

## **RENEWAL RECOMMENDATION**

It is recommended that the charter of Heritage Community Charter School (HCCS) be renewed for a five (5) year term, provided that HCCS agrees to comply with certain conditions outlined below. The failure to fulfill these conditions could result in further proceedings by the PCSC.

### Recommended Conditions

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-seven percent (57%) of HCCS's students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

2. Regarding academic growth in K-8 ELA:

By June 30, 2021, at least sixty-three percent (63%) of HCCS's students in grades K-8 will make adequate academic growth to achieve ELA proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3b (Criterion-Referenced Growth in ELA) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3b (Criterion-Referenced Growth in ELA). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not HCCS agrees to fulfill the specific condition above, HCCS remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

# School Overview

## SUMMARY

Heritage Community Charter School (HCCS) is a public charter school serving Caldwell students in Kindergarten through 8<sup>th</sup> grade. The school provides a classical, dual-language immersion (Spanish/English) educational program incorporating Core Knowledge.

The charter includes the following commitments:

- 80% of 2<sup>nd</sup> and 3<sup>rd</sup> grade students enrolled for two or more years will score better than the statewide IRI benchmark.
- 80% of students enrolled for two or more years will achieve proficient or above on the ISAT in all subject areas.
- 90% of students enrolled for two or more years will achieve satisfactory or above in core subjects on quarterly academic progress reports.

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school as promised by its founders.

The petition for Heritage Community Charter School was approved by the PCSC in September 2010. The school opened in fall 2011.

## MISSION

The mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

## LEADERSHIP

Name	Title	Term
Josh Gregory	Chairman	08/16 – 08/19
Tamara Strikwerda	Vice Chairman	08/14 – 08/17
Sheri Blaisdell	Secretary	09/15 – 09/18
Robb MacDonald	Treasurer	08/14 – 08/17
Martin Flaherty	Director	09/15 – 09/18
TJ Frans	Director	08/16 – 18/19
Richard Hammond	Director	08/14 – 08/17
Javier Castaneda	Administrator	N/A

## Academic Performance Summary

Throughout the performance certificate term, HCCS's ISAT proficiency rates have remained relatively stable, trending below the state but above the surrounding district. Recent data indicates that student growth in math and ELA represent areas for improvement.

HCCS's non-white, LEP, special needs, and FRL student populations are significantly higher than state averages. Its LEP and special needs populations are comparable to the surrounding district, while its non-white and FRL populations are lower.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic Accountability Rating
2013-14*	Good Standing
2014-15**	Remediation
2015-16**	Critical
2016-17***	Remediation

The school's annual performance reports, provided in Exhibit G1-G4, include details regarding proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

\*The 2013-14 annual report used 2012-13 academic data, which was the most recent available.

\*\*2014-15 and 2015-16 academic results reflect use of the ISAT by SBAC; however, the performance framework used in these years was designed based on the Star Rating System and former ISAT. As a result, framework outcomes generally skewed low.

\*\*\*The school has asked the PCSC to consider its 2016-17 outcomes using the new performance framework which is designed to reflect continued use of the ISAT by SBAC, rather than the outdated framework.

### KEY DESIGN ELEMENTS

Element	Evident?
K-5 Dual Language Spanish Immersion Program to foster secondary language development.	Yes
Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework.	Partial
Offer Latin and Logic in the middle school grades.	Partial
Continue a strong character education program.	Yes

## Operational Performance Summary

HCCS's operational performance has remained strong throughout the performance certificate term.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Good Standing
2014-15	Honor
2015-16	Good Standing
2016-17	Honor

The school's annual performance reports, provided in Exhibit G1-G4, contain details including the nature of any operational shortcomings and contextual information, when applicable.

### ENROLLMENT HISTORY

Year of Operation	Maximum Enrollment	Actual Enrollment
3 (2013-14)	540	491
4 (2014-15)	540	486
5 (2015-16)	540	521
6 (2016-17)	540	519

### BOARD AND ADMINISTRATIVE TURNOVER

HCCS's governance and administrative leadership have remained stable throughout the performance certificate term.

## Financial Performance Summary

Throughout the performance certificate term, HCCS has worked to regain financial stability following its difficult, early years. Having received two, positive audits and an Honor accountability designation, the school is in a strong position to secure a facility refinance that will support ongoing success.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Critical
2014-15	Good Standing
2015-16	Honor
2016-17	Honor

The school's annual performance reports, provided in Exhibit G1-G4, include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

## Renewal Process

### Heritage Community Charter School

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	10/10/2013	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2014 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did provide a response.
2015 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
2016 Annual Report Issued to School	1/2017	A draft of the report was initially issued in December 2016; the school did provide a response.
Renewal Process Orientation Meeting	3/17/2017	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/17/2017	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2017	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/17/2017	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	10/3/2017	Two independent reviewers joined one PCSC staff member for a one-day site visit to the school.
2017 Annual Report Issued to School	11/15/2017	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal. The school was provided with its academic results on both the old and new performance frameworks, and selected the new framework for renewal consideration purposes.
Renewal Application Received from School	12/14/2017	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/12/2018	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.



# HERITAGE COMMUNITY CHARTER SCHOOL

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## ANNUAL PERFORMANCE REPORT 2016-2017

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

DRAFT Distributed November 2017

# Introduction

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

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

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

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

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2016-17 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

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

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

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

## School Overview

<b>Mission Statement</b>	The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.	
<b>Key Design Elements</b>	K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Latin and Logic in the middle school grades. HCCS will also continue a strong character education program.	
<b>School Contact Information</b>	<b>Address:</b> 1803 East Ustick Road Caldwell, ID 83605	<b>Phone:</b> 208-453-8070
<b>Surrounding District</b>	Caldwell School District	
<b>Neighboring District</b>	Vallivue School District	
<b>Opening Year</b>	2011	
<b>Current Term</b>	October 10, 2013 - June 30, 2018	
<b>Grades Served</b>	K-8	
<b>Enrollment</b>	<b>Approved:</b> 540	<b>Actual:</b> 519

School Leadership (2016-2017)	Role
Josh Gregory	Chairman
Robb MacDonald	Vice Chair
Tamara Strikwerda	Secretary
TJ Frans	Treasurer
Sheri Blaisdell	Member
Martin Flaherty	Member
Richard Hammond	Member
Javier Castaneda	Administrator

	School	Surrounding District (Caldwell)	State
Non-White	██████	64.75%	25.64%
Limited English Proficiency	██████	16.65%	5.56%
Special Needs	██████	10.26%	9.62%
Free & Reduced Lunch	██████	100.00%	48.73%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	██████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████
Percentage of Students Meeting or Exceeding Proficiency In Science	██████
Graduation Rate (4-year cohort data from 2016)	N/A

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	18	50	0	50	0		
	1b	50	18	50	0	50	0		
District Proficiency Comparison	2a	50	43	50	0	50	0	50	0
	2b	50	38	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	21			50	0		
	3b	100	33			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	171	525	0	525	0	300	0
% of Academic Points			43%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points				

HCCS has opted out of including Mission Specific Standards.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0				
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	43%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

## ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON			
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50 0
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.	X	15 - 29 18
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14 0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		18
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50 0
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.	X	15 - 29 18
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14 0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		18

## ACADEMIC K-8

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
<b>Measure 2a</b>	<b>Do math proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate</b>			
<b>Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>		<p>50</p> <p>0</p> <p>X 30 - 45 35</p> <p>15 - 29 4</p> <p>0 - 14 4</p> <hr/> <p>43</p>
<b>Notes</b>	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.		
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate</b>			
<b>Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>		<p>50</p> <p>0</p> <p>X 30 - 45 38</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>38</p>
<b>Notes</b>	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.		

ACADEMIC K-8

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	42	76-100 0 51-75 0 26-50 0 0-25 21 <hr/> 21
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>	55	76-100 0 51-75 0 26-50 33 0-25 0 <hr/> 33
Notes			

## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Community Charter School Year Opened: 2011 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### Introduction

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

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

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

### Performance Framework Structure

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

#### Academic:

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

#### Mission-Specific:

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

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

#### Operational:

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

#### Financial:

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

## **Accountability Designations**

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

### **Honor:**

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

### **Good Standing:**

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

### **Remediation:**

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

### **Critical:**

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

## HCCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00	Hertiage Community Charter School has requested that the PCSC consider its 2017 academic outcomes on the new performance framework.		
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	0%	0.00			
	2c	75	0%	0.00			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	0%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
<b>Total Academic Points Received</b>				<b>0.00</b>			
<b>% of Possible Academic Points for This School</b>				<b>0.00%</b>			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Young Reader - Reading Fluency	1	24.44	12.29%	18.33			
Economically Disadvantaged Students - Math Proficiency	2	0	0.00%	0.00			
Hispanic / Latino Students - Language Arts Proficiency	3	24.44	12.29%	9.17			
Total Possible Mission-Specific Points		48.88	25%				
<b>Total Mission-Specific Points Received</b>				<b>27.50</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>56.26%</b>			

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>198.88</b>						
<b>TOTAL POINTS RECEIVED</b>				<b>27.50</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>13.83%</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%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
<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%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>350.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>87.50%</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.

HCCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	93.75%	85% - 100% of points possible	87.50%
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<p><b>Is the school successfully helping young readers achieve the high level of fluency that is important for success in a classical education?</b></p> <p><b>Exceeds Standard:</b> 85% - 100% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring Idaho Reading Indicator (IRI).</p> <p><b>Meets Standard:</b> 66% - 84% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.</p> <p><b>Does Not Meet Standard:</b> 46% - 65% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.</p> <p><b>Falls Far Below Standard:</b> Less than 46% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.</p>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
			200	
		68.36%	150	150
			75	
			0	
				<u>150.00</u>
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			
<b>Measure 2</b>	<p><b>Is the school successfully helping Economically Disadvantaged students achieve adequate yearly growth in math?</b></p> <p><b>Exceeds Standard:</b> 81% - 100% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in math.</p> <p><b>Meets Standard:</b> 60% - 80% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.</p> <p><b>Does Not Meet Standard:</b> 40% - 59% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.</p>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
			200	
			150	
			75	
			0	
				<u>0.00</u>
<b>Notes</b>	<p>Economically Disadvantaged students will be identified based on their free and reduced lunch status.</p> <p>Results will be reported by the school to the PCSC by October 1 of each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.</p>			

HCCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school successfully helping its Hispanic / Latino students achieve proficiency in English / Language Arts?	Result	Points Possible	Points Earned
			200	
			150	
		24.00%	75	75
			0	
				<hr/> 75.00
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

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

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

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

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

HCCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
				<u>0.00</u>
Notes	The school's 2015-16 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code; this matter had not been remedied as of October 22, 2017.			

HCCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is:  3.23	  50	  50.00
Notes			10	
			0	50.00
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash:  81	  50	  50.00
Notes			10	
			0	50.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is: 98%	 50	 50.00
Notes			30	
			0	50.00
Measure 1d	Default	Result	Points Possible	Points Earned
Default	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No Default Noted	 50	 50.00
Notes			0	50.00

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Total Margin and Aggregated 3-Year Total Margin</b>	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:  7.94%	50  10  0	50.00    <hr/> 50.00
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt to Asset Ratio</b>	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is: 0.31	50 30 0	50.00   <hr/> 50.00
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (1.18) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.			
Measure 2c	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Cash Flow</b>	<p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:  \$548,123	50  30 0	50.00   <hr/> 50.00
<b>Notes</b>				
Measure 2d	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt Service Coverage Ratio</b>	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is:  0.82	50 0	0.00  <hr/> 0.00
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

## HCCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	20.00	0.00	0.00	See New Framework	
	1b	25	0.00	0.00	0.00		
Proficiency	2a	75	53.72	0.00	0.00		
	2b	75	48.70	13.97	14.39		
	2c	75	46.50	21.25	19.29		
Growth	3a	100	55.52	0.00	0.00		
	3b	100	45.60	0.00	0.00		
	3c	100	40.68	0.00	0.00		
	3d	75	41.96	0.00	0.00		
	3e	75	49.39	0.00	0.00		
	3f	75	40.30	0.00	0.00		
	3g	100	72.70	0.00	0.00		
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	515.07	35.22	33.68	0.00	0.00
% of Possible Academic Points for This School			57.23%	20.12%	22.45%	0.00%	0.00%
*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.							

