insurance										

**BCCLC--- 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										
100.632200	District Administration Program Benefits										
100.632300	District Administration Program Purchased Services										
100.632400	District Administration Program Supplies										
100.632500	District Administration Program Capital Outlay										
100.632600	District Administration Program Debt Retirement										
100.632700	District Administration Program Insurance										
100.641100	School Administration Program Salaries		126,100.00	132,340.00	136,405.00						
100.641200	School Administration Program Benefits		33,500.00	36,230.00	38,892.00						
100.641300	School Administration Program Purchased Services		27,300.00	34,530.00	47,208.00						
100.641400	School Administration Program Supplies		11,900.00	12,400.00	12,980.00						
100.641500	School Administration Program Capital Outlay										
100.641600	School Administration Program Debt Retirement										
100.641700	School Administration Program Insurance		10,300.00	10,900.00	11,750.00						

**BCCLC--- 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			36,500.00	38,000.00						
100.651300	Business Operation Program Purchased Services		27,250.00	14,100.00	14,800.00						
100.651400	Business Operation Program Supplies		6,100.00	6,600.00	7,000.00						
100.651500	Business Operation Program Capital Outlay										
100.651600	Business Operation Program Debt Retirement										
100.651700	Business Operation Program Insurance										
100.655100	Central Service Program Salaries										
100.655200	Central Service Program Benefits										
100.655300	Central Service Program Purchased Services										
100.655400	Central Service Program Supplies										
100.655500	Central Service Program Capital Outlay										
100.655600	Central Service Program Debt Retirement										
100.655700	Central Service Program Insurance										
100.656100	Administrative Technology Service Salaries										
100.656200	Administrative Technology Service Benefits										
100.656300	Administrative Technology Service Purchased Services										
100.656400	Administrative Technology Service Supplies										
100.656500	Administrative Technology Service Capital Outlay										
100.656600	Administrative Technology Service Debt Retirement										
100.656700	Administrative Technology Service Insurance										
100.661100	Buildings - Care Program Salaries		51,800.00	54,200.00	56,100.00						
100.661200	Buildings - Care Program Benefits		16,200.00	17,000.00	17,880.00						
100.661300	Buildings - Care Program Purchased Services		118,628.00	149,000.00	149,660.00						
100.661400	Buildings - Care Program Supplies		24,200.00	37,700.00	41,500.00						
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										
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										

**BCCLC--- 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		33,000.00	35,600.00	38,800.00						
100.681400	Pupil-to-School Transportation Supplies										
100.681500	Pupil-to-School Transportation Capital Outlay			48,100.00	69,400.00						
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										

**BCCLC--- GENERAL 100 FUND**

ACCOUNT	DESCRIPTION	PROJECTED PRE-OPENING BUDGET	LIKELY / PROJECTED OPERATING BUDGET			BEST CASE OPERATING BUDGET			WORST CASE OPERATING BUDGET		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
100.683100	General Transportation Salaries										
100.683200	General Transportation Benefits										
100.683300	General Transportation Purchased Services										
100.683400	General Transportation Supplies										
100.683500	General Transportation Capital Outlay										
100.683600	General Transportation Debt Retirement										
100.683700	General Transportation Insurance										
100.691100	Other Support Services Program Salaries										
100.691200	Other Support Services Program Benefits										
100.691300	Other Support Services Program Purchased Services										
100.691400	Other Support Services Program Supplies										
100.691500	Other Support Services Program Capital Outlay										
100.691600	Other Support Services Program Debt Retirement										
100.691700	Other Support Services Program Insurance										
<b>Subtotals: Support Services</b>		-	486,278.00	625,200.00	680,375.00	-	-	-	-	-	-
100.710100	Child Nutrition Salaries										
100.710200	Child Nutrition Benefits										
100.710300	Child Nutrition Purchased Services										
100.710400	Child Nutrition Supplies										
100.710500	Child Nutrition Capital Outlay										
100.710600	Child Nutrition Debt Retirement										
100.710700	Child Nutrition Insurance										
100.720100	Community Services Program Salaries										
100.720200	Community Services Program Benefits										
100.720300	Community Services Program Purchased Services										
100.720400	Community Services Program Supplies										
100.720500	Community Services Program Capital Outlay										
100.720600	Community Services Program Debt Retirement										
100.720700	Community Services Program Insurance										
100.730100	Enterprise Operations Program Salaries										
100.730200	Enterprise Operations Program Benefits										
100.730300	Enterprise Operations Program Purchased Services										
100.730400	Enterprise Operations Program Supplies										
100.730500	Enterprise Operations Program Capital Outlay										
100.730600	Enterprise Operations Program Debt Retirement										
100.730700	Enterprise Operations Program Capital Insurance										

**BCCLC--- 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		91,058.00	100,781.00	110,480.00						
100.912500	Interest Capital Outlay										
100.912600	Interest Debt Retirement		86,422.00	80,998.00	79,321.00						
100.913500	Refunded Debt Capital Outlay										
100.913600	Refunded Debt - Debt Retirement										
100.920000	Transfers Out										
	<b>Subtotals: Non-Instruction</b>	-	177,480.00	181,779.00	189,801.00	-	-	-	-	-	-
	<b>TOTAL GENERAL FUND EXPENDITURES</b>	0.00	1,774,008.00	2,129,131.00	2,570,000.00	0.00	0.00	0.00	0.00	0.00	0.00
	<b>TOTAL GENERAL FUND REVENUES OVER EXPENDITURES</b>	\$0.00	\$70,645.00	\$92,443.00	\$36,830.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>BEGINNING FUND BALANCE</b>	\$0.00	\$0.00	\$70,645.00	\$163,088.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>CHANGES IN FUND BALANCE</b>	\$0.00	\$70,645.00	\$92,443.00	\$36,830.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>ENDING FUND BALANCE</b>	\$0.00	\$70,645.00	\$163,088.00	\$199,918.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**BCCLC --- 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		18,499.00	20,648.00	23,017.00						
245.460000	Transfers In										
<b>TOTAL FUND REVENUE</b>		\$0.00	\$18,499.00	\$20,648.00	\$23,017.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
245.512100	Elementary Salaries		13,989.00	15,518.00	17,033.00						
245.512200	Elementary Benefits		4,510.00	5,130.00	5,984.00						
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										

**BCCLC --- 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	\$18,499.00	\$20,648.00	\$23,017.00	\$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>

**BCCLC-- 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		72,740.00	80,506.00	92,380.00						
251.445900	Other Indirect Restricted Federal										
251.460000	Transfers In										
<b>TOTAL FUND REVENUE</b>		\$0.00	\$72,740.00	\$80,506.00	\$92,380.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
251.512100	Elementary Salaries		61,829.00	65,404.00	67,437.00						
251.512200	Elementary Benefits		10,911.00	15,102.00	24,943.00						
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	\$72,740.00	\$80,506.00	\$92,380.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUE OVER EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**BCCLC --- 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		63,700.00	77,420.00	86,820.00						
257.445900	Other Indirect Restricted Federal										
257.460000	Transfers In										
<b>TOTAL FUND REVENUES</b>		\$0.00	\$63,700.00	\$77,420.00	\$86,820.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>EXPENDITURES</b>											
257.512100	Elementary Salaries		50,960.00	56,310.00	63,379.00						
257.512200	Elementary Benefits		12,740.00	21,110.00	23,441.00						
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										

**BCCLC --- 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	\$63,700.00	\$77,420.00	\$86,820.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**BCCLC --- 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		37,315.00	41,254.00	47,600.00						
262.445900	Other Indirect Restricted Federal										
262.460000	Transfers In										
<b>TOTAL FUND REVENUES</b>		\$0.00	\$37,315.00	\$41,254.00	\$47,600.00	\$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		37,315.00	41,254.00	47,600.00						
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										
<b>TOTAL FUND EXPENDITURES</b>		\$0.00	\$37,315.00	\$41,254.00	\$47,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**BCCLC --- 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>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
	ENDING FUND BALANCE	<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>

**BCCLC --- 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		22,080.00	25,110.00	28,520.00						
271.445900	Other Indirect Restricted Federal										
271.460000	Transfers In										
<b>TOTAL FUND REVENUES</b>		\$0.00	\$22,080.00	\$25,110.00	\$28,520.00	\$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		22,080.00	25,110.00	28,520.00						
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	\$22,080.00	\$25,110.00	\$28,520.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL FUND REVENUES OVER EXPENDITURES</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

SCHOOL NAME --- FIRST YEAR CASH FLOW DETAILS (FY \_\_ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P	
1			Likely /													
2	ACCOUNT	DESCRIPTION	Projected	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
3	REVENUE			BUDGET												
4	414100	Tuition	0													
5	415000	Earnings on Investments	400	14	15	24	35	39	40	40	38	40	39	38	38	
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	0													
15	417900	Other Student Revenue	0													
16																
17	419100	Rentals	0													
18	419200	Contributions/Donations	0													
19	419900	Other Local Revenue	5,400		1,200				4,200							
20																
21	431100	Base Support	1,500,206	300,041	150,021			450,061			300,041			300,042		
22	431200	Transportation Support	0													
23	431400	Exceptional Child Support	0													
24	431600	Tuition Equivalency	0													
25	431800	Benefit Apportionment	193,310		57,993			57,993			38,662			38,662		
26	431900	Other State Support	33,962													
27	437000	Lottery / Addtl State Maintenance	22,275		22,275											
28	439000	Other State Revenue	107,599		6,598		61,244		7,597				32,160			
29																
30	442000	Indirect Unrestricted Federal	0													
31	443000	Direct Restricted Federal	59,395						31,225				28,170			
32	445100	Title I	72,740						39,370				33,370			
33	445500	Child Nutrition Reimbursement	0													
34	445600	Title VI-B	63,700						35,000				34,998			
35	445900	Other Indirect Restricted Federal	0													
36																
37	451000	Proceeds	0													
38																
39	<b>TOTAL REVENUES</b>			<b>\$2,058,987</b>	<b>\$300,055</b>	<b>\$238,102</b>	<b>\$24</b>	<b>\$61,279</b>	<b>\$508,093</b>	<b>\$117,432</b>	<b>\$40</b>	<b>\$338,741</b>	<b>\$40</b>	<b>\$128,737</b>	<b>\$338,742</b>	<b>\$38</b>

SCHOOL NAME --- 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
40	<b>EXPENDITURES</b>														
41	<b>Instruction / Educational Program</b>														
42	512100	Elementary Salaries	871,468	38,030	38,240	81,010	81,030	81,011	81,025	81,036	81,036	81,031	81,031	81,026	65,962
43	512200	Elementary Benefits	272,911	6,901	7,186	27,036	27,049	27,005	27,040	27,052	27,052	27,042	27,049	27,049	15,450
44	512300	Elementary Purchased Services	61,995	2,310	5,971	5,971	5,971	5,971	5,971	5,971	5,971	4,771	4,771	5,896	2,450
45	512400	Elementary Supplies	85,490		66,290			19,200							
46	512500	Elementary Capital Outlay	0												
47	512600	Elementary Debt Retirement	0												
48	512700	Elementary Insurance	0												
49	515100	Secondary Salaries	0												
50	515200	Secondary Benefits	0												
51	515300	Secondary Purchased Services	0												
52	515400	Secondary Supplies	0												
53	515500	Secondary Capital Outlay	0												
54	515600	Secondary Debt Retirement	0												
55	515700	Secondary Insurance	0												
56	517100	Alternative School Program Salaries	0												
57	517200	Alternative School Program Benefits	0												
58	517300	Alternative School Program Purchased Services	0												
59	517400	Alternative School Program Supplies	0												
60	517500	Alternative School Program Capital Outlay	0												
61	517600	Alternative School Program Debt Retirement	0												
62	517700	Alternative School Program Insurance	0												
63	521100	Exceptional Child Salaries	23,100		5,775	5,775	5,775	5,775							
64	521200	Exceptional Child Benefits	9,620		2,405	2,405	2,405	2,405							
65	521300	Exceptional Child Purchased Services	0												
66	521400	Exceptional Child Supplies	0												
67	521500	Exceptional Child Capital Outlay	0												
68	521600	Exceptional Child Debt Retirement	0												
69	521700	Exceptional Child Insurance	0												
70	524100	Gifted and Talented Program Salaries	0												
71	524200	Gifted and Talented Program Benefits	0												
72	524300	Gifted and Talented Program Purchased Services	0												
73	524400	Gifted and Talented Program Supplies	0												
74	524500	Gifted and Talented Program Capital Outlay	0												
75	524600	Gifted and Talented Program Debt Retirement	0												
76	524700	Gifted and Talented Program Insurance	0												
77	531100	Interscholastic Program Salaries	0												
78	531200	Interscholastic Program Benefits	0												
79	531300	Interscholastic Program Purchased Services	0												
80	531400	Interscholastic Program Supplies	0												
81	531500	Interscholastic Program Capital Outlay	0												
82	531600	Interscholastic Program Debt Retirement	0												
83	531700	Interscholastic Program Insurance	0												
84	532100	School Activity Program Salaries	0												
85	532200	School Activity Program Benefits	0												
86	532300	School Activity Program Purchased Services	0												
87	532400	School Activity Program Supplies	0												
88	532500	School Activity Program Capital Outlay	0												
89	532600	School Activity Program Debt Retirement	0												
90	532700	School Activity Program Insurance	0												

SCHOOL NAME --- 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														
3	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	0												
117	616200	Special Services Program Benefits	0												
118	616300	Special Services Program Purchased Services	0												
119	616400	Special Services Program Supplies	0												
120	616500	Special Services Program Capital Outlay	0												
121	616600	Special Services Program Debt Retirement	0												
122	616700	Special Services Program Insurance	0												
123															
124	621100	Instruction Improvement Salaries	0												
125	621200	Instruction Improvement Benefits	0												
126	621300	Instruction Improvement Purchased Services	0												
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												

SCHOOL NAME --- FIRST YEAR CASH FLOW DETAILS (FY \_\_ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1			Likely /												
2	ACCOUNT	DESCRIPTION	Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
155															
156	632100	District Administration Program Salaries	0												
157	632200	District Administration Program Benefits	0												
158	632300	District Administration Program Purchased Services	0												
159	632400	District Administration Program Supplies	0												
160	632500	District Administration Program Capital Outlay	0												
161	632600	District Administration Program Debt Retirement	0												
162	632700	District Administration Program Insurance	0												
163															
164	641100	School Administration Program Salaries	126,100	10,508	10,508	10,508	10,508	10,509	10,508	10,509	10,508	10,509	10,508	10,509	10,508
165	641200	School Administration Program Benefits	33,500	2,791	2,792	2,792	2,792	2,792	2,792	2,792	2,791	2,792	2,791	2,792	2,791
166	641300	School Administration Program Purchased Services	27,300		6,100	1,650	1,700	1,650	1,700	1,750	1,750	1,700	1,700	1,700	5,900
167	641400	School Administration Program Supplies	11,900		8,900			3,000							
168	641500	School Administration Program Capital Outlay	0												
169	641600	School Administration Program Debt Retirement	0												
170	641700	School Administration Program Insurance	10,300		5,100					5,200					
171															
172	651100	Business Operation Program Salaries	0												
173	651200	Business Operation Program Benefits	0												
174	651300	Business Operation Program Purchased Services	27,250	2,270	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,270
175	651400	Business Operation Program Supplies	6,100		3,050					3,050					
176	651500	Business Operation Program Capital Outlay	0												
177	651600	Business Operation Program Debt Retirement	0												
178	651700	Business Operation Program Insurance	0												
179															
180	655100	Central Service Program Salaries	0												
181	655200	Central Service Program Benefits	0												
182	655300	Central Service Program Purchased Services	0												
183	655400	Central Service Program Supplies	0												
184	655500	Central Service Program Capital Outlay	0												
185	655600	Central Service Program Debt Retirement	0												
186	655700	Central Service Program Insurance	0												
187															
188	656100	Administrative Technology Service Salaries	0												
189	656200	Administrative Technology Service Benefits	0												
190	656300	Administrative Technology Service Purchased Services	0												
191	656400	Administrative Technology Service Supplies	0												
192	656500	Administrative Technology Service Capital Outlay	0												
193	656600	Administrative Technology Service Debt Retirement	0												
194	656700	Administrative Technology Service Insurance	0												
195															
196	661100	Buildings - Care Program Salaries	51,800	4,316	4,316	4,316	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,316
197	661200	Buildings - Care Program Benefits	16,200	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350
198	661300	Buildings - Care Program Purchased Services	118,628	8,350	8,420	9,210	10,860	10,910	11,200	11,020	11,930	9,985	9,570	8,610	8,563
199	661400	Buildings - Care Program Supplies	24,200		19,600				4,600						
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	0												
207	663400	Maintenance - Non-Student Occupied Supplies	0												
208	663500	Maintenance - Non-Student Occupied Capital Outlay	0												
209	663600	Maintenance - Non-Student Occupied Debt Retirement	0												
210	663700	Maintenance - Non-Student Occupied Insurance	0												

SCHOOL NAME --- 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	33,000				11,000				11,000				11,000
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	0												
263	691400	Other Support Services Program Supplies	0												
264	691500	Other Support Services Program Capital Outlay	0												
265	691600	Other Support Services Program Debt Retirement	0												
266	691700	Other Support Services Program Insurance	0												

SCHOOL NAME --- FIRST YEAR CASH FLOW DETAILS (FY \_\_ All Funds)

	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1			Likely /												
2	ACCOUNT	DESCRIPTION	Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
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	91,058	7,475	7,507	7,525	7,547	7,565	7,587	7,601	7,619	7,633	7,652	7,667	7,680
303															
304	912500	Interest Capital Outlay	0												
305	912600	Interest Debt Retirement	86,422	7,093	7,122	7,143	7,161	7,179	7,201	7,215	7,233	7,247	7,265	7,280	7,303
306															
307	913500	Refunded Debt Capital Outlay	0												
308	913600	Refunded Debt - Debt Retirement	0												
309															
310	<b>TOTAL EXPENDITURES</b>		<b>\$1,988,342</b>	<b>\$91,394</b>	<b>\$212,903</b>	<b>\$168,962</b>	<b>\$181,736</b>	<b>\$192,910</b>	<b>\$167,562</b>	<b>\$171,134</b>	<b>\$174,828</b>	<b>\$160,648</b>	<b>\$160,275</b>	<b>\$160,467</b>	<b>\$145,543</b>

**BCCLC  
FIRST YEAR CASH FLOW (FY16 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	25,860	234,521	259,720	90,782	(29,675)	285,508	235,378	64,284	228,197	67,589	36,051	214,326	N/A
<b>RECEIPTS</b>														
Base Support	1,500,206	300,041	150,021	0	0	450,061	0	0	300,041	0	0	300,042	0	1,500,206
Benefit Apportionment	193,310	0	57,993	0	0	57,993	0	0	38,662	0	0	38,662	0	193,310
Lottery / Maintenance	22,275	0	22,275	0	0	0	0	0	0	0	0	0	0	22,275
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	33,962	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Revenue	107,599	0	6,598	0	61,244	0	7,597	0	0	0	32,160	0	0	107,599
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I	72,740	0	0	0	0	0	39,370	0	0	0	33,370	0	0	72,740
Federal Revenue	123,095	0	0	0	0	0	66,225	0	0	0	63,168	0	0	129,393
Local Revenue	5,400	0	1,200	0	0	0	4,200	0	0	0	0	0	0	5,400
Fees & Fundraising	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue	400	14	15	24	35	39	40	40	38	40	39	38	38	400
<b>TOTAL RECEIPTS</b>	<b>2,058,987</b>	<b>300,055</b>	<b>238,102</b>	<b>24</b>	<b>61,279</b>	<b>508,093</b>	<b>117,432</b>	<b>40</b>	<b>338,741</b>	<b>40</b>	<b>128,737</b>	<b>338,742</b>	<b>38</b>	<b>2,031,323</b>
<b>OUTFLOW</b>														
Salaries	0	52,854	58,839	101,609	101,630	101,612	95,850	95,862	95,861	95,857	95,856	95,852	80,786	1,072,468
Benefits	0	11,042	13,733	33,583	33,596	33,552	31,182	31,194	31,193	31,184	31,190	31,191	19,591	332,231
<b>Subtotal - Payroll</b>	<b>0</b>	<b>63,896</b>	<b>72,572</b>	<b>135,192</b>	<b>135,226</b>	<b>135,164</b>	<b>127,032</b>	<b>127,056</b>	<b>127,054</b>	<b>127,041</b>	<b>127,046</b>	<b>127,043</b>	<b>100,377</b>	<b>1,404,699</b>
Facility Costs (All)	0	22,918	42,649	23,878	25,568	25,654	30,588	25,836	26,782	24,865	24,487	23,557	23,546	320,328
<b>Subtotal - Occupancy</b>	<b>0</b>	<b>22,918</b>	<b>42,649</b>	<b>23,878</b>	<b>25,568</b>	<b>25,654</b>	<b>30,588</b>	<b>25,836</b>	<b>26,782</b>	<b>24,865</b>	<b>24,487</b>	<b>23,557</b>	<b>23,546</b>	<b>320,328</b>
Elementary Supplies & Services	0	2,310	72,261	5,971	5,971	25,171	5,971	5,971	5,971	4,771	4,771	5,896	2,450	147,485
Secondary Supplies & Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	11,000	0	0	0	11,000	0	0	0	11,000	33,000
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	2,270	20,321	3,921	3,971	6,921	3,971	7,071	4,021	3,971	3,971	3,971	8,170	72,550
Other Program Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Subtotal - Educational Program</b>	<b>0</b>	<b>4,580</b>	<b>92,582</b>	<b>9,892</b>	<b>20,942</b>	<b>32,092</b>	<b>9,942</b>	<b>13,042</b>	<b>20,992</b>	<b>8,742</b>	<b>8,742</b>	<b>9,867</b>	<b>21,620</b>	<b>253,035</b>
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Retirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Insurance	0	0	5,100	0	0	0	0	5,200	0	0	0	0	0	10,300
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>0</b>	<b>5,100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5,200</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10,300</b>
<b>TOTAL OUTFLOW</b>	<b>0</b>	<b>91,394</b>	<b>212,903</b>	<b>168,962</b>	<b>181,736</b>	<b>192,910</b>	<b>167,562</b>	<b>171,134</b>	<b>174,828</b>	<b>160,648</b>	<b>160,275</b>	<b>160,467</b>	<b>145,543</b>	<b>1,988,362</b>
<b>CHANGE IN CASH</b>	<b>2,058,987</b>	<b>208,661</b>	<b>25,199</b>	<b>(168,938)</b>	<b>(120,457)</b>	<b>315,183</b>	<b>(50,130)</b>	<b>(171,094)</b>	<b>163,913</b>	<b>(160,608)</b>	<b>(31,538)</b>	<b>178,275</b>	<b>(145,505)</b>	
<b>ENDING CASH</b>	<b>N/A</b>	<b>234,521</b>	<b>259,720</b>	<b>90,782</b>	<b>(29,675)</b>	<b>285,508</b>	<b>235,378</b>	<b>64,284</b>	<b>228,197</b>	<b>67,589</b>	<b>36,051</b>	<b>214,326</b>	<b>68,821</b>	

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	20.00	25	2%	20.00
	1b	25	3%	15.00	25	2%	15.00
Proficiency	2a	75	8%	55.54	75	7%	55.54
	2b	75	8%	47.41	75	7%	47.41
	2c	75	8%	49.16	75	7%	49.16
Growth	3a	100	11%	96.81	100	10%	96.81
	3b	100	11%	33.75	100	10%	33.75
	3c	100	11%	75.52	100	10%	75.52
	3d	75	8%	47.74	75	7%	47.74
	3e	75	8%	43.20	75	7%	43.20
	3f	75	8%	57.68	75	7%	57.68
	3g	100	11%	72.70	100	10%	72.70
College & Career Readiness	4a				50	5%	0.00
	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
<b>Total Academic Points Received</b>				<b>614.51</b>			<b>614.51</b>
<b>% of Possible Academic Points for This School</b>				<b>68.28%</b>			<b>58.52%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
<p>Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. BCCLC acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. BCCLC further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. BCCLC has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>							
Total Possible Mission-Specific Points		0	0%		0	0%	
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Mission-Specific Points Received</b>				<b>0.00%</b>			<b>#DIV/0!</b>
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>900</b>			<b>1050</b>		
<b>TOTAL POINTS RECEIVED</b>				<b>614.51</b>			<b>614.51</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>68.28%</b>			<b>58.52%</b>

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>375.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>93.75%</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%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>400.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>100.00%</b>

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><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.</p>	75% - 100% of points possible		90% - 100% of points possible	<b>93.75%</b>	85% - 100% of points possible	<b>100.00%</b>
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible	<b>68.28%</b>	80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; 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.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; 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.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

**SUBJECT**

Late Report Submissions by Portfolio Schools

- a. Bingham Academy
- b. North Star Charter School
- c. The Academy

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5204(1)(e)  
I.C. §33-5209(C)(1)  
IDAPA 08.02.04.300.01-.04  
IDAPA 08.02.04.301  
PCSC Performance Certificate Sections 4 and 6

**BACKGROUND**

Idaho statute and administrative rule charge public charter school boards with responsibility and authority for the academic, operational, and financial performance of the schools they govern. Public charter schools must comply with statute, administrative rule, regulations policies, their performance certificates, and their authorizers' reasonable requests for additional information.