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Young Reader - Reading Fluency	1	200	N/A	21.39	18.33	18.33	
Economically Disadvantaged Students - Math Prof.	2	200	N/A	0.00	0.00	0	
Hispanic / Latino Students - Language Arts Proficiency	3	200	N/A	21.39	9.17	9.17	
Total Possible Mission-Specific Points Received		600	0.00	42.78	27.50	27.50	0.00
% of Possible Mission-Specific Points for This School			N/A	75.00%	56.26%	56.26%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25	25	25	
	1b	25	25	25	25	25	
	1c	25	15	25	25	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	15	0	25	25	
	2b	25	0	25	0	25	
Governance & Reporting	3a	25	25	25	25	25	
	3b	25	15	15	25	25	
Students & Employees	4a	25	25	25	25	25	
	4b	25	25	25	25	25	
	4c	25	25	25	25	25	
	4d	25	25	25	25	25	
School Environment	5a	25	25	25	25	25	
	5b	25	25	25	25	25	
	5c	25	25	25	25	25	
Additional Obligations	6a	25	25	25	0	0	
Total Possible Operational Points Received		400	345.00	365.00	350.00	375.00	0.00
% of Possible Operational Points for This School			86.25%	91.25%	87.50%	93.75%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	0	50	50	50	
	1b	50	0	10	50	50	
	1c	50	30	50	50	50	
	1d	50	50	50	50	50	
Sustainability Measures	2a	50	0	0	50	50	
	2b	50	0	50	50	50	
	2c	50	0	50	50	50	
	2d	50	50	50	0	0	
Total Possible Financial Points Received		400	130.00	310.00	350.00	350.00	0.00
% of Possible Financial Points for This School			32.50%	77.50%	87.50%	87.50%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific	Good Standing	Remediation	Critical	See new fmwk	
Operational	Good Standing	Honor	Good Standing	Honor	
Financial	Critical	Good Standing	Honor	Honor	



# HERITAGE COMMUNITY CHARTER SCHOOL



## ANNUAL PERFORMANCE REPORT 2015-2016

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2017

## Introduction

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

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

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

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

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

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

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

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

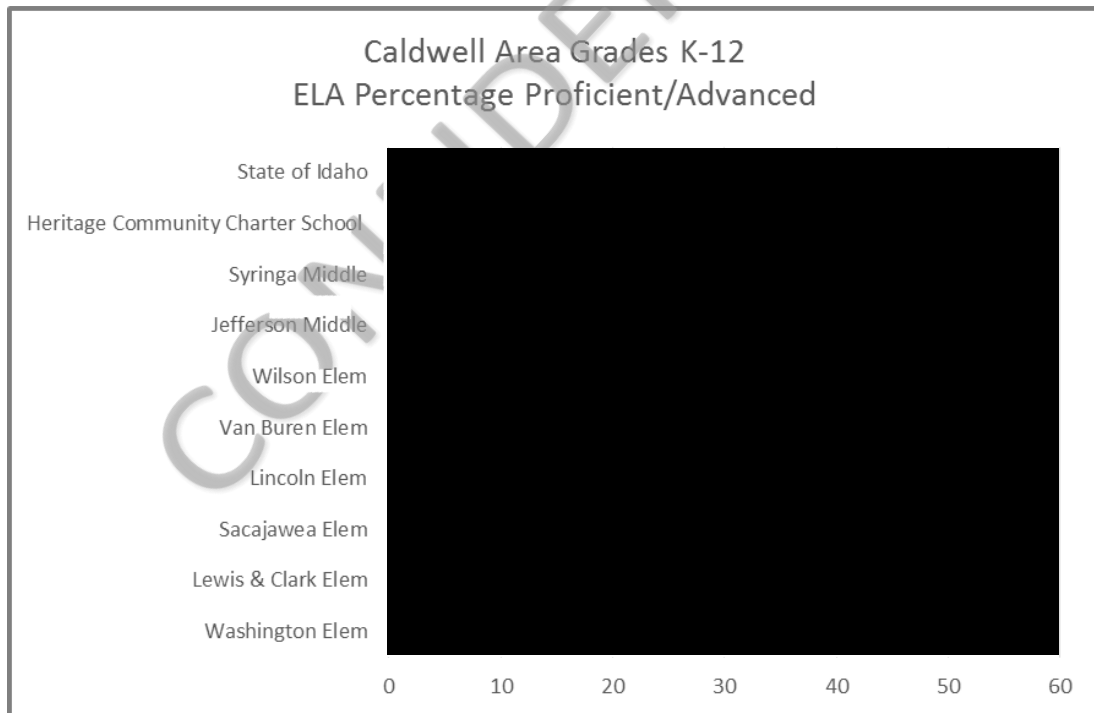
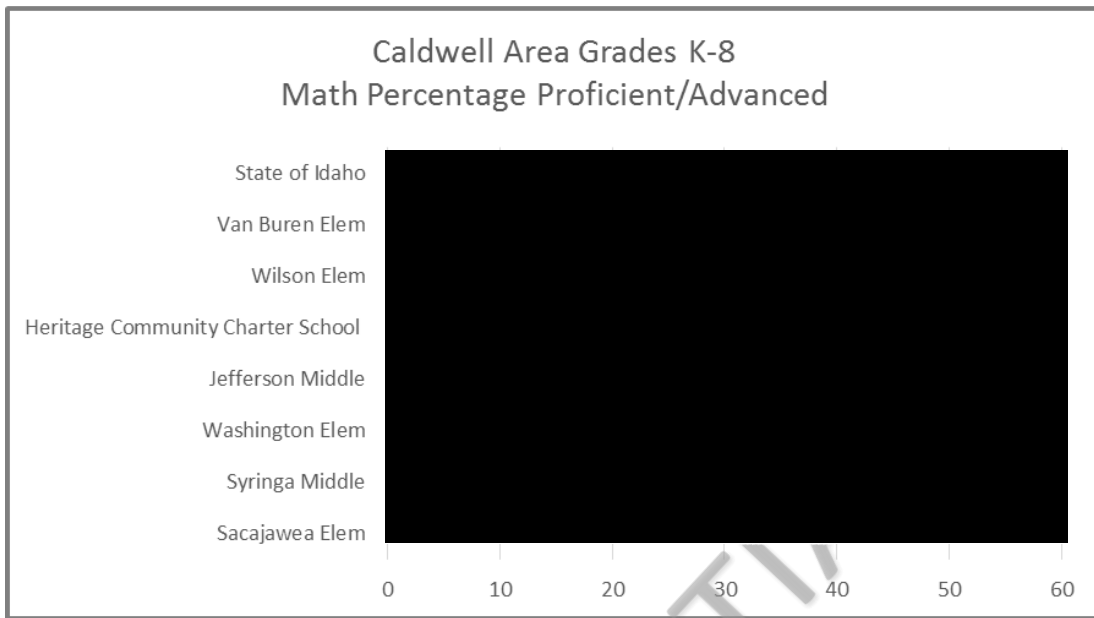
## School Overview

<b>Mission Statement</b>	The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.	
<b>Key Design Elements</b>	K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Latin and Logic in the middle school grades. HCCS will also continue a strong character education program.	
<b>School Contact Information</b>	Address: 1803 East Ustick Road Caldwell, ID 83605	Phone: 208-453-8070
<b>Surrounding District</b>	Caldwell School District	
<b>Neighboring District</b>	Vallivue School District	
<b>Opening Year</b>	2011	
<b>Current Term</b>	October 10, 2013 - June 30, 2018	
<b>Grades Served</b>	K-8	
<b>Enrollment</b>	Approved: 540	Actual: 521

School Leadership (2015-2016)	Role
Robb MacDonald	Chair
Richard Hammond	Vice-Chair
Barb Hooper	Secretary
Tamara Strikwerda	Treasurer
TJ Frans	Member
Josh Gregory	Member
Javier Castaneda	Administrator

	School	Surrounding District (Caldwell)	Neighboring District (Vallivue)	State
Non-White	██████	64.28%	41.10%	23.84%
Limited English Proficiency	██████	27.36%	19.81%	8.61%
Special Needs	██████	9.16%	10.17%	9.76%
Free & Reduced Lunch	██████	99.54%	64.98%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	██████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████
Percentage of Students Meeting or Exceeding Proficiency In Science	██████
Graduation Rate (4-year cohort data from 2015)	N/A



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Community Charter School Year Opened: 2011 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### Introduction

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

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

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

### Performance Framework Structure

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

#### **Academic:**

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

#### **Mission-Specific:**

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

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

#### **Operational:**

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

**Financial:**

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

**Accountability Designations**

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

**Honor:**

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

**Good Standing:**

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

**Remediation:**

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

**Critical:**

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

## HCCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	0%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	38%	14.39			
	2c	75	38%	19.45			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
	4a						
College & Career Readiness	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	75%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
Total Academic Points Received				33.84			
% of Possible Academic Points for This School				22.56%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Young Reader - Reading Fluency	1	24.44	12.29%	18.33			
Economically Disadvantaged Students - Math Proficiency	2	0	0.00%	0.00			
Hispanic / Latino Students - Language Arts Proficiency	3	24.44	12.29%	9.17			
Total Possible Mission-Specific Points		48.88	25%				
Total Mission-Specific Points Received				27.50			
% of Possible Mission-Specific Points Received				56.26%			

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		198.88					
TOTAL POINTS RECEIVED				61.34			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				30.84%			

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%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	350.00
% OF POSSIBLE OPERATIONAL POINTS				87.50%

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%	0.00
TOTAL FINANCIAL POINTS		400	100%	350.00
% OF POSSIBLE FINANCIAL POINTS				87.50%

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.

HCCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	87.50%
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible	87.50%	65% - 84% of points possible	
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	30.84%	0% - 60% of points possible		0% - 45% of points possible	

HCCS --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
		5	25				
	Exceeds Standard: School received five stars on the Star Rating System	4	20				
	Meets Standard: School received three or four stars on the Star Rating System	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System	1	0				
Notes					0		
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
	Exceeds Standard: School was identified as a "Reward" school.	Reward	25				
	Meets Standard: School does not have a designation.	None	15				
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0				
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0				
Notes					0		
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes					0		
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	30.30	0-19	19	1-40	40	14
Notes					14		

HCCS --- ACADEMIC FRAMEWORK

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	40.60	20-37	18	41-64	24	19
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							19
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0

## HCCS --- ACADEMIC FRAMEWORK

<b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b>	<b>Are students making expected annual academic growth in reading compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes							0
<b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b>	<b>Are students making expected annual academic growth in math compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes							0
<b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b>	<b>Are students making expected annual academic growth in language compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes							0
<b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b>	<b>Is the school increasing subgroup academic performance over time?</b>	<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	<b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							0

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

MISSION-SPECIFIC GOALS			
Measure 1	Is the school successfully helping young readers achieve the high level of fluency that is important for success in a classical education?	Result	Points Possible
	<b>Exceeds Standard:</b> 85% - 100% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring Idaho Reading Indicator (IRI).		200
	<b>Meets Standard:</b> 66% - 84% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.	72.83%	150
	<b>Does Not Meet Standard:</b> 46% - 65% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		75
	<b>Falls Far Below Standard:</b> Less than 46% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		0
			150.00
Notes	Results will be reported by the school to the PCSC by October 1 of each year.		
Measure 2	Is the school successfully helping Economically Disadvantaged students achieve adequate yearly growth in math?	Result	Points Possible
	<b>Exceeds Standard:</b> 81% - 100% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in math.		200
	<b>Meets Standard:</b> 60% - 80% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		150
	<b>Does Not Meet Standard:</b> 40% - 59% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		75
	<b>Falls Far Below Standard:</b> Less than 40% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		0
			0.00
Notes	Economically Disadvantaged students will be identified based on their free and reduced lunch status. Results will be reported by the school to the PCSC by October 1 of each year. <a href="#">Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.</a>		

HCCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school successfully helping its Hispanic / Latino students achieve proficiency in English / Language Arts?	Result	Points Possible	Points Earned
			200	
	<b>Meets Standard:</b> 40% - 60% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.		150	
	<b>Does Not Meet Standard:</b> 21% - 39% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.	31.30%	75	75
	<b>Falls Far Below Standard:</b> Less than 20% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.		0	
				<hr/> 75.00
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

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

		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	<b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
				0.00
Notes				
The audit findings identify as a compliance issue that HCCS's time and effort reporting policies were not updated to comply with new federal guidelines for the federal grants and programs funding.				

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

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

HCCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
				0.00
Notes	The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code; this matter had not been remedied as of July 1, 2016.			

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	<b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> <b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	Current Ratio is: 2.27	50	50.00
Notes			10	
			0	50.00
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
Unrestricted Days Cash	<b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> <b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	No. of Days Cash: 49	50	50.00
Notes			10	
			0	50.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
Enrollment Variance	<b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year. <b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year. <b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.	Variance is: 99.85%	50	50.00
Notes			30	
			0	50.00
Measure 1d	Default	Result	Points Possible	Points Earned
Default	<b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No instances of non-compliance documented	50	50.00
Notes				
	<b>Does Not Meet Standard:</b> Not applicable			
	<b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	50.00

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
Total Margin and Aggregated 3-Year Total Margin	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:		
		4.03%	50	50.00
			10	
			0	
				50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is:		
		0.44	50	50.00
			30	
			0	
				50.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (1.39) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.			
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible	Points Earned
Cash Flow	<p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:		
		\$352,912	50	50.00
			30	
			0	
				50.00
Notes				
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is:		
			50	
		0.73	0	0.00
				0.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

## HCCS --- LONGITUDINAL RESULTS


ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	20.00	0.00	0.00		
	1b	25	0.00	0.00	0.00		
Proficiency	2a	75	53.72	0.00	0.00		
	2b	75	48.70	13.97	14.39		
	2c	75	46.50	21.25	19.29		
Growth	3a	100	55.52	0.00	0.00		
	3b	100	45.60	0.00	0.00		
	3c	100	40.68	0.00	0.00		
	3d	75	41.96	0.00	0.00		
	3e	75	49.39	0.00	0.00		
	3f	75	40.30	0.00	0.00		
	3g	100	72.70	0.00	0.00		
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	515.07	35.22	33.68	0.00	0.00
% of Possible Academic Points for This School			57.23%	20.12%	22.45%	0.00%	0.00%
*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.							

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Young Reader - Reading Fluency	1	200	N/A	21.39	18.33		
Economically Disadvantaged Students - Math Prof.	2	200	N/A	0.00	0.00		
Hispanic / Latino Students - Language Arts Proficiency	3	200	N/A	21.39	9.17		
Total Possible Mission-Specific Points Received		600	0.00	42.78	27.50	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	75.00%	56.26%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	25	25		
	1c	25	15	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	0	25		
	2b	25	0	25	0		
Governance & Reporting	3a	25	25	25	25		
	3b	25	15	15	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	25	0		
Total Possible Operational Points Received		400	345.00	365.00	350.00	0.00	0.00
% of Possible Operational Points for This School			86.25%	91.25%	87.50%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	0	50	50		
	1b	50	0	10	50		
	1c	50	30	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	0	50		
	2b	50	0	50	50		
	2c	50	0	50	50		
	2d	50	50	50	0		
Total Possible Financial Points Received		400	130.00	310.00	350.00	0.00	0.00
% of Possible Financial Points for This School			32.50%	77.50%	87.50%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific	Good Standing	Remediation	Critical		
Operational	Good Standing	Honor	Good Standing		
Financial	Critical	Good Standing	Honor		

A decorative graphic consisting of several overlapping blue triangles and trapezoids, creating a layered, geometric effect. It is positioned on the left side of the page, partially behind the quote.

"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform



# HERITAGE COMMUNITY CHARTER SCHOOL

♦ ♦ ♦ ♦ ♦

## ANNUAL PERFORMANCE REPORT 2014-2015

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2016

# Introduction

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

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

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

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

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

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

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

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

## School Overview

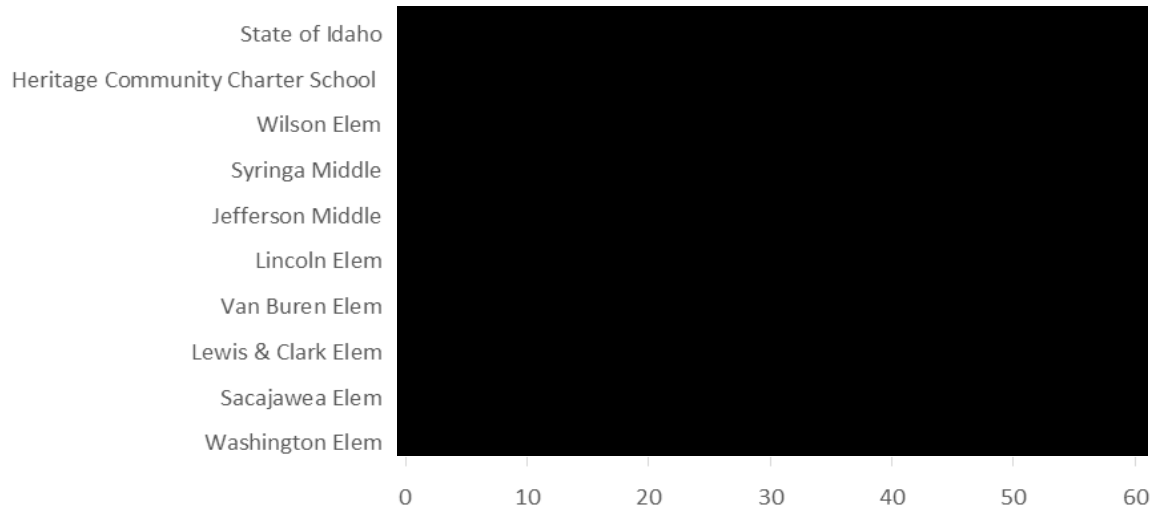
<b>Mission Statement</b>	The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.	
<b>Key Design Elements</b>	K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Latin and Logic in the middle school grades. HCCS will also continue a strong character education program.	
<b>School Contact Information</b>	Address: 1803 East Ustick Road Caldwell, ID 83605	Phone: 208-453-8070
<b>Surrounding District</b>	Caldwell School District	
<b>Neighboring District</b>	Vallivue School District	
<b>Opening Year</b>	2011	
<b>Current Term</b>	October 10, 2013 - June 30, 2018	
<b>Grades Served</b>	K-8	
<b>Enrollment</b>	Approved: 540	Actual: 486

School Leadership (2014-2015)	Role
Robb MacDonald	Chair
Richard Hammond	Vice-Chair
Barb Hooper	Secretary
Tamara Strikwerda	Member
TJ Frans	Member
Josh Gregory	Member
Javier Castaneda	Administrator

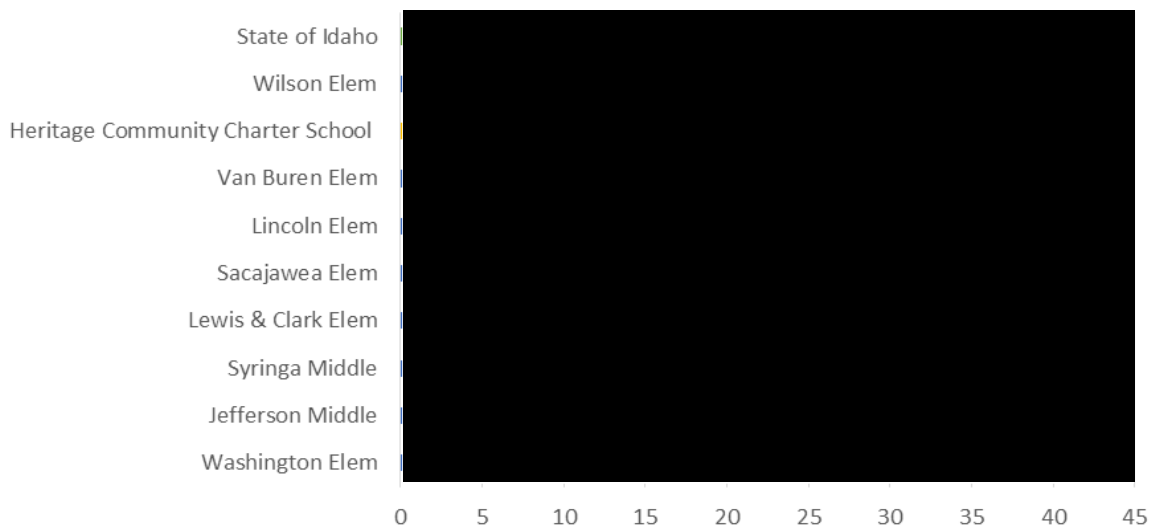
	School	Surrounding District (Caldwell)	Neighboring District (Vallivue)	State
Non-White	██████	64.25%	39.78%	23.59%
Limited English Proficiency	██████	24.59%	18.45%	8.52%
Special Needs	██████	9.26%	10.47%	10.43%
Free & Reduced Lunch	██████	99.76%	64.71%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	██████
Percentage of Students Meeting or Exceeding Proficiency in Math	██████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████
Graduation Rate (4-year cohort data from 2014)	N/A

### Caldwell Area Grades K-12 ELA Percentage Proficient/Advanced



### Caldwell Area Grades K-8 Math Percentage Proficient/Advanced



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Community Charter School Year Opened: 2011 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### Introduction

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

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

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

### Performance Framework Structure

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

#### **Academic:**

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

#### **Mission-Specific:**

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

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

#### **Operational:**

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

**Financial:**

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

**Accountability Designations**

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

**Honor:**

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

**Good Standing:**

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

**Remediation:**

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

**Critical:**

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

## HCCS --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	0%	0.00			
	1b	25	11%	0.00			
Proficiency	2a	75	0%	0.00			
	2b	75	32%	13.97			
	2c	75	32%	21.25			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	75%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
Total Academic Points Received				35.22			
% of Possible Academic Points for This School				20.12%			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Young Reader - Reading Fluency	1	28.52	12.29%	21.39			
Economically Disadvantaged Students - Math Proficiency	2	0	0.00%	0.00			
Hispanic / Latino Students - Language Arts Proficiency	3	28.52	12.29%	21.39			
Total Possible Mission-Specific Points		57.04	25%				
Total Mission-Specific Points Received				42.78			
% of Possible Mission-Specific Points Received				75.00%			

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		232.04					
TOTAL POINTS RECEIVED				78.00			
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				33.61%			

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%	0.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	365.00
% OF POSSIBLE OPERATIONAL POINTS				91.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	310.00
% OF POSSIBLE FINANCIAL POINTS				77.50%

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.

HCCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	77.50%
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible	33.61%	61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

HCCS --- ACADEMIC FRAMEWORK (2014-2015 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
		5	25				
	Exceeds Standard: School received five stars on the Star Rating System	4	20				
	Meets Standard: School received three or four stars on the Star Rating System	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System	1	0	<hr/> 0			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
		Reward	25				
	Exceeds Standard: School was identified as a "Reward" school.	None	15				
	Meets Standard: School does not have a designation.	Focus	0	0			
	Does Not Meet Standard: School was identified as a "Focus" school.	Priority	0				
	Falls Far Below Standard: School was identified as a "Priority" school.			<hr/> 0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						<hr/> 0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	29.40	0-19	19	1-40	40	14
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						<hr/> 14
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	43.00	20-37	18	41-64	24	21
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							21
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							0

HCCS --- ACADEMIC FRAMEWORK (2014-2015 data)

<b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b>	<b>Are students making expected annual academic growth in reading compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>							<b>0</b>
<b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b>	<b>Are students making expected annual academic growth in math compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>							<b>0</b>
<b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b>	<b>Are students making expected annual academic growth in language compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>							<b>0</b>
<b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b>	<b>Is the school increasing subgroup academic performance over time?</b>	<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	<b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
<b>Notes</b>							<b>0</b>

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

MISSION-SPECIFIC GOALS				
Measure 1	Is the school successfully helping young readers achieve the high level of fluency that is important for success in a classical education?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% - 100% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring Idaho Reading Indicator (IRI).		200	
	Meets Standard: 66% - 84% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.	67.8	150	150
	Does Not Meet Standard: 46% - 65% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		75	
	Falls Far Below Standard: Less than 46% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		0	
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			150.00
Measure 2	Is the school successfully helping Economically Disadvantaged students achieve adequate yearly growth in math?	Result	Points Possible	Points Earned
	Exceeds Standard: 81% - 100% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in math.		200	
	Meets Standard: 60% - 80% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		150	
	Does Not Meet Standard: 40% - 59% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		75	
	Falls Far Below Standard: Less than 40% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		0	
Notes	Economically Disadvantaged students will be identified based on their free and reduced lunch status. Results will be reported by the school to the PCSC by October 1 of each year. Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.			0.00

HCCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school successfully helping its Hispanic / Latino students achieve proficiency in English / Language Arts?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 61% - 100% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).		200	
	<b>Meets Standard:</b> 40% - 60% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.	41.86	150	150
	<b>Does Not Meet Standard:</b> 21% - 39% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.		75	
	<b>Falls Far Below Standard:</b> Less than 20% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.		0	
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			
				150.00

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

Measure 1d English Language Learners		Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
		<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25.00
				15	
				0	
					25.00
Notes					
		INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance		Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
		<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
				15	
			See note	0	0.00
					0.00
Notes		The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter had not been remedied as of August 31, 2015.			
Measure 2b GAAP		Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
		<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25.00
				0	
					25.00
Notes					

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance noted	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				15.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance noted	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

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

HCCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
				25.00
Notes	<p>The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. Continued failure to meet this requirement may impact scores on future annual performance reports.</p>			

HCCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES														
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result Points Possible Points Earned												
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	<p>Current Ratio is:</p> <table> <tr> <td>1.22</td><td>50</td><td>50.00</td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>50.00</td></tr> </table>	1.22	50	50.00		10			0				50.00
1.22	50	50.00												
	10													
	0													
		50.00												
Notes														
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result Points Possible Points Earned												
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	<p>No. of Days Cash:</p> <table> <tr> <td></td><td>50</td><td></td></tr> <tr> <td>21</td><td>10</td><td>10.00</td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>10.00</td></tr> </table>		50		21	10	10.00		0				10.00
	50													
21	10	10.00												
	0													
		10.00												
Notes														
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result Points Possible Points Earned												
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	<p>Variance is:</p> <table> <tr> <td>96.10%</td><td>50</td><td>50.00</td></tr> <tr> <td></td><td>30</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>50.00</td></tr> </table>	96.10%	50	50.00		30			0				50.00
96.10%	50	50.00												
	30													
	0													
		50.00												
Notes														
Measure 1d	Default	Result Points Possible Points Earned												
Default	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<table> <tr> <td>No default or delinquency noted in audit</td><td>50</td><td>50.00</td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>50.00</td></tr> </table>	No default or delinquency noted in audit	50	50.00		0				50.00			
No default or delinquency noted in audit	50	50.00												
	0													
		50.00												
Notes														

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
Total Margin and Aggregated 3-Year Total Margin	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:	50	
			10	
		-1.89%	0	0.00
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			0.00
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is:	50	50.00
			30	
			0	
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.			50.00
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
Cash Flow	<p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:	50	50.00
			30	
			0	
Notes				50.00
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is:	50	50.00
			0	
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			50.00

## HCCS --- LONGITUDINAL RESULTS


ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED*	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	20.00	0.00			
	1b	25	0.00	0.00			
Proficiency	2a	75	53.72	0.00			
	2b	75	48.70	13.97			
	2c	75	46.50	21.25			
Growth	3a	100	55.52	0.00			
	3b	100	45.60	0.00			
	3c	100	40.68	0.00			
	3d	75	41.96	0.00			
	3e	75	49.39	0.00			
	3f	75	40.30	0.00			
	3g	100	72.70	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	515.07	35.22	0.00	0.00	0.00
% of Possible Academic Points for This School			57.23%	20.12%	0.00%	0.00%	0.00%
*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.							