Charter school authorizers are charged with responsibility and authority to monitor the academic, operational, and financial outcomes of the public charter schools they authorize. Such monitoring should not unduly interfere with the autonomy of the public charter schools.

In recent months, three public charter schools authorized by the PCSC have failed to respond in a timely fashion to PCSC staff requests for required reports, public information requests, and/or requests for additional information.

**DISCUSSION**

In the course of oversight activities necessary for monitoring the academics, operations, and finances of PCSC portfolio schools, PCSC staff regularly requests information from schools, including:

1. Annual reports required by statute of all public charter schools, such as the annual, independent financial audit.
2. Annual reports required by the PCSC of all portfolio schools. These include a dashboard report, financial update, and mission-specific measure report (if applicable).

3. Additional reports required by the PCSC of certain schools based upon reason for concern. The most common examples of this include quarterly financial and/or enrollment updates.
4. Follow-up requests for documentation or clarification in response to the contents of reports previously submitted or other circumstances brought to staff's attention.

The number and scope of reports required by the PCSC has been minimized in recent years as the PCSC strives to focus on outcomes and the protection of school autonomy. However, a certain amount of clear and timely information remains necessary for the PCSC to fulfill its duty to protect students and taxpayers.

The vast majority of PCSC portfolio schools have responded in a timely and professional manner to PCSC reporting requirements, including follow-up queries. Some have expressed frustration with the time-consuming nature of the current financial reporting template; most of these have responded with understanding to the rationale behind the template format. PCSC staff is presently working with the ICSN toward development of a reporting format that will be more efficient and effective for all parties.

In recent months, however, a small number of schools have failed to respond to PCSC staff's requests for reports and/or clarifying information, despite multiple reminders and offers of assistance. In one case, the problem has extended to failure to respond to public information requests as required by law. Details of these situations are included with these materials.

**IMPACT**

The schools' failure to provide timely reports and responses will be reflected in the operational sections of their next annual reports.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff is concerned that schools' failure to provide timely responses to requests from the PCSC office negatively impacts both the schools and the PCSC.

**COMMISSION ACTION**

Information item only. Any action would be at the discretion of the PCSC.

## Excerpts of Relevant Statute, Administrative Rule, and Performance Certificate

### Idaho Statute

33-5204. NONPROFIT CORPORATION -- LIABILITY -- INSURANCE.[EFFECTIVE UNTIL JULY 1, 2018] (1) A public charter school shall be organized and managed under the Idaho nonprofit corporation act. The board of directors of a public charter school shall be deemed public agents authorized by a public school district, the public charter school commission, or the state board of education to control the public charter school, but shall function independently of any school board of trustees in any school district in which the public charter school is located or independently of the public charter school commission, except as provided in the charter. For the purposes of section [59-1302](#)(15), Idaho Code, a public charter school created pursuant to this chapter shall be deemed a governmental entity. Pursuant to the provisions of section [63-36220](#), Idaho Code, sales to or purchases by a public charter school are exempt from payment of the sales and use tax. A public charter school and the board of directors of a public charter school are subject to the provisions of:

- (a) Sections [18-1351](#) through [18-1362](#), Idaho Code, on bribery and corrupt influence, except as provided by section [33-5204A](#)(2), Idaho Code;
  - (b) [Chapter 2, title 59](#), Idaho Code, on prohibitions against contracts with officers;
  - (c) [Chapter 7, title 59](#), Idaho Code, on ethics in government;
  - (d) [Chapter 23, title 67](#), Idaho Code, on open public meetings; and
  - (e) [Chapter 3, title 9](#), Idaho Code, on disclosure of public records;
- in the same manner that a traditional public school and the board of school trustees of a school district are subject to those provisions.

33-5209C. ENFORCEMENT -- REVOCATION -- APPEAL. (1) An authorized chartering entity shall continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the performance certificate. Every authorized chartering entity shall have the authority to conduct or require oversight activities that enable the authorized chartering entity to fulfill its responsibilities pursuant to the provisions of this chapter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this chapter, adhere to the terms of the performance certificate and do not unduly inhibit the autonomy granted to public charter schools.

### Idaho Administrative Rule

#### 300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES

01. General. The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring that the school complies with all

applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (3-20-14)

02. Compliance with Terms of Performance Certificate. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with the terms and conditions of the performance certificate approved executed in accordance with Section 33-5205B(1), Idaho Code. (3-20-14)

03. Annual Reports. The governing board of a public charter school must submit an annual audit of the fiscal operations as required in Section 33-5206(7), Idaho Code, and a copy of the public charter school's accreditation report. An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its performance certificate. (3-20-14)

04. Operational Issues. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its performance certificate. Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected.

### **PCSC Performance Certificate**

#### **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.
- 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.

- 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 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.

## **Bingham Academy: Summary of Late Reporting**

In June 2014, the PCSC directed Bingham Academy (BA) to provide quarterly financial reports through FY15.

In December 2015, the PCSC directed staff to provide the SDE with a written notice of concern because the PCSC had reason to believe that Bingham Academy would not remain fiscally sound for the remainder of its certificate term.

In March 2015, AdvancEd notified PCSC staff that BA will not be eligible to receive accreditation candidacy status during the 2014-15 school year. The school's readiness report indicated that BA was in need of improvement on 24 out of 35 indicators.

Direct PCSC requests and concern regarding BA's uncertain financial and operational status have resulted in staff's requests for information from the school.

Since November 2014, PCSC staff had made multiple attempts to gather information and documentation from the school in order to better understand its precarious financial and operational status. While many of these questions and requests were responded to adequately, others had to be reiterated multiple times over the course of many weeks. Some of the explanations provided remain unclear.

On two occasions, BA failed to respond to public information requests in accordance with public records law. The public information requests have now been responded to, but such responses were received 7 weeks (and in one case 17 weeks) after the original requests were made, despite multiple reminders.

## Tamara Baysinger

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**From:** Kirsten Pochop  
**Sent:** Monday, March 9, 2015 12:14 PM  
**To:** Tamara Baysinger  
**Subject:** FW: Additional budget questions and public information requests  
**Attachments:** BA Budget Questions 2 9 2015.docx

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**From:** Kirsten Pochop  
**Sent:** Monday, February 09, 2015 3:36 PM  
**To:** 'Pat Kolbet'  
**Subject:** Additional budget questions and public information requests

Dear Pat,

Thank you for your budget clarifications. We have a few more questions on the budget that are due to PCSC staff by **February 17, 2015 at 5:00 PM.**

You will also notice that we have included three public information requests. Per public records law, please respond to these in three days. Thank you.

Sincerely,

**Kirsten Pochop**  
Program Manager, Public Charter School Commission  
304 N. 8<sup>th</sup> St., Room 242  
Boise, ID 83702  
(208) 332-1585

## Bingham Academy Budget Submitted 2-5-2015 Questions

### Cash Flow:

1. Why did the transportation revenue for July change from \$176,606 in the budget submitted in November to \$154,432 in the current budget? (See also #2 under Budget below. If the revenue was actually received in July, how can that have changed?)
2. Did the loan approval get extended? According to the loan documentation provided in December 2014, the loan offer should expire on February 26, 2015. It appears that you are currently projecting that the loan will be accessed in March.

### Budget:

1. Why is the federal grant budgeted at \$350,960 for the fiscal year when officials with the federal government indicate that there is \$298,316 remaining in the total award?
2. Why are the YTD revenue actuals for base support, transportation, and other state support lower in the current budget than they were in the budget submitted in November 2014? (Revenue actuals shouldn't decrease, except in rare cases of refunds, because they are in the past.)
3. Why did the budgeted expenditures for purchased services increase by almost \$20,000 between the budget submitted in November and the most recent budget? What additional services will you be purchasing with these funds? Are these anticipated to be federal grant expenditures?

### Public Information Requests:

1. Following up on the request for documentation that PCSC staff made in December 2014, please provide written documentation of the decreased lease amount. The initial budget for the lease is \$15,000 greater than the projected expenditure.
2. As discussed in December 2014 when Bingham was in the process of finalizing the agreement, please provide a signed and dated transportation agreement, including payment schedule, between the BCCLC and BA/ISA.
3. Also, as discussed in December 2014, please provide any documentation (such as a service agreement or MOU) defining Mr. Ball's responsibilities and compensation, if any – whether from state, federal, or other sources – and BA/ISA.

## Tamara Baysinger

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**From:** Kirsten Pochop  
**Sent:** Monday, March 9, 2015 12:14 PM  
**To:** Tamara Baysinger  
**Subject:** FW: your recent list of questions

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**From:** Kirsten Pochop  
**Sent:** Friday, February 13, 2015 2:48 PM  
**To:** 'Fred Ball'; Pat Kolbet  
**Cc:** 'qweststinks@hotmail.com'; 'robbinscjr@msn.com'  
**Subject:** RE: your recent list of questions

Dear Fred,

Thank you for your email. We understand that your accreditation readiness visit took place this week and that preparation for these visits can be time consuming. However, please understand that we are only asking questions that require a sentence or two each in response. We are not requesting any changes or updates to the most recent budget submitted. Furthermore, in some cases, the information we're seeking was originally requested in November and December of 2014.

These requests are important because in order for the quarterly budget updates (which were requested by the PCSC) to be useful, we need to ensure their accuracy and completeness. Our questions are intended to offer you an opportunity to facilitate our understanding of the information you've submitted. We would appreciate receiving your responses to these questions before mid-April. Would March 2, 2015, be a manageable deadline for you?

In addition, please note that my February 9, 2015, email and attachment included a public records request that must be responded to in compliance with Idaho Public Records Law, 9-339(1). We recognize that the law allows ten working days to respond to this request. We appreciate your cooperation in this matter.

Sincerely,

**Kirsten Pochop**  
Program Manager, Public Charter School Commission  
304 N. 8<sup>th</sup> St., Room 242  
Boise, ID 83702  
(208) 332-1585

**From:** Fred Ball [<mailto:fball@bcclc.com>]  
**Sent:** Thursday, February 12, 2015 10:48 AM  
**To:** Kirsten Pochop; [milkmanreed@gmail.com](mailto:milkmanreed@gmail.com); Chris Yorgason; Pat Kolbet  
**Subject:** your recent list of questions

Kirsten,

In response to your recent round of questions, we are in the midst of completing our first accreditation site visit and have a great many important things to do. By this I do not mean to imply that your questions are unimportant, but your arbitrary deadline is not reasonable. We will be happy to address your questions and submit the information you requested in our next report due in April. April is a reasonable expectation and certainly will not change anything of significance. The commissioners and everyone else understands perfectly that Bingham Academy has some financial challenges to overcome. BA's financial status will not look any different for the present, no matter how many questions one asks. The problems BA faces will not be resolved overnight, but they will be resolved. Please be patient.