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Young Reader - Reading Fluency	1	200	N/A	21.39			
Economically Disadvantaged Students - Math Prof.	2	200	N/A	0.00			
Hispanic / Latino Students - Language Arts Proficiency	3	200	N/A	21.39			
Total Possible Mission-Specific Points Received		600	0.00	42.78	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	75.00%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	25	25			
	1b	25	25	25			
	1c	25	15	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	0			
	2b	25	0	25			
Governance & Reporting	3a	25	25	25			
	3b	25	15	15			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	345.00	365.00	0.00	0.00	0.00
% of Possible Operational Points for This School			86.25%	91.25%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	50	0	50			
	1b	50	0	10			
	1c	50	30	50			
	1d	50	50	50			
Sustainability Measures	2a	50	0	0			
	2b	50	0	50			
	2c	50	0	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	130.00	310.00	0.00	0.00	0.00
% of Possible Financial Points for This School			32.50%	77.50%	0.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific	Good Standing	Remediation			
Operational	Good Standing	Honor			
Financial	Critical	Good Standing			



"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform



# HERITAGE COMMUNITY CHARTER SCHOOL



## ANNUAL PERFORMANCE REPORT 2013-2014

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed Spring 2015



## Introduction

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

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

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

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

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

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

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

## School Overview

<b>Mission Statement</b>	The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.	
<b>Key Design Elements</b>	K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework and offering Latin and Logic in the middle school grades. HCCS will also continue a strong character education program.	
<b>School Contact Information</b>	Address: 1803 East Ustick Road Caldwell, ID 83605	Phone: 208-453-8070
<b>Surrounding District</b>	Caldwell School District	
<b>Opening Year</b>	2011	
<b>Current Term</b>	October 10, 2013 - June 30, 2018	
<b>Grades Served</b>	K-8	
<b>Enrollment</b>	Approved: 540	Actual: 491

	School	Surrounding District	State
Non-White	██████	61.60%	22.56%
Limited English Proficiency	██████	18.25%	6.24%
Special Needs	██████	8.92%	9.46%
Free & Reduced Lunch	██████	83.94%	47.07%

School Leadership	Role
Robb MacDonald	Chair
Richard Hammond	Vice-Chair
Barb Hooper	Secretary
Josh Gregory	Member
Tamara Strikwerda	Member
Javier Castaneda	Administrator

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

## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Heritage Community Charter School Year Opened: 2011 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### Introduction

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

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

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

### Performance Framework Structure

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

#### **Academic:**

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

#### **Mission-Specific:**

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

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

#### **Operational:**

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

**Financial:**

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

**Accountability Designations**

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

**Honor:**

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

**Good Standing:**

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

**Remediation:**

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

**Critical:**

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

## HERITAGE COMMUNITY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	20.00	25	1%	20.00
	1b	25	3%	0.00	25	1%	0.00
Proficiency	2a	75	8%	53.72	75	4%	53.72
	2b	75	8%	48.70	75	4%	48.70
Growth	2c	75	8%	46.50	75	4%	46.50
	3a	100	11%	55.52	100	6%	55.52
	3b	100	11%	45.60	100	6%	45.60
	3c	100	11%	40.68	100	6%	40.68
	3d	75	8%	41.96	75	4%	41.96
	3e	75	8%	49.39	75	4%	49.39
	3f	75	8%	40.30	75	4%	40.30
	3g	100	11%	72.70	100	6%	72.70
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				515.07			515.07
% of Possible Academic Points for This School				57.23%			49.05%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Young Reader - Reading Fluency	1	0	0.00%	0.00			
Economically Disadvantaged Students - Math Proficiency	2	0	0.00%	0.00			
Hispanic / Latino Students - Language Arts Proficiency	3	0	0.00%	0.00			
Total Possible Mission-Specific Points		0	0%		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				#DIV/0!			0.00%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		900			1750		
TOTAL POINTS RECEIVED				515.07			515.07
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				57.23%			29.43%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	15.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	345.00
% OF POSSIBLE OPERATIONAL POINTS				86.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	30.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	130.00
% OF POSSIBLE FINANCIAL POINTS				32.50%

HERITAGE COMMUNITY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	57.23%	80% - 89% of points possible	86.25%	65% - 84% of points possible	
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	32.50%

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
	<b>Exceeds Standard:</b> School received five stars on the Star Rating System. <b>Meets Standard:</b> School received three or four stars on the Star Rating System. <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System. <b>Falls Far Below Standard:</b> School received one star on the Star Rating System.	5	25				
		4	20	20			
		3	15				
		2	0				
		1	0	20			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
	<b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	Reward	25				
		None	15				
		Focus	0	0			
		Priority	0				
				0			
Notes	HCCS's academic results have shown significant improvement since the 2011-12 school year, when poorer results placed the school in Focus status for three years. The Focus designation is expected to be removed at the earliers possible date, that is, at the end of the 2014-15 school year.						
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	54
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							54
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	49
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							49
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	47
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							47
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
		72.31	51-75	25	70-84	15	56
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							56
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
		65.48	26-50	25	50-69	20	46
			0-25	25	1-49	49	0
							46
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
		61.54	26-50	25	50-69	20	41
			0-25	25	1-49	49	0
							41
Notes							
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile. <b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile. <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		57-75	19	66-99	34	0
		48.00	38-56	19	43-65	23	42
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
							42
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile. <b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile. <b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		57-75	19	66-99	34	0
		57.00	38-56	19	43-65	23	49
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
							49
Notes							

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?		57-75	19	66-99	34	0
Growth in Language	Exceeds Standard: The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.	46.00	38-56	19	43-65	23	40
	Meets Standard: The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.						
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes							40
		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?		76-100	25	70-100	31	0
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.	66.70	51-75	25	45-69	25	73
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.						0
Notes							73
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				0
Notes							
		Result	Points Possible				Points Earned
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?						
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
Notes							

HERITAGE COMMUNITY CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	<b>Exceeds Standard:</b> Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				<hr/> <b>0</b>
	<b>Meets Standard:</b> Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes							
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
							<hr/> <b>0</b>
Notes							

MISSION-SPECIFIC GOALS				
Measure 1	Is the school successfully helping young readers achieve the high level of fluency that is important for success in a classical education?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 85% - 100% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring Idaho Reading Indicator (IRI).		200	
	<b>Meets Standard:</b> 66% - 84% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		150	
	<b>Does Not Meet Standard:</b> 46% - 65% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		75	
	<b>Falls Far Below Standard:</b> Less than 46% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.		0	
				<b>0</b>
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			
Measure 2	Is the school successfully helping Economically Disadvantaged students achieve adequate yearly growth in math?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 81% - 100% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in math.		200	
	<b>Meets Standard:</b> 60% - 80% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		150	
	<b>Does Not Meet Standard:</b> 40% - 59% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		75	
	<b>Falls Far Below Standard:</b> Less than 40% of Economically Disadvantaged students in grades 3-8 who have been continuously enrolled for 2 or more years have an SGP that is equal to or greater than their AGP in math.		0	
				<b>0</b>
<b>Notes</b>	Economically Disadvantaged students will be identified based on their free and reduced lunch status. Results will be reported by the school to the PCSC by October 1 of each year.			

HERITAGE COMMUNITY CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 3	Is the school successfully helping its Hispanic / Latino students achieve proficiency in English / Language Arts?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 61% - 100% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).		200	
	<b>Meets Standard:</b> 40% - 60% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.		150	
	<b>Does Not Meet Standard:</b> 21% - 39% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.		75	
	<b>Falls Far Below Standard:</b> Less than 20% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced scores on English / Language Arts on an annual basis as measured by the SBA.		0	
				<hr/> 0
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			

HERITAGE COMMUNITY CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	<b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	Meets	25	25.00
	<b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes			0	
				25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
Notes			0	
				15.00

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				15.00
The FY13 audit (due Nov 15, 2013) was received 12/18/13.				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	<b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
Notes				0.00
FY14 audit includes a qualified opinion because management has not performance the actuarial calculations for some post-employment benefits, resulting in inability to fully consider post-employment benefit liability. However, this is a common finding due to the expense involved in performing calculations that do not meaningfully impact a school's financial status; for this reason, the score is not affected. The audit also includes a finding: Bank reconciliations were not reviewed in a timely fashion; this condition could lead to a misstatement in the annual financial statements and/or result in poor financial decisions due to lack of updated fiscal information.				

HERITAGE COMMUNITY CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				15.00
The annual dashboard report (due Nov 28, 2014) was received 12/1/14.				
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

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

HERITAGE COMMUNITY CHARTER SCHOOL --- OPERATIONAL FRAMEWORK


ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

HERITAGE COMMUNITY CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>		25
	<b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	Result Points Possible	Points Earned
		50	
	<b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.	10	
	<b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	Ratio is .65 0	0.00
Notes			0.00
<b>Measure 1b</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>	Result Points Possible	Points Earned
	<b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>	50	
		10	
	<b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.	4 days cash 0	0.00
	<b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.		0.00
Notes			
<b>Measure 1c</b> <b>Enrollment Variance</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>	Result Points Possible	Points Earned
	<b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.	50	
	<b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.	Variance is 90.74% 30	30.00
	<b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.	0	
			30.00
Notes			
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>	Result Points Possible	Points Earned
		No default or delinquency noted in audit 50	50.00
	<b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.		
	<b>Does Not Meet Standard:</b> Not applicable		
	<b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.	0	
Notes			50.00

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	Agg = (3.6)% Most recent = (1.8)%	0	0.00
				0.00
Notes				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9		50	
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Ratio is 1.4	0	0.00
				0.00
Notes				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their first or second year of operation must have positive cash flow.		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
		Multi-year = (\$14,045); most recent is negative, previous is positive	0	0.00
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative			0.00
Notes				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	See note	50	50.00
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
				50.00
Notes		Though none of the scores in this report are affected, the audit notes significant increases in annual operating lease payments in 2017 (\$45,000 increase) and 2019 (\$150,000 increase).		

Though none of the scores in this report are affected, the audit notes significant increases in annual operating lease payments in 2017 (\$45,000 increase) and 2019 (\$150,000 increase).

A green decorative graphic consisting of several overlapping, semi-transparent triangles of varying shades of green, creating a layered, geometric effect.

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

Alison Consoletti, The Center for Education Reform

# Heritage Community Charter School

## Pre-Renewal Site Visit Report

October 30, 2017

**Public Charter School**

Heritage Community Charter School  
1803 E. Ustick Road, Caldwell, ID 83605  
(208) 453-8070

**Authorizer**

Idaho Public Charter School Commission  
304 N 8<sup>th</sup> Street, Room 242, Boise, ID 83702  
(208) 332-1561  
[www.chartercommission.idaho.gov](http://www.chartercommission.idaho.gov)

**Evaluation Team**

Suzanne Gregg, Education Consultant  
Tiffnee Hurst, Elementary Administrator, American Heritage Charter School  
Tamara Baysinger, Director, Public Charter School Commission

## **PURPOSE OF EVALUATION**

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. Heritage Community Charter School (HCCS) will be considered for renewal during the spring of 2018. The purpose of the site visit is to gain contextual information impacting the academic, operational, and financial conditions of the school, prior to the formation of renewal recommendations.

The authorizer's renewal decision will not be based on site visit findings, except as they may inform the school's rating on the performance framework, which is incorporated into the performance certificate. In accordance with Idaho statute, renewal decisions will be based on the performance of the public charter school on the performance indicators, measures, and metrics contained in the performance certificate and framework. Information gathered during the site visit will serve primarily to provide an independent opinion and fuller picture of the context in which the school's performance outcomes have accrued.

During the site visit, the evaluation team applied a rubric, which is based on nationally-recognized best practices, to assess the school in the following areas: mission and key design elements, program delivery, access and equity, organizational capacity, governance, and finance. The evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the standard described. The basis of each rating was established through document review, observations, and interviews with the school and stakeholders.

The rubric was provided to the school prior to the evaluation process. A copy of the report was provided to the school prior to its finalization, and schools were invited to respond with corrections to any inaccuracies.

It is our hope that this report will serve not only to broaden the authorizer's contextual understanding of the school, but also to assist school leaders in their ongoing efforts to serve Idaho students with a high quality educational experience.

## **MISSION AND KEY DESIGN ELEMENTS**

**Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?**

Rating: Meets

Evidence: Classroom observation, interviews with administrator, teachers, and parents

Detail: The school has fully implemented a dual-language program and most teachers have received Core Knowledge training. Newer teachers had not yet received formal training in Core Knowledge at the time of the visit.

**To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?**

Rating: Approaches

Evidence: Classroom observation

Detail: Evidence of dual-language immersion is readily observable, as students study various disciplines in both English and Spanish. Skills-based activities were observed in all classrooms, but higher-order thinking skills were not evident during any of the classroom observations conducted.

**Does the school have a culture of high expectations and a strong emphasis on student learning?**

Rating: Meets

Evidence: Classroom observation, interviews with administrator, teachers, and parents

Detail: An emphasis on student learning was observed both in conversation with stakeholders and in practice during classroom observations. Teachers work hard to study data and set up interventions groups. Parents express a strong sense that the teachers care about the success of every student. The evaluators noted that school goals could be set higher to match the culture of high expectations.

## **PROGRAM DELIVERY: CURRICULUM**

**Does the school's curriculum provide the opportunity for academic success for all students?**

Rating: Meets

Evidence: Documentation review, administrator and teacher interviews

Detail: The school uses Core Knowledge and has mapped out curriculum for each grade level.

**Does the school provide clear, appropriate, and skilled delivery of curriculum content?**

Rating: Approaches

Evidence: Classroom observation, teacher interview

Detail: Teachers were very kind and created a positive school environment. Classroom observations consistently evidenced an issue with student engagement and classroom management. Mostly lower order thinking skills were observed during the visit, though teachers express a strong interest in continuing to hone their craft.

**Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?**

This indicator was not rated and does not represent an area of concern.

**Does the school effectively provide opportunities for student engagement?**

Rating: Does Not Meet

Evidence: Classroom observations

Detail: During the visit, student engagement was an issue in all classrooms observed. During the "snapshot" visits, 25-50% of students in each classroom were off-task.

## **PROGRAM DELIVERY: INSTRUCTION**

### **Does the school recruit, support, and retain highly effective staff?**

Rating: Meets

Evidence: Document review, teacher interview

Detail: The school retains a high percentage of its staff year over year. Teachers spoke highly of the support they receive from the administration and board of directors.

### **Does the school have leadership sustainability?**

Rating: Exceeds

Evidence: Board, administrator, and teacher interviews

Detail: The administrator has been with the school for an extended period. He successfully shepherded the school to stability following a troubled, initial operating year. The board of directors, staff, and parents all express confidence in his leadership. He has implemented a team-based leadership approach in order to manage a broad and diverse workload.

### **Does the school offer professional development that supports the schools goals and the needs of individuals?**

Rating: Approaches

Evidence: Document review; classroom observations; interviews with board; administration, and teachers

Detail: PLCs address differentiated professional development, and teachers express that they value the PD opportunities offered. Goals have been established but may be too numerous, and the focus of individual PLCs does not appear to align with the goals. It appears that PD could be further implemented in classroom practice.

## **PROGRAM DELIVERY: ASSESSMENT AND EVALUATION**

**Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?**

Rating: Meets

Evidence: Interviews with administration and teachers

Detail: The school uses interim assessments, Istations, and benchmarks to assess students' academic progress.

**Does the school promote a culture that is safe, respectful, and supportive?**

Rating: Exceeds

Evidence: Interviews with board, administrator, teachers, and parents

Detail: The school's warm and positive culture is readily apparent. All stakeholders identified this aspect of the school. Staff feels supported and happy to work here, stakeholders trust one another, and there is a clear desire to support all learners.

## **ACCESS AND EQUITY**

### **Does the school offer adequate support for special populations?**

Rating: Meets

Evidence: Interviews with special education team and parents

Detail: The school has appropriate supports in place, and parents express confidence that the school genuinely seeks to meet their students' needs.

### **Does the school address and support the needs of English Language Learners (ELLs)?**

This indicator was not rated and does not represent an area of concern.

### **Does the school demonstrate an adequate demographic representation of the surrounding district(s)?**

Rating: Meets

Evidence: Document review; administrator interview

Detail: The school makes a clear effort to ensure that all families are aware of enrollment opportunities and feel welcome.

### **Does the school have a strong, steady retention rate for students?**

Rating: Meets

Evidence: Document review

Detail: Enrollment and wait lists are consistently adequate, with empty seats only in the upper grades, and attrition is low.

## **ORGANIZATIONAL CAPACITY**

**Does the school create and sustain a well-functioning organizational structure and professional working climate for all staff?**

Rating: Meets

Evidence: Interviews with governing board, administrator, and teachers

Detail: The school provides generous professional development both before and during the school year. Teachers collaborate weekly through PLCs and expressed feelings of being well supported.

**Are there effective communication channels between stakeholders?**

Rating: Meets

Evidence: Interviews with governing board, administrator, teachers, and parents.

Detail: All stakeholder groups referenced a sense of open communication and trust, particularly with the administrator. Parents noted that teachers know their students as individuals.

**Does the school have procedures in place to facilitate parental involvement?**

Rating: Meets

Evidence: Interview with parents

Detail: The school has an active PTO that provides opportunities for parents and students to engage. The PTO appears to have a cooperative relationship with school leadership.

**Does the school facility support high quality teaching and learning?**

Rating: Exceeds

Evidence: Classroom observations

Detail: The school operates in a quality building and lends to the positive atmosphere. The science classroom includes equipment to facilitate experimentation; other classrooms have been provided with projectors and learning areas conducive to learning.

**Are health, safety, and accessibility standards being met and is documentation being kept current?**

This indicator was not rated and does not represent an area of concern.

## **GOVERNANCE**

**Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?**

Rating: Meets

Evidence: Document review; governing board interview

Detail: The board keeps appropriate minutes and makes them available on the school's website. It is clear that the board prioritizes public trust and wishes to be a responsible steward of public resources.

**Does the board have policies in place to establish standards for overall management of the school?**

Rating: Meets

Evidence: Document review; governing board interview

Detail: The board has adopted a complete policybook.

**Does the board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?**

Rating: Meets

Evidence: Interview with governing board

Detail: Board members have a clear understanding of their role and how it differentiates from other school leadership roles. Like other stakeholders, they clearly articulate the school's mission and support the school's staff in its implementation.

**Has the school's board developed a strategic plan?**

Rating: Meets

Evidence: Document review; interview with governing board

Detail: The board was meaningfully involved in the development of a strategic plan, which is applied and reviewed regularly.

**Does the school's board provide appropriate academic oversight?**

Rating: Approaches

Evidence: Interviews with governing board and administrator

Detail: The board members clearly care about the success of the school's students and monitor the school's academic goals. However, their focus for some time has been directed toward the school's financial stability and upcoming facility refinance. It may be beneficial for the school when the board is able to turn additional attention to academic outcomes. The evaluators noted that the school has many goals and may wish to consider narrowing its focus.

**Does the school's board provide appropriate operational oversight?**

Rating: Meets

Evidence: Document review; interview with governing board

Detail: The administrator is evaluated annually, though some board members were not personally familiar with the evaluation process. Several board members have remained in service since the school's difficult early years of operation and have worked with the administrator to develop a much stronger school.

## **GOVERNANCE: FINANCIAL**

### **Does the school's board provide appropriate financial oversight?**

Rating: Meets

Evidence: Interviews with governing board and business manager

Detail: The board has focused on building the school's financial strength, and has made positive decisions regarding its business management staff. The past three years audits have been strong and should contribute to an optimistic future with regard to refinancing of the facility.

### **Does the school maintain appropriate internal controls and procedures?**

Rating: Meets

Evidence: Document review; interview with business manager

Detail: The school's business management staff has maintained and documented internal controls; written policies and procedures are in place and utilized.

### **Does the school maintain adequate financial resources to ensure stable operations?**

Rating: Meets

Evidence: Document review; interviews with governing board and business manager

Detail: As noted above, the school has clean audits and its financial status continues to improve.

**Is the school demonstrating strong short and long-term fiscal viability?**

Rating: Meets

Evidence: Document review; interview with business manager

Detail: The school maintains 60-80 days of cash on hand and shows three years' consistent growth in their fund balance.

**Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?**

Rating: Meets

Evidence: Document review; interviews with governing board and business manager

Detail: The business managers have developed a program that provides them with a 5-year financial outlook to assist them with financial planning and decision-making.

## Idaho PCSC Pre-Renewal Site Visit Rubric

*Please Note: This rubric contains a wide range of indicators based upon best practices nationwide. This rubric is designed to apply to most school models, but in the case of unique programs, it may be tailored slightly to better evaluate those programs. Due to limited time, the evaluators may not evaluate schools on all sections of the rubric; typically, unrated sections represent areas in which the evaluators have no cause for concern.*

### Mission, Key Design Elements & School Culture

#### Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Indicators: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding mission and key design elements.	Approaches: The school presents a material concern in one of the indicators regarding mission and key design elements.	Does not meet: The school presents a material concern in more than one of the indicators regarding mission and key design elements.
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Notes:

#### To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?

Indicators: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding distinctive instructional practices.	Approaches: The school presents a material concern in one of the indicators regarding distinctive educational practices.	Does not meet: The school presents a material concern in more than one of the indicators regarding distinctive educational practices.
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Notes:

#### Does the school have a culture of high expectations and a strong emphasis on student learning?

Indicators: The school puts a primacy upon student learning and achievement. Qualitative and quantitative data, which assesses student learning, is regularly collected and analyzed by all relevant stakeholders. The school plan for improvement is implemented and progress towards goals is regularly evaluated.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strong instructional leadership.	Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.	Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.
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Notes:

**Program Delivery: Curriculum****Does the school's curriculum provide the opportunity for academic success for all students?**

Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum is reviewed and modified. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding curriculum.

Approaches: The school presents a material concern in one of the indicators regarding curriculum.

Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.

Notes:

**Does the school provide clear, appropriate, and skilled delivery of curriculum content?**

Indicators: Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Lesson objectives are clearly communicated to students with connections made to the larger rationale and prior knowledge. Lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. Teachers ensure all students' active and appropriate use of academic language. Instructions promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding delivery of curriculum content.

Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.

Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.

Notes:

PCSC Site Visit Evaluation Rubric

<b>Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?</b>				
Indicators: There is a benchmarking system in place to adjust strategies and curriculum when appropriate. Stakeholders can identify the process by which curriculum is adopted, updated, or re-written. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				
<b>Does the school effectively provide opportunities for student engagement?</b>				
Indicators: Questioning techniques consistently promote the equitable involvement of all students. Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students progress towards mastery. The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student engagement.	Approaches: The school presents a material concern in one of the indicators regarding student engagement.	Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.
Notes:				

**Program Delivery: Instruction****Does the school recruit, support, and retain highly effective staff?**

Indicators: The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. The school hires staff who can effectively implement the mission of the school. The school has developed and implemented policies regarding supports for staff. The school has developed and implemented policies and procedures for evaluation of staff. Teacher turnover is less than 15% each year. The school has clear procedures and criteria around dismissal that include opportunity for improvement.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding highly effective staff.

Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.

Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.

Notes:

# PCSC Site Visit Evaluation Rubric

Does the school have leadership sustainability?				
Indicators: The school has leadership team job descriptions that include clear job responsibilities and qualifications. The school has a low turnover rate for the leadership team. When needed, there is a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition. There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding leadership sustainability.	Approaches: The school presents a material concern in one of the indicators regarding leadership sustainability.	Does not meet: The school presents a material concern in more than one of the indicators regarding leadership sustainability.
Notes:				
Does the school offer professional development that supports the schools goals and the needs of individuals?				
Indicators: Professional development (PD) is differentiated based on teacher experience, need, and content area. The school has established annual PD goals and priorities aligned with the mission, values, and goals of the school. Professional development activities are interrelated with classroom practice. The school regularly evaluates the effectiveness of PD.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding professional development.	Approaches: The school presents a material concern in one of the indicators regarding professional development.	Does not meet: The school presents a material concern in more than one of the indicators regarding professional development.
Notes:				

### **Program Delivery: Assessment and Evaluation**

**Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?**

Indicators: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas of improvement. Assessment data is available to teachers, school leaders, and board members.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding adequate assessment systems.	Approaches: The school presents a material concern in one of the indicators regarding adequate assessment systems.	Does not meet: The school presents a material concern in more than one of the indicators regarding adequate assessment systems.
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Notes:

**Does the school promote a culture that is safe, respectful, and supportive?**

Indicators: The school's behavior and safety policies are documented and shared with all stakeholders. All stakeholders in the school share a common set of expectations for student behavior. Classroom routines are established and implemented. The classroom environment is conducive to learning.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding school culture.	Approaches: The school presents a material concern in one of the indicators regarding school culture.	Does not meet: The school presents a material concern in more than one of the indicators regarding school culture.
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Notes:

### **Access and Equity**

**Does the school offer adequate support for special populations?**

Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance. The school adequately monitors the progress and success of all students, including diverse learners.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding support for special populations.	Approaches: The school presents a material concern in one of the indicators regarding support for special populations.	Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.
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Notes:

PCSC Site Visit Evaluation Rubric

<b>Does the school address and support the needs of English Language Learners (ELLs)?</b>				
Indicators: Observed instruction explicitly addresses academic language and vocabulary, builds on background knowledge, and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers use various strategies and supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for varying language levels through intentional grouping adapted materials/tasks and/or the use of supports. There are opportunities for student interactions and student talk throughout the lesson.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding English Language Learners.	Approaches: The school presents a material concern in one of the indicators regarding English Language Learners.	Does not meet: The school presents a material concern in more than one of the indicators regarding English Language Learners.
Notes:				
<b>Does the school demonstrate an adequate demographic representation of the surrounding district(s)?</b>				
Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding demographic representation.	Approaches: The school presents a material concern in one of the indicators regarding demographic representation.	Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.
Notes:				
<b>Does the school have a strong, steady retention rate for students?</b>				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

**Organizational Capacity****Does the school create and sustain a well functioning organizational structure and professional working climate for all staff?**

Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication among all members of the school community. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for professional development and regular and frequent collaboration.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding organizational structure.

Approaches: The school presents a material concern in one of the indicators regarding organizational structure.

Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.

Notes:

**Are there effective communication channels between stakeholders?**

Indicators: Decision makers follow a defined process and structure inclusive of stakeholder voice and perspective. The leadership team meets regularly with the Board. Two-way communication mechanisms are established between parents and the school. If contracting with an ESP, the Board effectively communicates with the ESP to ensure it receives value in exchange for contracts.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding communication channels.

Approaches: The school presents a material concern in one of the indicators regarding communication channels.

Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.

Notes:

**Does the school have procedures in place to facilitate parental involvement?**

Indicators: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information. The school has a clear process to act upon parental feedback to drive school improvement.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding parental involvement.

Approaches: The school presents a material concern in one of the indicators regarding parental involvement.

Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.

Notes:

**Does the school facility support high quality teaching and learning?**

### PCSC Site Visit Evaluation Rubric

<p>Indicators: The classrooms and facility are appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding school facility.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding school facility.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding school facility.</p>
<p>Notes:</p>				
<p><b>Are health, safety, and accessibility standards being met and is documentation being kept current?</b></p>				
<p>Indicators: The school facility is well maintained. Any necessary maintenance is up to date and complete. Regularly scheduled reports, inspections, and monitoring procedures have been completed on-time. The school has documentation supporting that health, safety, and accessibility standards have been met. All documentation related to above standards is available for review on-site.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding health and safety compliance.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding health and safety compliance.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding health and safety compliance.</p>
<p>Notes:</p>				

PCSC Site Visit Evaluation Rubric

<b><u>Governance</u></b>				
<b>Do members of the school's Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?</b>				
Indicators: School board members follow all requirements of Idaho's Open Meeting Law. The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding appropriate governance.	Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.	Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.
Notes:				
<b>Does the Board have policies in place that establish standards for overall management of the school?</b>				
Indicators: The Board approves appropriate school policies to ensure compliance with all legal requirements. Decisions are made in alignment with policies. The Board has all required officers in place and is actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies/ procedures, and governance processes. The Board operates in compliance with all bylaws.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board systems and structures.	Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.	Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.
Notes:				
<b>Does the Board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?</b>				
Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clear policy and procedure for recruiting, selecting, and onboarding new board members.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board mission and vision.	Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.	Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.
Notes:				

PCSC Site Visit Evaluation Rubric

<b>Has the school's Board developed a strategic plan?</b>				
Indicators: The Board regularly engages in strategic planning to influence the school's short and long-term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strategic planning.	Approaches: The school presents a material concern in one of the indicators regarding strategic planning.	Does not meet: The school presents a material concern in more than one of the indicators regarding strategic planning.
Notes:				
<b>Does the school's Board provide appropriate academic oversight?</b>				
Indicators: The Board has members with expertise in K-12 education, and all board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with authorizer expectation and the performance certificate and regularly monitors progress towards these goals. Decision making, including around resource allocation and human resources, is driven by student performance data.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board academic oversight.	Approaches: The school presents a material concern in one of the indicators regarding board academic oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board academic oversight.
Notes:				
<b>Does the school's Board provide appropriate operational oversight?</b>				
Indicators: The Board has expertise in school operations. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board evaluates the school leader on at least an annual basis. The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management or partner organization fails to meet expectations.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board operational oversight.	Approaches: The school presents a material concern in one of the indicators regarding board operational oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board operational oversight.
Notes:				

PCSC Site Visit Evaluation Rubric

**Governance: Financial**

**Does the school's Board provide appropriate financial oversight?**

Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.

Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.

Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.

Notes:

**Does the school maintain appropriate internal controls and procedures?**

Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.

Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.

Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.