Fred

## Tamara Baysinger

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**From:** Tamara Baysinger  
**Sent:** Tuesday, March 10, 2015 12:10 PM  
**To:** Holly and Lacey Lilya; robbinscjr@msn.com; dianedodds54@gmail.com; chevymetal70@yahoo.com; tiff\_n\_bri@msn.com  
**Cc:** Fred Ball; Doug Owen; Doug Owen (doug.owen@binghamacademy.com)  
**Subject:** PIR and Inquiry Follow-up  
**Attachments:** BA\_PubInfoReq\_Follow-up.pdf

Good afternoon, BA Board Members,

Please find attached a letter in follow-up to our office's February 9, 2015, inquiries and public information request. Note that Chairman Reed has requested your attendance at the regular PCSC meeting on April 9, 2015, to discuss this matter. We realize that traveling to Boise represents a significant expense in both time and money, so you are welcome to attend by phone if you prefer.

As always, please don't hesitate to contact our office if you have any questions.

Sincerely,

Tamara L. Baysinger  
Director, Public Charter School Commission  
304 N. 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702  
(208) 332-1583



## IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 North 8th Street, Room 242 • P.O. Box 83720 • Boise, ID 83720-037

208-332-1561 • Fax: 208-334-2632

e-mail: [charter@osbe.idaho.gov](mailto:charter@osbe.idaho.gov)

March 10, 2015

Bingham Academy Board of Directors  
1350 Parkway Drive #18  
Blackfoot, ID 83221

Dear Bingham Academy Board of Directors:

I am writing in follow-up to the public information request and other inquiries that our office recently sent to Bingham Academy. The original request was e-mailed on February 9, 2015, and was reiterated in a second e-mail on February 13, 2015. To date, we have not received your answers to our queries or a response to the public information request.

The Public Charter School Commission (PCSC) expects timely and complete responses to staff requests and queries. Bingham Academy's failure to comply with Public Records Law will be reflected in the school's 2015 annual performance report. Additionally, Chairman Reed has asked that this matter be added to the PCSC's April 9, 2015, regular meeting agenda for discussion; he respectfully requests that Bingham's board members attend the meeting either in person or by phone.

Chairman Reed has also asked that you provide responses to our staff's original request and inquiries (reproduced below) in advance of the meeting. Information submitted to our office by March 26, 2015, can be included in the meeting materials. As we have indicated previously, we are only looking for clarification to better understand the financial update BA provided; we are not asking you to provide a revised version of the budget and cash flow at this time.

### Cash Flow:

1. Why did the transportation revenue for July 2014 change from \$176,606 in the budget submitted in November to \$154,432 in the current budget? (See also #2 under Budget below. If the revenue was actually received in July, how can that have changed?)
2. Did the loan approval get extended? According to the loan documentation provided in December 2014, the loan offer should expire on February 26, 2015. It appears that you are currently projecting that the loan will be accessed in March.

### Budget:

1. Why is the federal grant budgeted at \$350,960 for the fiscal year when officials with the federal government indicate that there is \$298,316 remaining in the total award?

2. Why are the YTD revenue actuals for base support, transportation, and other state support lower in the current budget than they were in the budget submitted in November 2014? (Revenue actuals shouldn't decrease, except in rare cases of refunds because they are in the past.)
3. Why did the budgeted expenditures for purchased services increase by almost \$20,000 between the budget submitted in November and the most recent budget? What additional services will you be purchasing with these funds? Are these anticipated to be federal grant expenditures?

Public Information Requests:

1. Following up on the request for documentation that PCSC staff made in December 2014, please provide written documentation of the decreased lease amount. The initial budget for the lease is \$15,000 greater than the projected expenditure.
2. As discussed in December 2014 when Bingham Academy was in the process of finalizing the agreement, please provide a signed and dated transportation agreement, including payment schedule, between the BCCLC and BA/ISA.
3. Also, as discussed in December 2014, please provide any documentation (such as a service agreement or MOU) defining Mr. Ball's responsibilities and compensation, if any – whether from state, federal, or other sources – and BA/ISA.

Additionally, we are concerned about the apparent absence of an employment contract between Bingham Academy and Dr. Fred Ball. According to your meeting minutes, Bingham's board moved in November 2014 to acknowledge Dr. Fred Ball as the Director of Bingham Academy. Pursuant to I.C. §33-5206(4) and I.C. §33-513, school administrators must be on a written contract in a form approved by the state superintendent of public instruction. Statute does not make exceptions for administrators who are volunteering their services. Compliance with this requirement is critical for the protection of both the school and Dr. Ball, as well as the students and taxpayers with whose data and funds you have been entrusted.

Your timely cooperation in these matters is greatly appreciated.

Sincerely,



Tamara L. Baysinger  
Public Charter School Commission Director

TLB/llb

cc: Alan Reed, PCSC Chairman  
Doug Owen, BA Administrator  
Fred Ball, BA Director

## Tamara Baysinger

---

**From:** Tamara Baysinger  
**Sent:** Wednesday, March 18, 2015 4:06 PM  
**To:** Holly and Lacey Lilya; robbinscjr@msn.com; dianedodds54@gmail.com; chevymetal70@yahoo.com; tiff\_n\_bri@msn.com  
**Cc:** Fred Ball; doug.owen@binghamacademy.com; Doug Owen  
**Subject:** FW: PIR and Inquiry Follow-up  
**Attachments:** BA\_PubInfoReq\_Follow-up.pdf

Good afternoon, all,

I was sorry to receive word that it appears Bingham Academy will be ineligible for accreditation candidacy status until Fall 2015. As you know, this is a matter of potentially significant impact for your students and school. For this reason, it is likely to come up during the April 9, 2015, PCSC meeting, which Chairman Reed previously asked that you attend. My recommendation is that you be prepared to answer questions regarding your plans for addressing the indicators that the NWAC evaluators marked as in need of improvement, as well as other issues associated with the readiness review and its impact. You are welcome (but not required) to include a written response to this matter with any other materials you provide by the March 26, 2015, deadline provided in the letter attached to my March 10, 2015, email.

Regards,

Tamara Baysinger  
PCSC Director

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**From:** Tamara Baysinger  
**Sent:** Tuesday, March 10, 2015 12:10 PM  
**To:** Holly and Lacey Lilya; robbinscjr@msn.com; dianedodds54@gmail.com; chevymetal70@yahoo.com; tiff\_n\_bri@msn.com  
**Cc:** Fred Ball; Doug Owen; Doug Owen (doug.owen@binghamacademy.com)  
**Subject:** PIR and Inquiry Follow-up

Good afternoon, BA Board Members,

Please find attached a letter in follow-up to our office's February 9, 2015, inquiries and public information request. Note that Chairman Reed has requested your attendance at the regular PCSC meeting on April 9, 2015, to discuss this matter. We realize that traveling to Boise represents a significant expense in both time and money, so you are welcome to attend by phone if you prefer.

As always, please don't hesitate to contact our office if you have any questions.

Sincerely,

Tamara L. Baysinger  
Director, Public Charter School Commission  
304 N. 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702



## Kirsten Pochop

---

**From:** Fred Ball <fball@bcclc.com>  
**Sent:** Friday, March 20, 2015 11:40 AM  
**To:** Tamara Baysinger; Kirsten Pochop; Adam Patrick; Diane Dodds; Holly Lilya; Jeff Robbins  
**Subject:** requested Bingham Academy materials  
**Attachments:** Response letter.pdf; BA loan.pdf; Ball Admin contract.pdf; bus agreement.pdf

Kirsten and Tamara,

Attached are copies of Bingham Academy's responses to your questions. With respect to your concern regarding accreditation, we are somewhat disappointed that we could not get it completed by the end of this year; however, unlike Odyssey, we did not stipulate a restrictive date in our performance certificated.

In talking with Dale Kleinart, he has chosen to waiting till fall in large part to include the 2014-2015 audit report and verify our financial viability. His comments to us have been of a positive nature and couched in "when" phrases not "if". You may have noted that his report grants us a two year window to complete the process; however, we plan to have everything completed as early as possible this fall.

Nonetheless, this will likely have a negative impact our ability to recruit new students, so we are taking a conservative approach to estimating our budget for next year. So far we have 56 returned Letters of Intent from our current students. We have 8 siblings listed on these, and 11 additional students signed up for the lottery. ISTCS has informed us of about 10 additional eighth graders interested in coming to BA, but we will budget for a lower number, to be safe.

You should also know that I plan to spend a great deal of my time at BA next year. BCCLC not only has another full time administrator, but also has 3 additional employees with administrative credentials. They are entirely capable of operating with minimal assistance from me.

If there is anything else you would like, please let us know.

Thanks,

Fred

## Kirsten Pochop

---

**From:** Kirsten Pochop  
**Sent:** Friday, March 20, 2015 4:04 PM  
**To:** 'Fred Ball'  
**Subject:** RE: requested Bingham Academy materials

Dear Fred,

Thank you for these materials. We have not heard from Sean Williams. Could you please send me his email address?

Sincerely,

Kirsten

**From:** Fred Ball [mailto:fball@bcclc.com]  
**Sent:** Friday, March 20, 2015 11:40 AM  
**To:** Tamara Baysinger; Kirsten Pochop; Adam Patrick; Diane Dodds; Holly Lilya; Jeff Robbins  
**Subject:** requested Bingham Academy materials

Kirsten and Tamara,

Attached are copies of Bingham Academy's responses to your questions. With respect to your concern regarding accreditation, we are somewhat disappointed that we could not get it completed by the end of this year; however, unlike Odyssey, we did not stipulate a restrictive date in our performance certificated.

In talking with Dale Kleinart, he has chosen to waiting till fall in large part to include the 2014-2015 audit report and verify our financial viability. His comments to us have been of a positive nature and couched in "when" phrases not "if". You may have noted that his report grants us a two year window to complete the process; however, we plan to have everything completed as early as possible this fall.

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You should also know that I plan to spend a great deal of my time at BA next year. BCCLC not only has another full time administrator, but also has 3 additional employees with administrative credentials. They are entirely capable of operating with minimal assistance from me.

If there is anything else you would like, please let us know.

Thanks,

Fred

Bingham Academy #485  
1350 Parkway, Suite 18  
Blackfoot, ID 83221  
208-557-4003



March 17, 2015

Dear Commissioners and Staff:

We appreciate the consideration you have given us in your request for information. Our response is outlined below in parallel to the questions you asked.

**Cash Flow:**

1. The July dollar amount of \$176,606 was an estimate of our transportation reimbursement before school began; the recent dollar amount has been modified using cost projections based on year-to-date expenditures; hence the reduction to \$154,432. As you know, access to the specific categorical allocations for state foundations funds are not available to schools until the February Foundation Program Calculations are published on the State Secure Financial Site. Prior to this we are estimating specific categorical allocations, even though we know the total dollar amount from the state.
2. Attached is a copy of the signed documents for the \$154,000 loan. In order to alleviate the concerns you had previously expressed, we moved forward and closed the loan. You should also know that we will cover the first of the 3 loan payments from savings realized by not filling Mr. Owen's position. We will modify next year's contracts for Mr. Ball and Mr. Fisk as they pick up the slack.

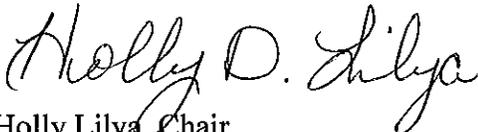
**Budget:**

1. When the report was sent to the PCSC in October (10-1-2014), the amount of CSP money available at that time was \$350,960.00. When the PSCS requested information from DOE in late November or early December of 2014, the amount reported available to Bingham Academy was \$298,316.  
Several purchases were made between October 1, 2014 and December 1, 2014. They included student tablets (100), student printers (2), printer cartridges (a year's supply), monitors (30) for the computer lab, Google Play for education and LanSchool software, and some additional classroom furniture. These purchases reduced the funds available to Bingham Academy from \$350,960 on October 1, 2014 to \$298,316 on December 1, 2014.
2. There was a \$521.76 error (over) in our November YTD revenues for base support, transportation, and other state support. This was corrected in the February report.