Notes:

PCSC Site Visit Evaluation Rubric

<b>Does the school maintain adequate financial resources to ensure stable operations?</b>				
Indicators: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding financial resources.	Approaches: The school presents a material concern in one of the indicators regarding financial resources.	Does not meet: The school presents a material concern in more than one of the indicators regarding financial resources.
Notes:				
<b>Is the school demonstrating strong short and long-term fiscal viability?</b>				
Indicators: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding fiscal viability.	Approaches: The school presents a material concern in one of the indicators regarding fiscal viability.	Does not meet: The school presents a material concern in more than one of the indicators regarding fiscal viability.
Notes:				
<b>Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?</b>				
Indicators: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions. The school routinely analyzes budget variances, the Board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding a long-range financial plan.	Approaches: The school presents a material concern in one of the indicators regarding a long-range financial plan.	Does not meet: The school presents a material concern in more than one of the indicators regarding a long-range financial plan.
Notes:				

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10<sup>th</sup> day of October, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Heritage Community Charter School, Inc. (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 September 23, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; 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 2011. 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 **October 10, 2013** and shall continue through **June 30, 2018**, unless earlier terminated as provided herein.

## **SECTION 2: SCHOOL GOVERNANCE**

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

## **SECTION 3: EDUCATIONAL PROGRAM**

- A. School Mission.** The mission of the School is as follows: **The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.**
- 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: **K-5 Dual Language Spanish Immersion**

Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework and offering Latin and Logic in the middle school grades. HCCS will also continue a strong character education program.

- 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 540 students. The maximum number of students who may be enrolled per class / grade level shall be as follows: 60 students per grade / 30 students per class in kindergarten through fifth grade; 60 students per grade in sixth through eighth grade.
- 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.** 1803 East Ustick Road, Caldwell, ID 83605. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- A. Attendance Area.** The School's primary attendance area is as follows: The boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. Additional detail is included in Appendix J.
- E. 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.
- F. 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.

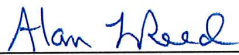
## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- 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.

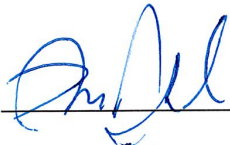
## SECTION 8: MISCELLANEOUS

- 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 **October 10, 2013**.



Chairman, Idaho Public Charter School Commission



Chairman, Heritage Community Charter School 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**  
**Appendix J: Primary Attendance Area Detail**

The Performance Certificate Appendices are excluded from this document due to their substantial length. However, they are available upon request from the PCSC office.

**Application for Charter Renewal**

**Heritage Community Charter School, District #481**

Javier Castaneda, Executive Director

1803 E. Ustick

Caldwell, ID 83605

208-453-8070

[jcastaneda@hccs481.org](mailto:jcastaneda@hccs481.org)

Application approved by School Board on: December 14, 2017

Application Submission Date: December 14, 2017

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## **Executive Summary**

### **Mission and Vision**

The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well-educated leaders who desire to preserve a democratic society and who act with integrity and character.

The Vision of Heritage Community Charter School is to create: **H**igh Academic Achievement, **C**ontinuous Love of Learning, **C**ommunication that is Effective and a **S**afe and **R**espectful Environment.

### **Key Design Elements**

The focus of HCCS to create well educated, bi-literate students is a two-pronged approach. First, we encompass the educational principles of Classical Education. Our classical education is supported by the use of the Core Knowledge Sequence. The Core Knowledge Sequence is a classical, liberal arts based education focused on a comprehensive kindergarten through 12<sup>th</sup> grade education utilizing a traditional approach that is focused on a strong foundation in history, literature, art, music, reading, writing, mathematics and science. At HCCS, knowledge builds as students move through each grade from Kindergarten to 8<sup>th</sup> grade, allowing each student to build a strong foundation for the future.

The second prong of our school rests with our dual language immersion program. Dual Immersion education is an exciting and innovative program in which children develop the ability to speak, read, and write in English and Spanish. At HCCS our kindergarten through fifth grade classes are part of this program. The same academic content and standards as other educational programs are taught while providing instruction in two languages over an extended period of time.

### **Successes and Challenges**

#### **Successes**

Heritage Community Charter School successfully completed the rigorous process of accreditation through AdvancEd in June 2014. Receiving the status of an accredited K-8 school through AdvancED has given the taxpayers of our community the confidence that we are a viable school of choice. HCCS began operating as a school-wide Title 1 school in August of 2014. We have developed a robust school-wide intervention model for students in Kindergarten-8<sup>th</sup> grade. During intervention, students benefit from targeted instruction in math and reading, delivered by their classroom teachers, a Title 1 teacher or a highly qualified paraprofessional.

The Idaho Press Tribune published two articles recognizing the success of HCCS. The first, published in September 2014, recognized our accreditation status under AdvancEd and our improvement from a two-star to four-star rating under the Idaho's five-star school rating system. Another article, published in July 2015, summarized the school's financial improvement resulting from a renegotiated lease payment which substantially reduced the annual lease payment. Recently, Heritage Community Charter School received media attention due to our school being the first in Idaho to use new fitness tracker technology in PE classes. Our PE

teacher is using the first fitness tracker designed specifically for physical education classes, called the Adidas ZONE for IHT Spirit to help students meet the state standard of students being in the cardio zone for 50% of their time in PE. See page 23 for hyperlinks to news articles.

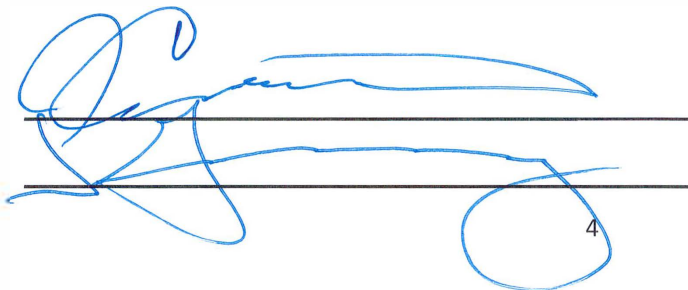
Heritage Community Charter School has developed a robust system of Professional Development opportunities for HCCS teachers. Professional Development opportunities offered to certified staff members have included: Culture of Poverty, SIOP/WIDA, Classical Instruction, Differentiated Instruction, La Cosecha Dual Language Conference, Professional Learning Community Institute, Socratic Seminars International, Love and Logic, PowerSchool University, Standards Based Grading and Reporting, Interim Assessments (ISAT), Marzano Academic Vocabulary, PBIS, Literacy Training (I Can Read workshop) and Global PD (Solution Tree).

### **Challenges**

Due to the high lease, there has been a strong sense of urgency to purchase the building. We are in the process of purchasing the building from the owner. It takes time to find the right financial broker but fortunately we have already settled on a price and all parties are working together to finalize the building purchase. Because our school is a K-8 school and does not include a high school, we struggle with maintaining full capacity with our 8<sup>th</sup> grade class. Like many districts across the state, we are also faced with the challenge of recruiting and retaining highly qualified teachers that meet the needs of our school (Dual Language).

### **Summary of the four Central Questions**

Heritage Community Charter School is successfully preparing students academically. Although our student achievement data (ISAT) indicates that our students are scoring below the state-wide average, our students have performed in the top three schools, including HCCS and the Caldwell School District (elementary and middle schools) in both ELA and Math according to 2016 and 2017 ISAT results. Our focus on creating systems and procedures has allowed our organization to be organizationally sound and compliant with applicable laws and regulations. A strong focus on compliance and regular attendance at State Department of Education trainings allows the Executive Director and leadership team to be aware of and meet necessary deadlines. The longevity of our Executive Director and school board members has provided stability and structure to the organization. The leadership of HCCS has worked diligently to become a fiscally sound, viable organization. The fiscal vision under our Executive Director has been one of frugality in order to increase our end fund balance to put the school in a solid position to purchase the building in 2018. The long-term goals of Heritage Community Charter School include continuing to strengthen our academic programs to increase student achievement and to create an action plan for school expansion once the building is purchased.



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**HCCS Executive Director**

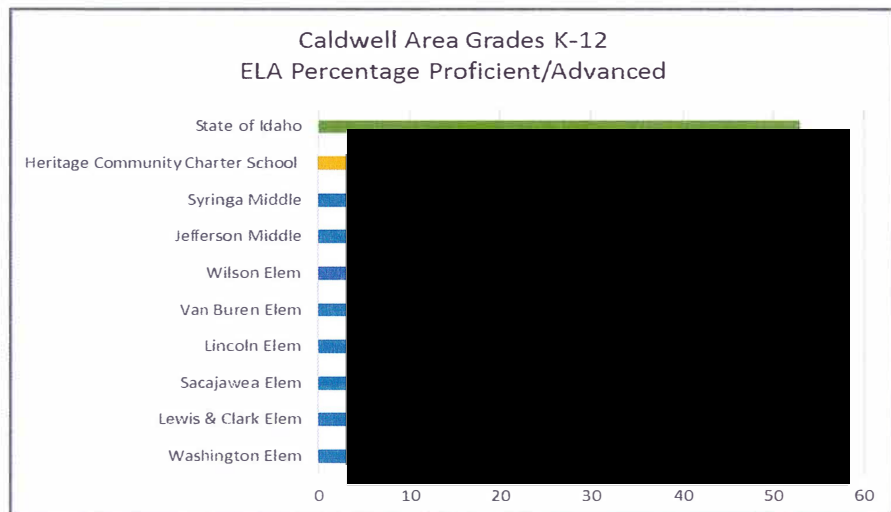
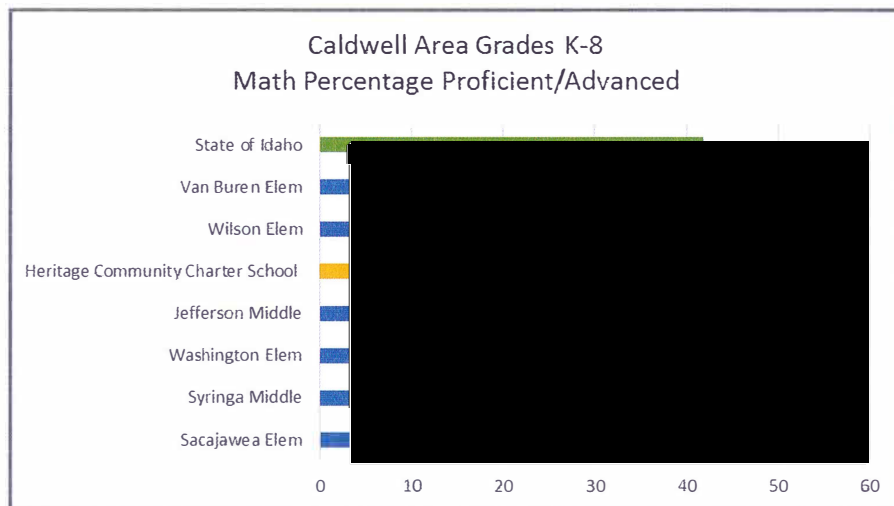
**HCCS Board Chairman**

### Application Narrative

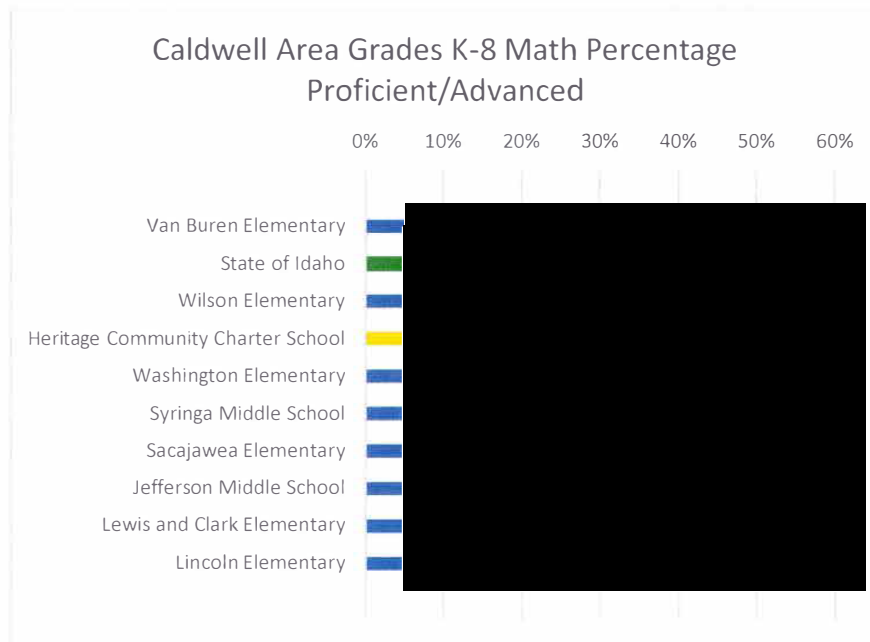
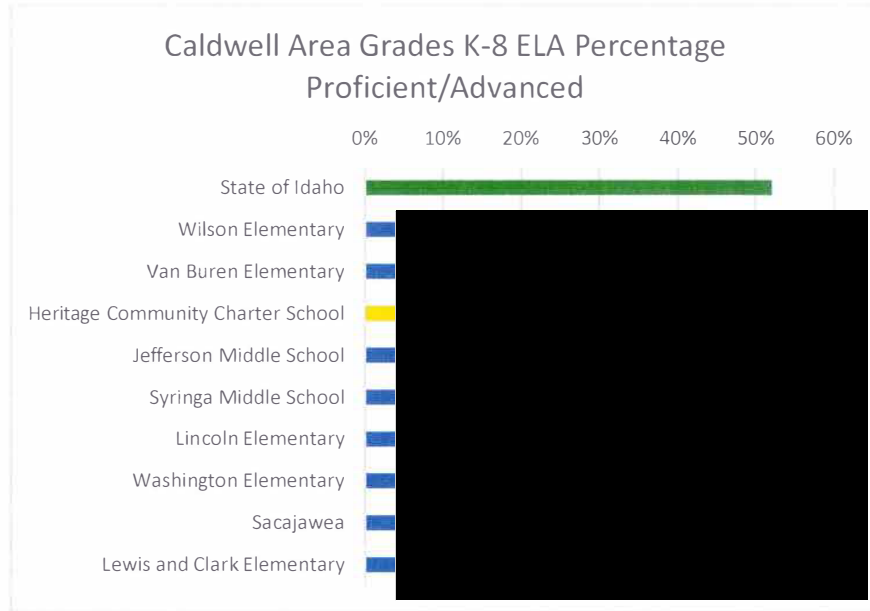
#### **Is the school an academic success?**

According to Idaho State Achievement Test (ISAT) results from 2016 and 2017, Heritage Community Charter School is successfully preparing students academically. When compared to Caldwell School District, HCCS has achieved in the top three of all elementary and middle schools in the area for two consecutive years in both ELA and Math.