Public Information Request:

1. In our original budget we had not accounted for the fact that we used Albertson Grant funds to cover most of the first 2 months of the lease. Hence, the general budget outlay was reduced in the February template. As an added protection, we discussed the possibility of modifying our lease with Mr. Sean Williams of the Woodbury Corporation. He assured us that they are willing to accept a reduced lease payment in the event that BA experiences a budget shortfall. We have asked him to send an email directly to you verifying this.
2. Attached is a copy of the signed Transportation Agreement between BA and BCCLC. The payment schedule is included under the "Sharing of costs" section.
3. Attached is a copy of the Administrator Contract for Mr. Ball. In accordance with I.C. 33-5206(4) and I.C. 33-513, this is the official, state-approved Administrator Contract form.

Sincerely,



Holly Lilya, Chair  
Bingham Academy Board of Directors

cc: Chris Yorgason  
Senator Steve Bair

## **North Star Charter School: Summary of Late Reporting**

Annual Financial Updates were due to the PCSC office from all PCSC portfolio schools on February 17, 2015. In December 2014, schools were provided with the required template and detailed instructions for its completion. In January 2015, a reminder was sent to all schools.

Between late January and late March 2015, PCSC staff communicated with NSCS about the report on multiple occasions, both by phone and email.

- NSCS received reminders on the following dates before the deadline:  
12/18/2014 and 1/20/15
- NSCS received reminders on the following dates after the deadline:  
2/19/2015, 3/9/2015, 3/24/2015, and 3/27/2015
- NSCS representatives spoke to PCSC staff on the following dates:  
2/19/2015 and 3/9/2015

The report was submitted on March 27, 2015, nearly six weeks after it was due.

## Tamara Baysinger

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**From:** Lorraine Byerly  
**Sent:** Thursday, December 18, 2014 12:05 PM  
**To:** Lorraine Byerly  
**Cc:** Kirsten Pochop  
**Subject:** Reminder: Annual Financial Report due 2/15  
**Attachments:** PCSC Financial Template- Budget and Cash Flow- May 2014.xlsx; INSTRUCTIONS- PCSC Financial Template- Budget and Cash Flow.pdf

Good morning,

This is just a reminder that your school's annual financial report is due on February 15, 2015.

Your school's annual financial report needs to be submitted to us on the PCSC Budget & Cash Flow Template, a copy of which is attached to this reminder for your convenience. I have also attached "Instructions—PCSC Financial Template – Budget and Cash Flow" that you will need to utilize in completing the attached PCSC Budget & Cash Flow Template. **It is critical that the instructions are thoroughly read before beginning work on the template.**

Thank you for your continued cooperation in meeting these deadlines.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Tamara Baysinger

---

**From:** Lorraine Byerly  
**Sent:** Tuesday, January 20, 2015 11:46 AM  
**To:** Lorraine Byerly  
**Subject:** 2nd Reminder: Annual Financial Report due 2/15

Good morning,

This is a second reminder that your school's annual financial report is due on February 15, 2015.

Your school's annual financial report needs to be submitted to us on the PCSC Budget & Cash Flow Template, a copy of which was sent to you in our December 18<sup>th</sup> reminder along with "Instructions—PCSC Financial Template – Budget and Cash Flow" that you need to utilize in completing the PCSC Budget & Cash Flow Template. As mentioned in our December 18<sup>th</sup> reminder, **it is critical that the instructions are thoroughly read before beginning work on the template.** If you need another copy of either the template or the instructions, please let me know.

Thank you for your continued cooperation in meeting these deadlines.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Kirsten Pochop

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**From:** Ellen Bates <ebates@northstarcharter.org>  
**Sent:** Thursday, February 19, 2015 11:50 AM  
**To:** Lorraine Byerly  
**Cc:** Kirsten Pochop  
**Subject:** FW: 2nd Reminder: Annual Financial Report due 2/15

Hi Lorrie,

Here is my information:

Ellen Bates  
North Star Charter School  
Clerk of the Board/Accountant  
839 N Linder Rd  
Eagle, ID 83616  
208-366-8329  
[ebates@northstarcharter.org](mailto:ebates@northstarcharter.org)

If you could please send me any emails with regard to financial and budget information, I would appreciate it.

Thanks,  
Ellen

**From:** Chris and Sally [mailto:[bugleme3@cablone.net](mailto:bugleme3@cablone.net)]  
**Sent:** Wednesday, January 21, 2015 11:33 AM  
**To:** Bates, Ellen; George Coburn  
**Subject:** Fwd: 2nd Reminder: Annual Financial Report due 2/15

----- Forwarded message -----

**From:** Lorraine Byerly <[Lorraine.Byerly@osbe.idaho.gov](mailto:Lorraine.Byerly@osbe.idaho.gov)>  
**Date:** Tue, Jan 20, 2015 at 11:45 AM  
**Subject:** 2nd Reminder: Annual Financial Report due 2/15  
**To:** Lorraine Byerly <[Lorraine.Byerly@osbe.idaho.gov](mailto:Lorraine.Byerly@osbe.idaho.gov)>

Good morning,

This is a second reminder that your school's annual financial report is due on February 15, 2015.

Your school's annual financial report needs to be submitted to us on the PCSC Budget & Cash Flow Template, a copy of which was sent to you in our December 18<sup>th</sup> reminder along with "Instructions—PCSC Financial Template – Budget and Cash Flow" that you need to utilize in completing the PCSC Budget & Cash Flow Template. As mentioned in our December 18<sup>th</sup> reminder, **it is critical that the instructions are thoroughly read before beginning work on the template.** If you need another copy of either the template or the instructions, please let me know.

Thank you for your continued cooperation in meeting these deadlines.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
[\(208\) 332-1561](tel:(208)332-1561)  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Kirsten Pochop

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**From:** Lorraine Byerly  
**Sent:** Thursday, February 19, 2015 12:23 PM  
**To:** ebates@northstarcharter.org  
**Cc:** Kirsten Pochop; Tamara Baysinger  
**Subject:** FW: Reminder: Annual Financial Report due 2/15  
**Attachments:** PCSC Financial Template- Budget and Cash Flow- May 2014.xlsx; INSTRUCTIONS- PCSC Financial Template- Budget and Cash Flow.pdf

Ellen,

I am sorry to hear that you have been out for medical problems for a couple of months. I hope you are restored to health.

I am forwarding the email we sent in December since it contains language regarding the instructions. The Instructions and the template should also forward as well. If the attachments do not forward, please let me or Kirsten know.

I will add your name to North Star's contacts.

Sincerely,

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

---

**From:** Lorraine Byerly  
**Sent:** Thursday, December 18, 2014 12:02 PM  
**To:** Lorraine Byerly  
**Cc:** Tamara Baysinger  
**Subject:** Reminder: Annual Financial Report due 2/15

Good morning,

This is just a reminder that your school's annual financial report is due on February 15, 2015.

Your school's annual financial report needs to be submitted to us on the PCSC Budget & Cash Flow Template, a copy of which is attached to this reminder for your convenience. I have also attached "Instructions—PCSC Financial Template – Budget and Cash Flow" that you will need to utilize in completing the attached PCSC Budget & Cash Flow Template. **It is critical that the instructions are thoroughly read before beginning work on the template.**

Thank you for your continued cooperation in meeting these deadlines.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission

(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Tamara Baysinger

---

**From:** Lorraine Byerly  
**Sent:** Monday, March 9, 2015 9:29 AM  
**To:** Lorraine Byerly  
**Cc:** Kirsten Pochop  
**Subject:** Past Due Annual Financial Report

Good morning,

You are receiving this correspondence because we did not receive your school's annual financial report that was due on February 15, 2015. Your school's annual financial report was to be submitted to us on the PCSC Budget & Cash Flow Template, copies of which were sent to you in our December 18<sup>th</sup> and January 20<sup>th</sup> reminders of the February 15<sup>th</sup> deadline.

Would you, therefore, upon receipt of this email, either please forward the completed annual financial report to us or get in touch with us regarding the status of your school's financial report. You are welcome to contact me at my email or phone number listed below or you can contact Kirsten Pochop at (208) 332-1585 or [kirsten.Pochop@osbe.idaho.gov](mailto:kirsten.Pochop@osbe.idaho.gov). If you already sent your school's annual financial report to us, and we are sending this to you in error, please let us know.

As always, your cooperation is very much appreciated.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Tamara Baysinger

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**From:** Lorraine Byerly  
**Sent:** Monday, March 9, 2015 9:53 AM  
**To:** 'gcoburn@northstarcharter.org'  
**Subject:** FW: Reminder: Annual Financial Report due 2/15  
**Attachments:** PCSC Financial Template- Budget and Cash Flow- May 2014.xlsx; INSTRUCTIONS- PCSC Financial Template- Budget and Cash Flow.pdf

Mr. Coburn,

Attached are the template and instructions that I forwarded to North Star Charter School on December 18<sup>th</sup> and January 20<sup>th</sup>. I also sent a copy of the template and instructions to Ellen Bates on February 19<sup>th</sup>.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

---

**From:** Lorraine Byerly  
**Sent:** Thursday, December 18, 2014 12:02 PM  
**To:** Lorraine Byerly  
**Cc:** Tamara Baysinger  
**Subject:** Reminder: Annual Financial Report due 2/15

Good morning,

This is just a reminder that your school's annual financial report is due on February 15, 2015.

Your school's annual financial report needs to be submitted to us on the PCSC Budget & Cash Flow Template, a copy of which is attached to this reminder for your convenience. I have also attached "Instructions—PCSC Financial Template – Budget and Cash Flow" that you will need to utilize in completing the attached PCSC Budget & Cash Flow Template. **It is critical that the instructions are thoroughly read before beginning work on the template.**

Thank you for your continued cooperation in meeting these deadlines.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Kirsten Pochop

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**From:** Tamara Baysinger  
**Sent:** Tuesday, March 24, 2015 9:48 AM  
**To:** dan.hullinger@yahoo.com; roy.ledesma@gmail.com; millerjc@cableone.net; sherawn.reberry@idla.k12.id.us; wjrussell@nnu.edu; bugleme3@cableone.net; Dukelow, Bruce  
**Cc:** gcoburn@northstarcharter.org; Kirsten Pochop  
**Subject:** Financial Report Overdue - Immediate Response Requested

Dear NSCS Board of Directors:

I am writing because our office still has not received your annual financial update, which was due February 17, 2015, using the PCSC's budget and cash flow template. We have sent multiple reminders, provided detailed, written instructions, and made repeated offers of assistance both before and after the February 17 due date.

We realize that the report is time consuming and that the format is new to you, as a recent transfer from your district authorizer. We are working on a more efficient reporting format for future use. However, this is the format PCSC has asked schools to use for the time being, as it provides information that is not available through the other types of budget reports that you submit to the SDE.

The PCSC expects all schools in its portfolio to provide timely and complete responses to authorizer requests and queries. Please provide the completed budget and cash flow template no later than 5:00 p.m. on Thursday, March 26, 2015. If we have not received the document by that time, your attendance at the PCSC's April 9, 2015, will be requested in order to address this matter.

If you have questions regarding how to complete the report, please don't hesitate to contact Kirsten at 332-1585.

Sincerely,

**Tamara L. Baysinger**  
Director, Public Charter School Commission  
304 N. 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702  
(208) 332-1583

## Kirsten Pochop

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**From:** Tamara Baysinger  
**Sent:** Friday, March 27, 2015 8:03 AM  
**To:** George Coburn  
**Cc:** dan.hullinger@yahoo.com; roy.ledesma@gmail.com; millerjc@cableone.net; sherawn.reberry@idla.k12.id.us; wjrussell@nnu.edu; bugleme3@cableone.net; Dukelow, Bruce; ebates@northstarcharter.org  
**Subject:** RE: Financial Report Overdue - Immediate Response Requested

Good morning, all,

I'm afraid the document submitted yesterday evening does not meet the requirement for the financial update that was due February 17. The template format is more extensive (note especially the availability of tabs within the template for different funds). Additionally, one of the primary purposes of the February update is to enable us to evaluate a school's status mid-year. Unfortunately, your cash flow from last fall is not helpful in fulfilling this purpose.

I understand that George has been out of town. Is it your intention to submit the completed template by this evening? If so, please take care that it is completed accurately and thoroughly. Be advised that it is common for us to follow up with a few questions, particularly as new (or new-to-us) schools become familiar with the template. Remember to read the instruction sheet thoroughly, as it will help you avoid some common errors and resultant frustration.

Finally, we would appreciate the NSCS board's attendance (either in person or by phone) at the April 9, 2015, PCSC meeting to address the matter of late reporting before it becomes a significant issue. It is our hope that we can move forward in a mutually respectful and beneficial relationship.

Kind regards,

**Tamara L. Baysinger**  
Director, Public Charter School Commission  
304 N. 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702  
(208) 332-1583

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**From:** George Coburn <gcoburn@northstarcharter.org>  
**Sent:** Thursday, March 26, 2015 5:00 PM  
**To:** Tamara Baysinger  
**Cc:** Jim Miller; ebates@northstarcharter.org  
**Subject:** RE: Financial Report Overdue - Immediate Response Requested

Please find enclosed the budget template in the same form we submitted with the 2015 budget information. The cash flow for 2015 was submitted as part of the charter transfer

---

**From:** Tamara Baysinger [mailto:[Tamara.Baysinger@osbe.idaho.gov](mailto:Tamara.Baysinger@osbe.idaho.gov)]  
**Sent:** Tuesday, March 24, 2015 9:48 AM

**To:** [dan.hullinger@yahoo.com](mailto:dan.hullinger@yahoo.com); [roy.ledesma@gmail.com](mailto:roy.ledesma@gmail.com); [millerjc@cableone.net](mailto:millerjc@cableone.net); [sherawn.reberry@idla.k12.id.us](mailto:sherawn.reberry@idla.k12.id.us); [wjrussell@nnu.edu](mailto:wjrussell@nnu.edu); [bugleme3@cableone.net](mailto:bugleme3@cableone.net); Dukelow, Bruce  
**Cc:** [gcoburn@northstarcharter.org](mailto:gcoburn@northstarcharter.org); Kirsten Pochop  
**Subject:** Financial Report Overdue - Immediate Response Requested

Dear NSCS Board of Directors:

I am writing because our office still has not received your annual financial update, which was due February 17, 2015, using the PCSC's budget and cash flow template. We have sent multiple reminders, provided detailed, written instructions, and made repeated offers of assistance both before and after the February 17 due date.

We realize that the report is time consuming and that the format is new to you, as a recent transfer from your district authorizer. We are working on a more efficient reporting format for future use. However, this is the format PCSC has asked schools to use for the time being, as it provides information that is not available through the other types of budget reports that you submit to the SDE.

The PCSC expects all schools in its portfolio to provide timely and complete responses to authorizer requests and queries. Please provide the completed budget and cash flow template no later than 5:00 p.m. on Thursday, March 26, 2015. If we have not received the document by that time, your attendance at the PCSC's April 9, 2015, will be requested in order to address this matter.

If you have questions regarding how to complete the report, please don't hesitate to contact Kirsten at 332-1585.

Sincerely,

**Tamara L. Baysinger**  
Director, Public Charter School Commission  
304 N. 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702  
(208) 332-1583

## Tamara Baysinger

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**From:** George Coburn <gcoburn@northstarcharter.org>  
**Sent:** Friday, March 27, 2015 4:01 PM  
**To:** Tamara Baysinger  
**Cc:** Jim Miller  
**Subject:** RE: Financial Report Overdue - Immediate Response Requested  
**Attachments:** 3-26-15 PCSC Financial Template- Budget and Cash Flow- EB. gc.xlsx

Tamara, please find enclosed the budget and cash flow workbook. The tabs we have used are the same as we used last fall. The active tabs are as follows”

- Summary
- General 100
- 24X (State Sp)
- 245
- 310 Bond
- Cash Flow Summary
- Cash Flow Details

Please let me know if there is anything missing.

I want to apologize for any inconvenience this delay may have caused, we have been working short handed for the past couple of months, as Ellen Bates has been out on extended sick leave. That said, we should have been more timely. We want to make sure we are both on the same page and are making life at the Charter Commission less difficult.

Please call me and we can discuss any items you have questions on.

Thanks again for your understanding.

George Coburn

PS: The only dates we could not change due to workbook protection was the beginning balance dates, all of which are July 1, 2014.

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**From:** Tamara Baysinger [mailto:[Tamara.Baysinger@osbe.idaho.gov](mailto:Tamara.Baysinger@osbe.idaho.gov)]  
**Sent:** Friday, March 27, 2015 8:03 AM  
**To:** George Coburn  
**Cc:** [dan.hullinger@yahoo.com](mailto:dan.hullinger@yahoo.com); [roy.ledesma@gmail.com](mailto:roy.ledesma@gmail.com); [millerjc@cableone.net](mailto:millerjc@cableone.net); [sherawn.reberry@idla.k12.id.us](mailto:sherawn.reberry@idla.k12.id.us); [wjrussell@nnu.edu](mailto:wjrussell@nnu.edu); [bugleme3@cableone.net](mailto:bugleme3@cableone.net); Dukelow, Bruce; [ebates@northstarcharter.org](mailto:ebates@northstarcharter.org)  
**Subject:** RE: Financial Report Overdue - Immediate Response Requested

Good morning, all,

I'm afraid the document submitted yesterday evening does not meet the requirement for the financial update that was due February 17. The template format is more extensive (note especially the availability of tabs within the template for different funds). Additionally, one of the primary purposes of the February update is to enable us to evaluate a school's status mid-year. Unfortunately, your cash flow from last fall is not helpful in fulfilling this purpose.

I understand that George has been out of town. Is it your intention to submit the completed template by this evening? If so, please take care that it is completed accurately and thoroughly. Be advised that it is common for us to follow up with a few questions, particularly as new (or new-to-us) schools become familiar with the template. Remember to read the instruction sheet thoroughly, as it will help you avoid some common errors and resultant frustration.

Finally, we would appreciate the NSCS board's attendance (either in person or by phone) at the April 9, 2015, PCSC meeting to address the matter of late reporting before it becomes a significant issue. It is our hope that we can move forward in a mutually respectful and beneficial relationship.

Kind regards,

**Tamara L. Baysinger**  
Director, Public Charter School Commission  
304 N. 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702  
(208) 332-1583

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**From:** George Coburn <[gcoburn@northstarcharter.org](mailto:gcoburn@northstarcharter.org)>  
**Sent:** Thursday, March 26, 2015 5:00 PM  
**To:** Tamara Baysinger  
**Cc:** Jim Miller; [ebates@northstarcharter.org](mailto:ebates@northstarcharter.org)  
**Subject:** RE: Financial Report Overdue - Immediate Response Requested

Please find enclosed the budget template in the same form we submitted with the 2015 budget information. The cash flow for 2015 was submitted as part of the charter transfer

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**From:** Tamara Baysinger [mailto:[Tamara.Baysinger@osbe.idaho.gov](mailto:Tamara.Baysinger@osbe.idaho.gov)]  
**Sent:** Tuesday, March 24, 2015 9:48 AM  
**To:** [dan.hullinger@yahoo.com](mailto:dan.hullinger@yahoo.com); [roy.ledesma@gmail.com](mailto:roy.ledesma@gmail.com); [millerjc@cableone.net](mailto:millerjc@cableone.net); [sherawn.reberry@idla.k12.id.us](mailto:sherawn.reberry@idla.k12.id.us); [wjrussell@nnu.edu](mailto:wjrussell@nnu.edu); [bugleme3@cableone.net](mailto:bugleme3@cableone.net); Dukelow, Bruce  
**Cc:** [gcoburn@northstarcharter.org](mailto:gcoburn@northstarcharter.org); Kirsten Pochop  
**Subject:** Financial Report Overdue - Immediate Response Requested

Dear NSCS Board of Directors:

I am writing because our office still has not received your annual financial update, which was due February 17, 2015, using the PCSC's budget and cash flow template. We have sent multiple reminders, provided detailed, written instructions, and made repeated offers of assistance both before and after the February 17 due date.

We realize that the report is time consuming and that the format is new to you, as a recent transfer from your district authorizer. We are working on a more efficient reporting format for future use. However, this is the format PCSC has asked schools to use for the time being, as it provides information that is not available through the other types of budget reports that you submit to the SDE.

The PCSC expects all schools in its portfolio to provide timely and complete responses to authorizer requests and queries. Please provide the completed budget and cash flow template no later than 5:00 p.m. on Thursday, March 26, 2015. If we have not received the document by that time, your attendance at the PCSC's April 9, 2015, will be requested in order to address this matter.

If you have questions regarding how to complete the report, please don't hesitate to contact Kirsten at 332-1585.

Sincerely,

**Tamara L. Baysinger**  
Director, Public Charter School Commission  
304 N. 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702  
(208) 332-1583

## **The Academy: Summary of Late Reporting**

Annual Financial Updates were due to the PCSC office from all PCSC portfolio schools on February 17, 2015. In December 2014, schools were provided with the required template and detailed instructions for its completion. In January 2015, a reminder was sent to all schools.

Between late January and late March 2015, PCSC staff communicated with NSCS about the report on multiple occasions, both by phone and email.

- The Academy received reminders on the following dates before the deadline:  
12/18/2014 and 1/20/2015
- The Academy received reminders on the following dates after the deadline:  
2/20/2015, 3/9/2015, 3/24/2015
- The Academy representatives spoke to PCSC staff on the following dates:  
Week of 3/9/2015 and 3/17/2015

As of March 31, 2015, the report has not been submitted and is over six weeks late.

## Tamara Baysinger

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**From:** Lorraine Byerly  
**Sent:** Thursday, December 18, 2014 12:13 PM  
**To:** Lorraine Byerly  
**Subject:** Reminder: Annual Financial Report due 2/15  
**Attachments:** INSTRUCTIONS- PCSC Financial Template- Budget and Cash Flow.pdf; PCSC Financial Template- Budget and Cash Flow- May 2014.xlsx

**Categories:** LB Moved

Good morning,

This is just a reminder that your school's annual financial report is due on February 15, 2015.

Your school's annual financial report needs to be submitted to us on the PCSC Budget & Cash Flow Template, a copy of which is attached to this reminder for your convenience. I have also attached "Instructions—PCSC Financial Template – Budget and Cash Flow" that you will need to utilize in completing the attached PCSC Budget & Cash Flow Template. **It is critical that the instructions are thoroughly read before beginning work on the template.**

Thank you for your continued cooperation in meeting these deadlines.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Tamara Baysinger

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**From:** Lorraine Byerly  
**Sent:** Tuesday, January 20, 2015 11:48 AM  
**To:** Lorraine Byerly  
**Subject:** 2nd Reminder: Annual Financial Report due 2/15

**Categories:** LB Moved

Good morning,

This is a second reminder that your school's annual financial report is due on February 15, 2015.

Your school's annual financial report needs to be submitted to us on the PCSC Budget & Cash Flow Template, a copy of which was sent to you in our December 18<sup>th</sup> reminder along with "Instructions—PCSC Financial Template – Budget and Cash Flow" that you need to utilize in completing the PCSC Budget & Cash Flow Template. As mentioned in our December 18<sup>th</sup> reminder, **it is critical that the instructions are thoroughly read before beginning work on the template.** If you need another copy of either the template or the instructions, please let me know.

Thank you for your continued cooperation in meeting these deadlines.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Tamara Baysinger

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**From:** Lorraine Byerly  
**Sent:** Friday, February 20, 2015 10:07 AM  
**To:** Lorraine Byerly  
**Cc:** Kirsten Pochop; Tamara Baysinger  
**Subject:** Past Due Annual Financial Report

Good morning,

You are receiving this correspondence because we did not receive your school's annual financial report that was due on February 15, 2015. Your school's annual financial report was to be submitted to us on the PCSC Budget & Cash Flow Template, copies of which were sent to you in our December 18<sup>th</sup> and January 20<sup>th</sup> reminders of the upcoming deadline.