#### **2016 ISAT Results (from PCSC Annual Report)**



## 2017 ISAT Results



Data analysis success through its targeted literacy intervention interventions and progress monitoring data bases show Heritage Community Charter School is an academic success. The following information from the 2017 Mission-Specific Goals Results Summary indicates the standards met.

Mission-Specific Measure #1:

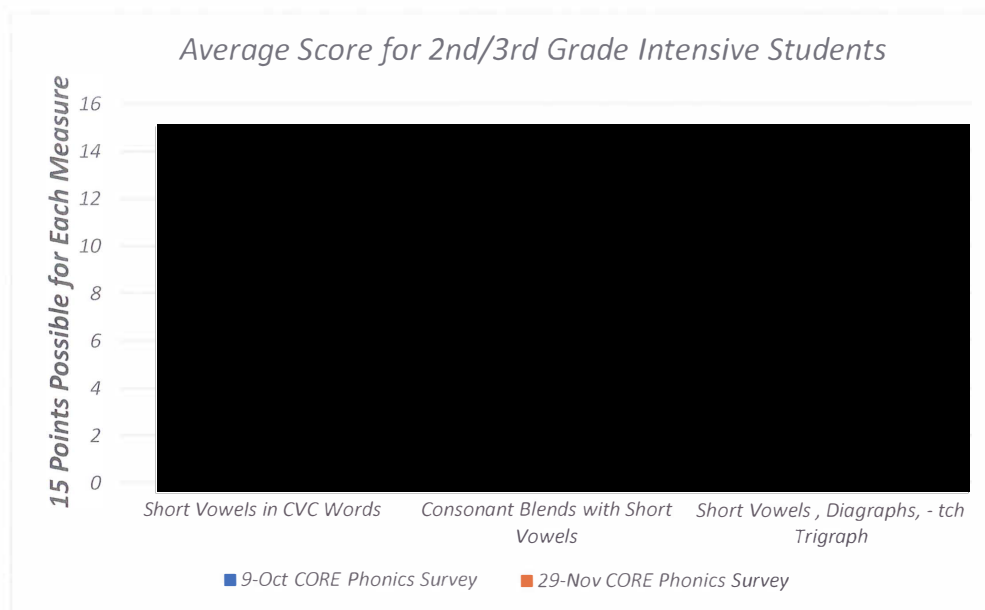
Is the school successfully helping young readers achieve the high level of fluency that is important for success in the classical education?

**Meets Standard: 66%-84% of 2<sup>nd</sup> and 3<sup>rd</sup> grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.**

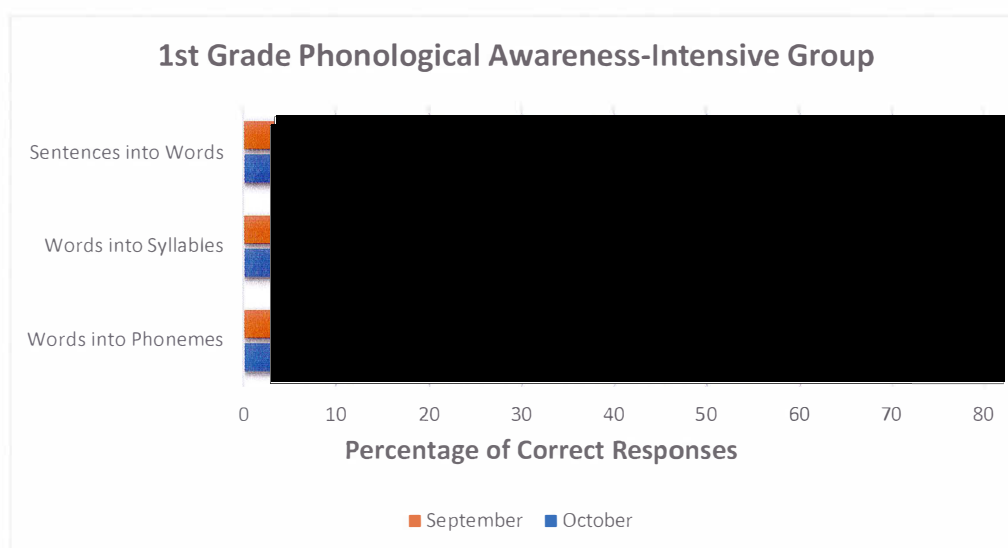
While there are students who have met or exceeded the benchmark for the spring IRI, the staff at Heritage Community Charter School continues to strive to meet the needs of our students who fall below the IRI benchmark.

Heritage Community Charter School K-5 staff have attended three sessions of I Can Read Early Literacy Workshop Series since August which emphasize how to identify and respond appropriately to those crucial areas of literacy development. The training included K-5 teachers administering the CORE Phonics survey, a diagnostic assessment which pinpoints those areas of weakness in literacy development.

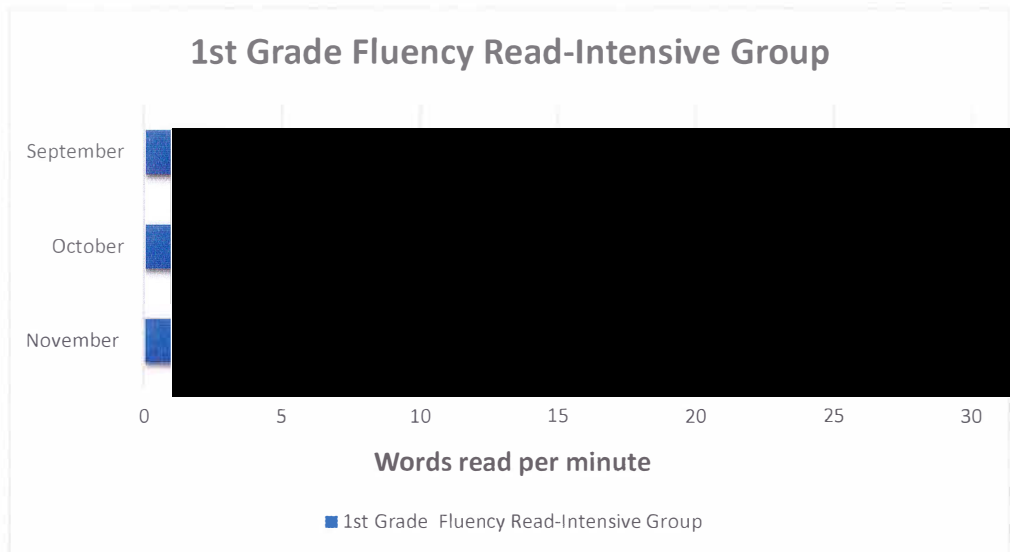
In response to those areas of weaknesses, teachers formed intervention groups which addressed specific needs of each student. 2<sup>nd</sup> and 3<sup>rd</sup> grade students who scored a 1 (Intensive) on the 2017 Fall IRI, were also found to have common areas of weakness in three areas according the CORE Phonics survey: 1) short vowels in CVC words 2) consonant blends with short vowels and 3) short vowels diagraphs, and *-tch* trigraph. The following results include data from the last 6 weeks of interventions. Before students can move into their next intervention group, they must be retested in the CORE Phonics Survey in those areas and score 14 or higher to move onto another intervention group which would address other specific areas for improvement.



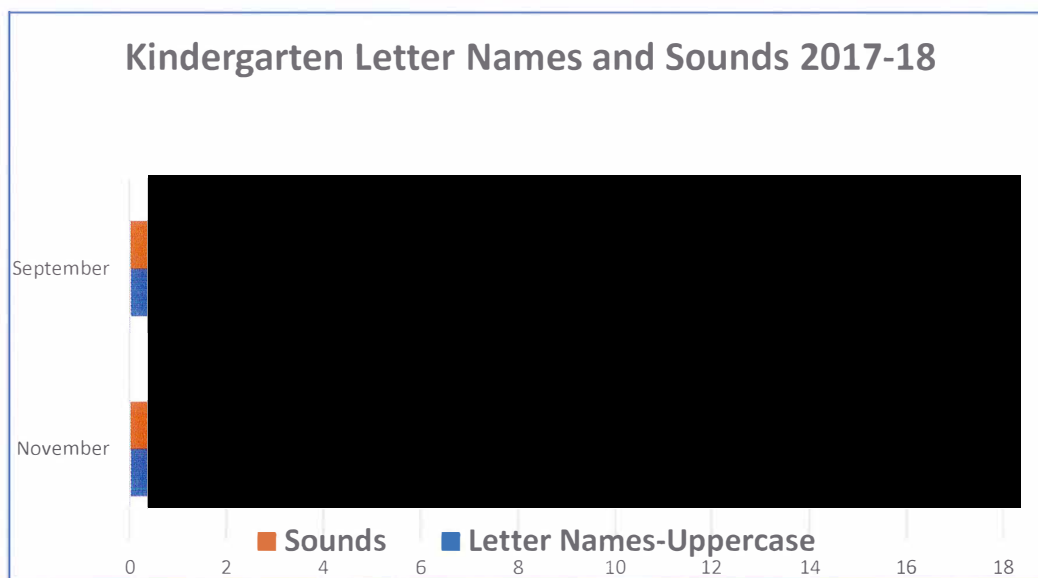
1<sup>st</sup> grade teachers also focused on students who scored a 1 (Intensive) on the IRI. They also had areas of weakness in phonological awareness according to the CORE phonics survey which included 1) Breaking Sentences Apart into Phonemes 2) Breaking Apart Words into Syllables 3) Breaking apart words into Phonemes. Students who struggled in these areas received intervention targeting those deficits.



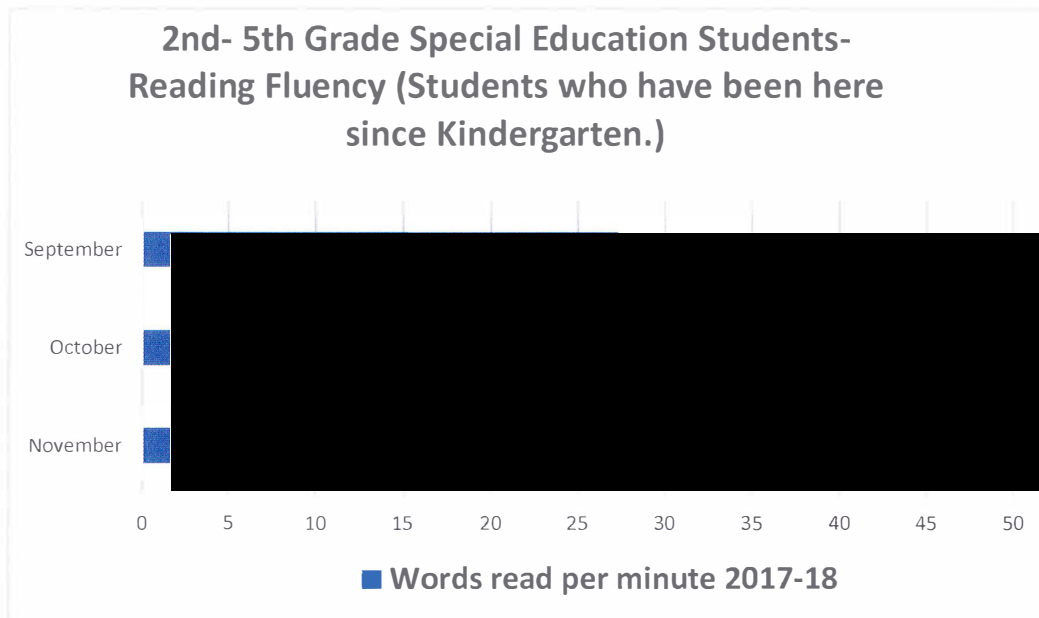
The two tables in 1<sup>st</sup> Grade Phonological Awareness and Reading Fluency show a correlation in growth as areas being addressed in phonological awareness continue to increase.