Would you, therefore, upon receipt of this email, either please forward the completed annual financial report to us or get in touch with us regarding the status of your school's financial report. You are welcome to contact me at my email or phone number listed below or you can contact Kirsten Pochop at (208) 332-1585 or [kirsten.Pochop@osbe.idaho.gov](mailto:kirsten.Pochop@osbe.idaho.gov). If you already sent your school's annual financial report to us, and we are sending this to you in error, please let us know.

As always, your cooperation is very much appreciated.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Tamara Baysinger

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**From:** Lorraine Byerly  
**Sent:** Monday, March 9, 2015 9:18 AM  
**To:** 'connie.griffin@academycharter.net'; 'joel.lovstedt@academycharter.net';  
'mark.stenberg@academycharter.net'; 'michael.parker@academycharter.net'  
**Cc:** Kirsten Pochop  
**Subject:** SECOND NOTICE: Past Due Financial Report

Good morning,

As we notified you in our email to you of February 20, 2015, we have not received your school's annual financial report that was due on February 15, 2015. Your school's annual financial report was to be submitted to us on the PCSC Budget & Cash Flow Template, copies of which were sent to you in our December 18<sup>th</sup> and January 20<sup>th</sup> reminders of the February 15<sup>th</sup> deadline.

Would you, therefore, upon receipt of this email, either please forward the completed annual financial report to us or get in touch with us regarding the status of your school's financial report. You are welcome to contact me at my email or phone number listed below or you can contact Kirsten Pochop at (208) 332-1585 or [kirsten.Pochop@osbe.idaho.gov](mailto:kirsten.Pochop@osbe.idaho.gov).

Thank you.

Lorrie Byerly  
Administrative Assistant  
Public Charter School Commission  
(208) 332-1561  
[lorraine.byerly@osbe.idaho.gov](mailto:lorraine.byerly@osbe.idaho.gov)

## Kirsten Pochop

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**From:** Tamara Baysinger  
**Sent:** Tuesday, March 24, 2015 9:55 AM  
**To:** Joel Lovstedt; mark.stenberg@academycharter.net; annie.dixon@academycharter.net  
**Cc:** Kirsten Pochop  
**Subject:** Annual Financial Report - Immediate Action Requested

Good morning, Joel,

Thanks for your call last week. I wanted to follow up on that annual financial update, which due February 27, 2015. I appreciate the issues you face in getting this report to us, but I'm afraid I have to add to the pressure. Chairman Reed has asked that any schools who don't get their reports to us by COB on Thursday (March 26) be added to the April 9 PCSC meeting agenda to address the matter.

As we discussed, I empathize with the time-consuming nature of the report and look forward to having a more efficient format developed for future use. However, this is the format PCSC has asked schools to use for the time being, as it provides information that is not available through other types of budget reports that you submit to the SDE. Please don't hesitate to let me or Kirsten know if there's any way we can help with its completion. Thanks for your work on this!

Sincerely,

Tamara

**Tamara L. Baysinger**  
Director, Public Charter School Commission  
304 N. 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702  
(208) 332-1583

**April 9, 2015**

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**SUBJECT**

2013-14 PCSC Annual Report

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

The PCSC's final 2013-14 annual report is ready for publication. This report provides general information about the PCSC and its portfolio, as well as school performance outcomes and contextual data.

**DISCUSSION**

PCSC staff will present the 2013-14 annual report, including aggregated results from PCSC schools' individual performance reports and additional data. Individual, annual performance reports for all PCSC portfolio schools are available on the PCSC's website.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

**SUBJECT**

Commission Discussion: Draft PCSC Policies (Second Reading)

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5213(2)

**BACKGROUND**

In December 2014, the Public Charter School Commission (PCSC) placed a high priority on the amendment and development of PCSC policies related to its role as an authorizer, particularly in light of the 2013 charter legislation.

**DISCUSSION**

The draft PCSC policy amendments and new sections included with these materials address a range of authorizing responsibilities, including those associated with the 2013 charter legislation. In response to PCSC discussion at the February 12, 2015 meeting, one addition has been made to Section II.C.12. The change is underscored and highlighted in yellow.

**IMPACT**

The policy amendments and new sections are provided for a second reading, in order to allow additional opportunity for public comment and PCSC discussion.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff invites PCSC direction regarding further development of the policy amendments and new sections prior to their adoption at a future meeting.

**COMMISSION ACTION**

Discussion item only. Any action would be at the discretion of the PCSC.

## **PUBLIC CHARTER SCHOOL COMMISSION POLICIES AND PROCEDURES**

### **Section I: General**

- A. Submission of Meeting Materials

### **Section II: Charter School Petitions (New and Transfer)**

- A. Petition Consideration Timeline
- B. Standards for Petition Approval
- C. Petition Evaluation Process

### **Section III: Charter and Performance Certificate Amendments**

- A. Amendment Consideration Timeline
- B. Amendment Process
- C. Standards for Amendment Approval

### **Section IV: Charter School Oversight**

- A. Performance Certificates
- B. Annual Reports
- C. Required Reports
- D. Courtesy Memoranda
- E. Notifications of Violation
- F. Letters of Fiscal Concern

### **Section V: Renewal**

- A. Standards for Renewal Decision-Making
- B. Renewal / Non-Renewal Process

## Section I: General

### A. Submission of Meeting Materials (Adopted June 17, 2014)

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than 5:00 p.m. MT thirty (30) calendar days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. ~~**Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.~~
3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours 8:00 a.m. MT three (3) business days prior to the meeting time date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Microsoft Word, Excel, or Adobe PDF. Completed budget templates must be submitted in Excel. Materials submitted in ~~hard copy~~ or as more than ~~ten (10)~~ five (5) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. ~~**Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.~~

## Section II: New and Transfer Charter School Petitions (Adopted June 17, 2014)

### A. Petition Consideration Timeline

1. The PCSC shall consider new and transfer charter school petitions on a timeline in compliance with I.C. § 33-5205.
2. New and transfer charter petitions shall be considered only at regularly scheduled PCSC meetings.
3. The PCSC shall hold an initial hearing to consider the merits of the petition within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.
4. Pursuant to I.C. § 33-5205(2), the initial hearing on a petition may be delayed for a specified period of time by mutual, written agreement of both parties. The initial hearing for any petition may be delayed only once.

### B. Standards for Petition Approval

1. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
2. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.1 of this policy.
3. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
4. The PCSC may approve a new or transfer charter petition contingent upon specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

### C. Petition Evaluation Process

1. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) ~~files~~ PDF documents, one comprising the body of the petition and the other the combined appendices. ~~The body of the petition must be submitted in Microsoft Word format.~~
2. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.
3. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section I.A.1 of this policy.

4. Revised petitions shall show in legislative format all changes from the most recent version reviewed by the PCSC office in legislative format (see The Idaho Rule Writer's Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "track changes" or "show markup" feature in Microsoft Word shall not be considered an acceptable substitute for legislative format.
5. Revised petitions shall clearly show the submission date of the most recent revision on the title page.
6. Petition revisions shall be submitted in accordance with Section II.C.1 of this policy. The entire petition, including appendices, must be submitted with each revision.
7. Petition revisions that are not submitted ~~out of~~ in compliance with this section shall be returned to the petitioners without further review.
8. ~~Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.~~
9. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
10. The most recent, complete petition revision in the possession of PCSC staff by ~~close of business (5:00 p.m. Mountain Time)~~ on the meeting materials submission deadline will be the version provided to the PCSC.
11. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
12. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases and only by advance permission of PCSC staff, unless an exception is made in accordance with Section I.A.5. Public comment on the petition is excluded from this provision.
13. If, at the initial hearing, a decision regarding a petition is delayed pursuant to I.C. § 33-5205(2), one (1) revision will be accepted by the PCSC staff office prior to the second PCSC hearing within thirty (30) days. ~~If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.~~

### **Section III: Charter and Performance Certificate Amendments (Adopted February 13, 2014)**

#### **A. Proposed Charter or Performance Certificate Amendment Consideration Timeline**

1. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
2. Proposed amendments, other than those deemed appropriate for administrative approval per item (3.) of this section, must be submitted according to the meeting materials deadlines outlined in Section I.A.1.
3. Except as provided in Subsection 4 below, proposed charter amendments will be considered at regular meetings only.
4. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
5. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

#### **B. Proposed Charter or Performance Certificate Amendment Process**

1. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
2. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
3. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. ~~The charter or excerpt(s) thereof must be submitted in Microsoft Word format.~~
4. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show track changes" or "show markup" feature shall not be considered an acceptable substitute for legislative format.
5. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
6. The most recent, complete ~~revision~~ version of the proposed amendment in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be ~~the version~~ provided to the PCSC.

7. The ~~revision~~ version provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of ~~that revision~~ the proposal. The charter holder will also be provided with the ~~updated PER or~~ evaluation document ~~results~~.
8. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases and by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.
9. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.
10. The PCSC may approve a proposed amendment contingent upon specific revisions that the charter holders are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. MT on the date of the PCSC's next regularly scheduled meeting.
11. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of decision-making with regard to proposed charter amendments.

### **C. Standards for Charter Amendment Approval**

1. Application of Petition Evaluation Rubric
  - a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
  - b. Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.
  - c. ~~Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments.~~
2. School Enrollment Expansion Eligibility
  - a. Enrollment expansion proposals include proposals to broaden the range of grades served or to add additional students in grades already served by a public charter school.
  - b. Enrollment expansion proposals for schools whose current accountability designation is Honor or Good Standing shall be considered by the PCSC. A school's current accountability designation is the designation reflected in the school's most recent midterm annual report or renewal-year performance report.

- c. Schools whose current accountability designation is Remediation or Critical shall not be approved for enrollment expansion. Exception to this provision may be made on the basis of contextual factors impacting a school's accountability designation.
  - d. Enrollment expansion proposals shall include documentation of the school's capacity to serve additional students without compromising the quality of the existing program and evidence of community interest in expansion.
3. Amendments During Non-Renewal or Revocation Process
- a. During non-renewal or revocation proceedings, schools may not propose amendments to sections of the charter or performance certificate that are relevant to the reasons for non-renewal or revocation.
  - b. A school shall be considered to be in non-renewal proceedings from the time it receives written notice from PCSC staff stating that the school will be recommended for non-renewal. The school shall remain in non-renewal proceedings until such time as the PCSC moves to renew the charter.
  - c. A school shall be considered to be in revocation proceedings from the time the PCSC moves to issue a notice of intent to revoke to the school. The school shall remain in revocation proceedings until such time as the PCSC takes action to allow the school to continue operations, or until the State Board of Education overturns the PCSC's revocation decision upon appeal.

## **Section IV: Charter School Oversight (NEW SECTION)**

### **A. Performance Certificates**

1. Performance certificates for new or transfer, non-alternative public charter schools shall include the standard performance certificate and performance framework adopted by the PCSC in August 2013, as amended.
2. Performance certificates for new or transfer, alternative public charter schools shall include the standard performance certificate adopted by the PCSC in August 2013, as amended, and the alternative framework adopted by the PCSC in May 2014, as amended.
3. Performance frameworks for transfer petitions received after January 1, 2015, shall include mission-specific measures.
4. In cases of proposed transfer from another authorizer to the PCSC, the draft performance certificate must be adopted by the PCSC and charter school board at the time of transfer approval.
5. PCSC staff and charter school board members will collaborate to draft those sections of the certificate and framework that are intended for individualization, including mission-specific performance measures.
6. Whenever possible, PCSC staff and the charter school board shall reach agreement regarding the individualized contents of the draft performance certificate and appendices prior to submission of the draft to the PCSC for consideration.
7. If agreement regarding the individualized contents of the draft performance certificate and appendices cannot be reached in time to meet relevant timelines in statute and PCSC policy, a subcommittee of three commission members may be formed to advise or mediate the collaborative drafting process.

### **B. Annual Public Charter School Performance Reports**

1. An annual Public Charter School Performance Report (annual report) shall be issued by the PCSC to each school it authorizes.
2. Annual reports shall be issued by November 15 to schools whose charters will expire at the end of the current school year (renewal-year schools) and by January 31 to schools whose charters will not expire at the end of the current school year (midterm schools).
3. Annual reports shall provide information about schools' status with regard to all applicable measures contained in the performance framework, and will provide the schools with accountability designations based on points earned within the framework.
4. Annual reports shall provide information about schools' status with regard to all conditions contained in Appendix A.

5. Midterm schools shall not be sanctioned on the basis of their accountability designations, except as otherwise provided in law, administrative rule, or PCSC policy. The purpose of annual reports to midterm schools is to provide those schools with ample warning of any concerns that may impact renewal decision-making at the end of the certificate term. Midterm results will also provide information about a school's changing performance over time, which will be considered in the renewal year.
6. Midterm schools may submit corrections and clarifications to the PCSC's performance report with thirty (30) days of issuance of the performance report.
  - a. Corrections and clarifications shall be submitted to the PCSC office in writing and shall include, at minimum:
    - i. A completed Annual Report Response Form clearly identifying each correction/clarification; and
    - ii. Documentation supporting each correction/clarification.
7. Midterm schools shall have twenty-one (21) days in which to provide, in writing and with relevant documentation, any corrections or clarifications to the annual report.
8. Annual reports may be amended by PCSC staff pursuant to corrections or clarifications provided by schools. When such amendments are not made, for reasons including but not limited to inadequate documentation of the correction or clarification, a notation may be included summarizing the school's requested correction or clarification and the reason for its exclusion.
9. Annual reports shall be published on the PCSC's website no later than April 15.

### **C. Required Reports**

1. **Dashboard Reports:** Each PCSC-authorized school shall submit a completed annual dashboard report to the PCSC office no later than July 30 of each year. Dashboard reports shall be submitted using the dashboard reporting form provided by the PCSC.
2. **Budget Reports:** Each PCSC-authorized school shall submit completed budget reporting templates and cash flow projections to the PCSC office by February 15 of each year. Budget reports and cash flow projections shall be submitted using the templates provided by the PCSC.
3. **Independent Fiscal Audits:** Each PCSC-authorized school shall submit an independent fiscal audit to the PCSC office no later than October 15 of each year.
4. **Mission-Specific Performance Measure Results:** Each PCSC-authorized school with a performance framework that includes mission-specific performance measures shall submit relevant results data and supporting documentation for the previous school year no later than October 1, or by the alternate deadline specified in the performance certificate, if applicable.
  - a. Supporting documentation must demonstrate the accuracy of the results data.

- b. Schools submitting data that is inaccurate, unverifiable, or otherwise inadequate for determining a score on the framework will receive a score of zero (0) on the affected measure(s).
5. Other Reports as Requested: The PCSC or its staff may request additional reports on an as-needed basis in order to understand and monitor the school's financial, operational, and academic status.

#### **D. Courtesy Letters**

1. Upon becoming aware of a concern regarding a school's finances, operations, legal compliance, or academic status, PCSC staff may issue to the charter school board a courtesy letter advising the board of such concern. Courtesy letters will typically be issued with regard to concerns of sufficient significance as to be noted in the school's annual report.
2. Courtesy letters shall be for the purpose of ensuring the charter school board is aware of the concern and has maximum opportunity to seek resolution in advance of the next annual report or renewal consideration. Courtesy letters should not contain, or be viewed as, sanctions against the charter school. Because they do not represent sanctions, courtesy letters will not be "removed" or "lifted" by the PCSC or its staff.
3. Charter school boards in receipt of courtesy letters are strongly encouraged to provide PCSC staff with additional information to provide clarity or document resolution of the concern.
4. Regardless of whether or not a courtesy letter is issued and the charter school board responds, the charter school board remains responsible for the charter school's operations and outcomes.

#### **E. Notice to Entities Responsible for Legal Enforcement**

1. Pursuant to I.C. 33-5210(4), PCSC staff shall notify the entity responsible for administering a law it has reason to believe that a public charter school has violated. Such notice shall be in writing, and a copy shall be provided to the public charter school.
2. In some cases of non-compliance, an entity responsible for enforcing the relevant provision of statute or administrative rule cannot be identified. In such instances, PCSC staff shall issue to the charter school's board a courtesy letter ensuring the board is aware of the issue.
3. Any sanctions against the public charter school resulting from the issuance of notice to entities responsible for legal enforcement shall be considered imposed by the entity responsible, rather than by the PCSC.
4. Charter school boards are strongly encouraged to provide PCSC staff with documentation of resolution of the concern as soon as possible in order to ensure accurate reflection of the situation in the school's annual report.

5. Regardless of whether or not a notice to entities responsible for enforcement is issued and the charter school board responds, the charter school board remains responsible for the charter school's operations and outcomes.

#### **F. Letters of Fiscal Concern**

1. Pursuant to I.C. 33-5210(3), if the PCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its performance certificate term, the PCSC shall issue to the State Department of Education a letter of concern.
2. For purposes of this section, fiscal stability shall be defined as the ability to maintain positive cash flow and positive year-end balances while servicing all obligations, without relying on revenues intended for use in future fiscal years to cover current-year operating expenditures.
3. Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year. (For example, teacher contracts for the 2015-16 school year must be paid entirely out of FY16 funds; payroll over the summer of 2016 should not be met using FY17 revenue.)
4. Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at the appropriate, anticipated time.
5. Fiscal letters of concern shall be re-evaluated for continuation or removal only at the PCSC's June regular meeting. Schools wishing to have letters of concern considered for removal shall provide updated fiscal status details and supporting documentation accordance with Section I.A, Submission of Meeting Materials.

## **Section V: Renewal and Non-Renewal (NEW SECTION)**

### **A. Standards for Renewal Decision-Making.**

1. The PCSC shall make renewal decisions based on documented outcomes regarding a school's academic, mission-specific, operational, and fiscal performance. Such performance shall be evaluated using the provisions, conditions, and measures contained in the performance certificate and its appendices, including the performance framework.
2. Calculation of the percentage of eligible points earned on the academic and mission-specific sections of the performance framework for each school shall determine that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation shall guide the PCSC's renewal or non-renewal decision-making. Renewal or non-renewal decision-making shall also be influenced by results on the operational and financial sections of the framework.
  - a. Schools achieving an accountability designation of Honor shall be recommended for renewal. Schools that fall into the point-percentage range for Honor but whose financial and/or operational outcomes are poor shall not be eligible for an Honor designation.
  - b. Schools achieving an accountability designation of Good Standing shall be recommended for renewal; however, conditional renewal may be recommended if financial and/or operational outcomes are poor.
  - c. Schools achieving an accountability designation of Remediation may be recommended for non-renewal or conditional renewal, particularly if financial and/or operational outcomes are poor.
  - d. Schools achieving an accountability designation of Critical are likely to be recommended for non-renewal, particularly if financial and/or operational outcomes are poor.
  - e. Financial or operational outcomes shall be considered poor if points achieved on the corresponding section of the performance framework place the school in remediation or critical status for that section.
  - f. Measures for which a school lacks data due to factors such as grade configuration or small size shall not contribute to that school's accountability designation.
  - g. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of renewal or non-renewal decision-making.
3. The PCSC shall consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions. However, renewal decisions shall be based on past outcomes, not on promises of future improvement.
4. The PCSC shall consider trends documented in a school's annual reports for the years leading up to renewal. Statistically significant, positive growth trends will make renewal of schools with Remediation accountability designations more likely,

while stagnant or negative growth trends will make renewal of such schools less likely. Trends may also contribute to recommendations for conditional renewal.

5. If a school fails to meet specific conditions for necessary improvement within the specified timeframes included in Appendix A of the performance certificate, non-renewal may result regardless of the school's accountability designation.
6. Conditional renewals shall be for periods of five years, but shall include in Appendix A of the performance certificate specific conditions for necessary improvement pursuant to §33-5209B(1), Idaho Code.

#### **B. Renewal / Non-Renewal Process**

1. No later than November 15, the PCSC shall issue to all renewal-year schools a performance report and renewal application guidance that meets the requirements of §33-5209B, Idaho Code. The performance report shall include notification of the prospect of non-renewal, if applicable.
2. Renewal-year schools may submit corrections and clarifications to the PCSC's performance report with thirty (30) days of issuance of the performance report.
  - a. Corrections and clarifications shall be submitted to the PCSC office in writing and shall include, at minimum:
    - i. A completed Annual Report Response Form clearly identifying each correction/clarification; and
    - ii. Documentation supporting each correction/clarification.
3. Renewal-year schools shall submit a renewal application to the PCSC no later than December 15. Renewal applications shall be submitted in accordance with the renewal application guidance provided by the PCSC and represent the charter holders' opportunity to submit documents challenging any rationale for non-renewal and supporting the continuation of the school.
  - a. Renewal applications shall be submitted to the PCSC office electronically via email or online file-sharing service.
  - b. Renewal applications shall be comprised of no more than two (2) documents: the completed application form and an Adobe PDF document providing any supporting documentation. Supporting documentation shall include a table of contents and make use of Adobe's "bookmark" feature for ease of navigation. Additional documents in other formats may be accepted, on a case-by-case basis, with the prior approval of PCSC staff.
  - c. Schools that fail to submit their completed renewal applications, in a format consistent with this policy, by the statutory deadline may be recommended for non-renewal.
4. No later than January 15, PCSC staff will advise any renewal-year schools regarding whether they will be recommended for renewal or non-renewal. The purpose of this notice is to permit schools that may be recommended for non-

renewal time to prepare a response in advance of the PCSC's regular February meeting.

5. During its February regular meeting, the PCSC will consider evidence regarding all renewal-year schools.
  - a. Written evidence provided by schools as part of their renewal application shall be provided to the PCSC. Additional written evidence shall not be accepted from schools after the meeting materials deadline (see \*\*\*).
  - b. Any written evidence provided by PCSC staff shall be published on the PCSC's website at least seven (7) days in advance of the meeting.
  - c. Both schools and the PCSC may be represented by counsel.
  - d. Schools may call witnesses and give testimony.
  - e. The PCSC may call witnesses and give testimony.
  - f. The PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.
6. Schools may submit written closing arguments to the PCSC office within seven (7) days of the February regular PCSC meeting.
7. No later than March 15, the PCSC will hold a special meeting for the purpose of making final renewal or non-renewal determinations regarding all renewal-year schools.

**SUBJECT**

Legislative Update

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

Idaho's 2015 legislative session is nearing its close. Legislative activity related to charter schools and the PCSC was minimal.

**DISCUSSION**

PCSC staff will provide and update on the status of legislation directly pertinent to public charter schools and the PCSC:

S1021 amends existing law to revise provisions relating to the authorizer fee formula and to revise the payment deadline for the authorizer fee. The bill was signed by Governor Otter on 2/24/15.

S1087 amends existing law to provide an additional enrollment lottery preference for public charter schools. The bill was signed by Governor Otter on 2/26/2015.

H122 amends existing law with regard to continuous improvement plans, formerly referred to as strategic plans. Charter schools were not made exempt from this legislation. The bill was signed by Governor Otter on 3/19/2015

H126 amends salary apportionment formulas for charter and traditional public schools based on the best of either mid-year ADA or full term ADA. The bill was sent to Governor Otter on 3/24/2015.

H308 amends existing law to provide that certain code provisions relating to pupil service staff allowance do not apply to public charter schools. If passed, it would allow support staff such as counselors to be included in the ratio of students to staff. The bill passed the Senate on 3/31/2015 and will be transmitted to Governor Otter shortly.

H309 adds to existing law to create the Public Charter School Debt Reserve to assist qualified charter schools in obtaining favorable financing for new facilities or facility renovations. The bill passed the House on 3/27/2015 and has not yet been heard by the Senate.

**IMPACT**

Information item only.

**April 9, 2015**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.