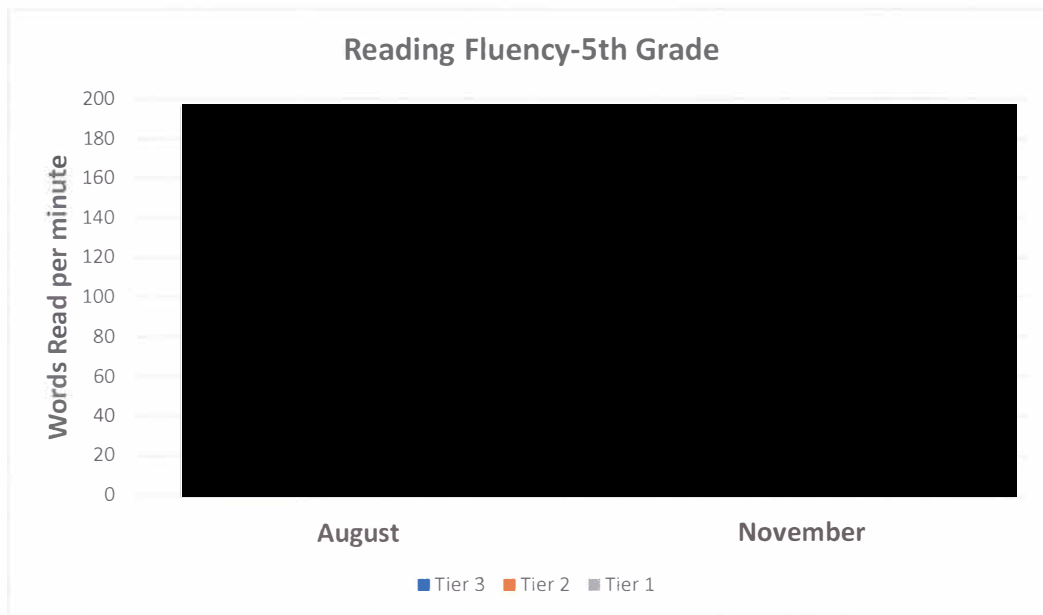
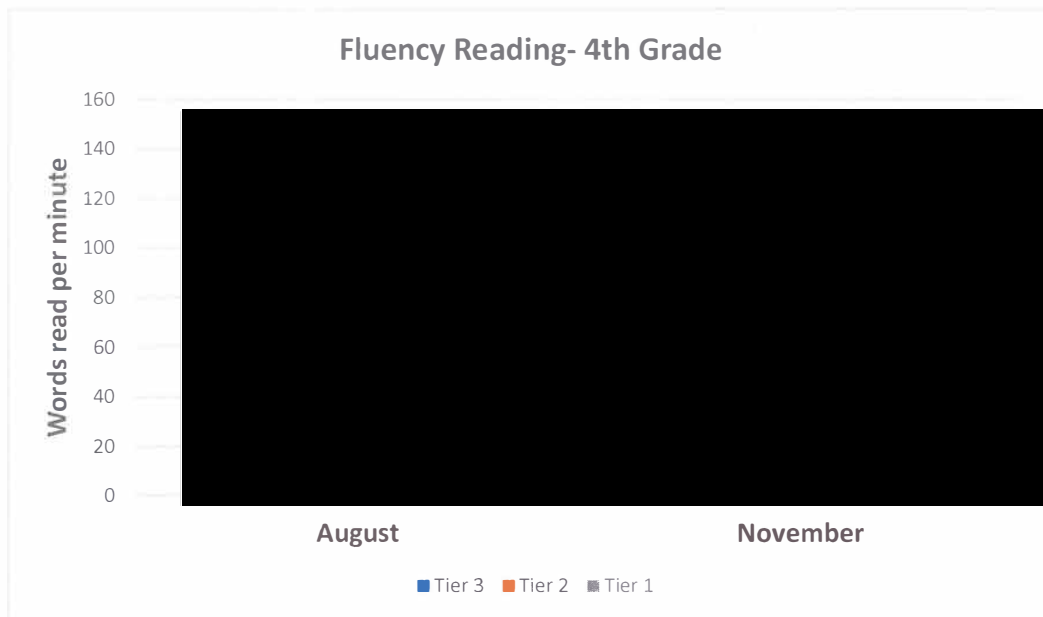
The following table, Kindergarten Letter Names and Sounds 2017-18 shows the overall student growth in their letter and sound knowledge. This was not a timed test, but rather the kindergarten teacher used upper-case letter flash cards in identifying the sound and letter name with each individual student.



Students who have been at Heritage Community Charter school since Kindergarten and who are enrolled in our Special Education program have also made gains in their fluency development through our special education programs, interventions and tutoring programs.

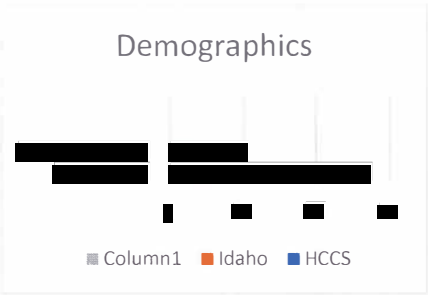


Our students in 4<sup>th</sup> and 5<sup>th</sup> grades are tested in their fluency each month. Students are classified into three groups, Tier 3 (Intensive) Tier 2 (Approaching) Tier 1 (Benchmark). To determine each student's level of fluency, the Oral Reading Fluency (ORF) benchmark scores were taken from the Second Edition CORE Teaching Reading Sourcebook. During intervention time, all students work on their fluency, vocabulary and comprehension.



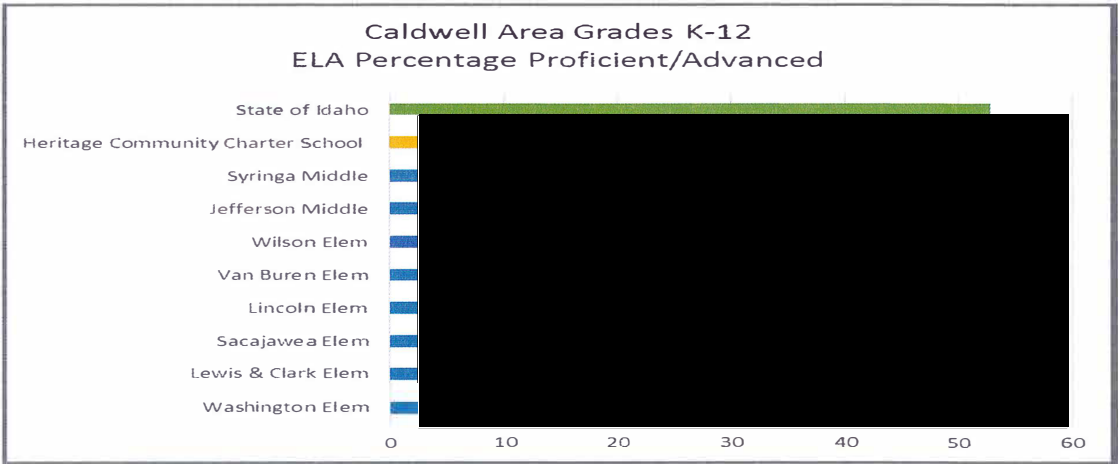
Heritage Community Charter School is increasing its ability to successfully help its Hispanic/Latino students achieve proficiency in English/Language Arts to support. Data shows that our students are similar to those in the surrounding schools with comparable student

demographics. HCCS is composed of 55.26% non-white students as compared to 23.84% in the state of Idaho. In addition, we have 21.41% with limited English proficiency where the state is 8.61%.

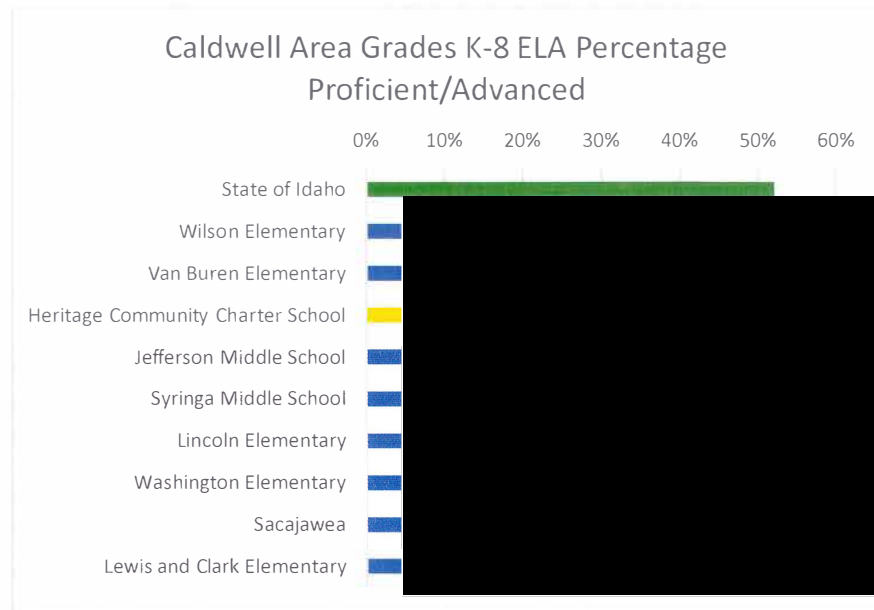


31.3% (APR) of Hispanic/Latino students who have been continuously enrolled for two or more years achieved proficient or advanced on English/Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA). This result puts HCCS into the "Does Not Meet Standard" category of our Mission-Specific Goal #3. However, the students at HCCS have been showing growth and often rate above other schools in the surrounding areas. The ELA percentage proficient/advanced in the Caldwell, Idaho area for grades K-12 shows all schools scoring below the Idaho standard. However, the 2016 ISAT data shows that Heritage Community Charter Schools scores higher than all eight Caldwell School District elementary and middle schools. 2017 ISAT data indicates that HCCS scored higher than six out of eight elementary and middle schools in the Caldwell district.

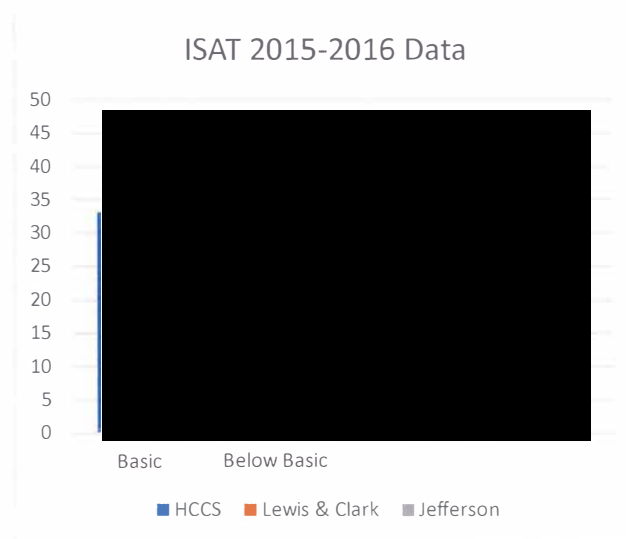
2016 ISAT Data



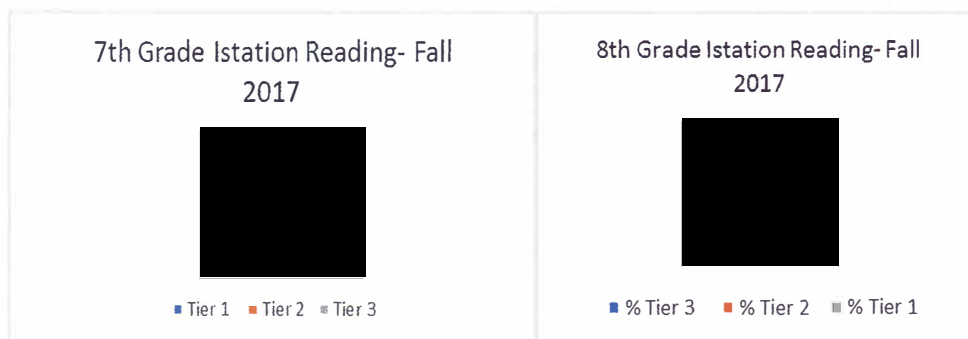
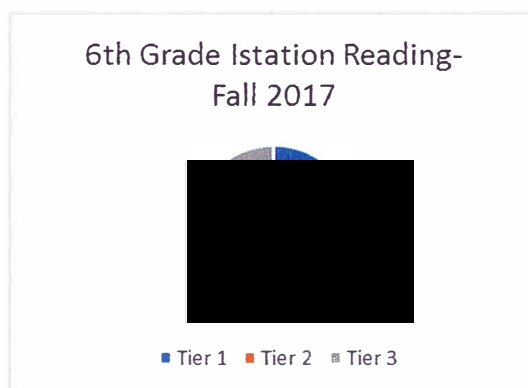
## 2017 ISAT Data



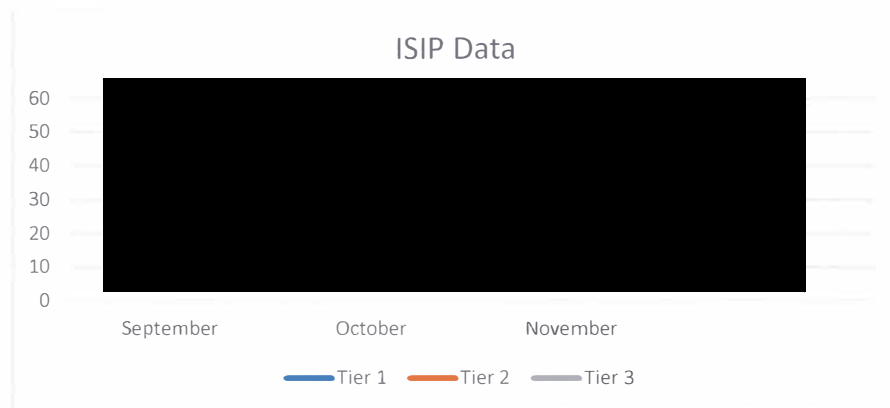
Heritage Community Charter School ISAT scores show that 33.1% Hispanic or Latino students scored Basic and 39.8% scored Below Basic in 2015-2016. In neighboring Lewis and Clark Elementary, 34.5% scored Basic while 46.9% scored below basic. Additionally, Jefferson Middle School showed 30.8% Basic and 37.5% Below Basic.



Middle school students involved in reading intervention during the fall of 2017 have shown consistent gains in their test scores through Istation data. As a result of this data, students are placed into the following tiers: Tier 1: Students performing at grade level; Tier 2: Students performing moderately below grade level and in need of intervention; Tier 3: Students performing seriously below grade level and in need of intensive intervention. In the 6<sup>th</sup> grade, there has been 11% tier movement and 50% growth for the 28 students. The 27 students in 7<sup>th</sup> grade have also had 11% tier movement with 33% growth. Finally, the 27 8<sup>th</sup> grade students have posted 26% tier movement with 63% growth in reading skills. This data shows that students are making significant gains in their English/Language Arts skills.



All grades overall have shown positive growth with ISIP data. In September, 30% of students were in Tier 3, 21% in Tier 2, and 49% in Tier 1. Tier 3 groups have decreased to 28% and 25% in October and November. Tier 2 groups remained about the same in October and November, at 22% and 21%. Tier 1 groups increased to 50% in October and 54% in November. This data shows the upward trend of English/Language Arts abilities throughout our K-8 school.



Keeping these statistics in mind, Heritage Community Charter School is on track for successfully helping its Hispanic/Latino students achieve proficiency in English/Language Arts.

**Is the school organizationally sound and compliant with applicable laws and regulations?**

The operational section of our annual performance report, noted that we needed to address Measure 2B; Is the school following Generally Accepted Accounting Principles (GAAP)? And Measure 6A: Is the school complying with all other obligations? Heritage Community Charter School has addressed the two concerns as indicated below.

Operational Corrections and Outcomes

**Measure 2B: Is the school following Generally Accepted Accounting Principles (GAAP)?**

*The audit findings identify as a compliance issue that HCCS's time and effort reporting policies were not updated to comply with new federal guidelines for the federal grants and programs funding.*

*Corrective Response:*

Since that time, HCCS has updated our time and effort reporting policies to comply with the new federal guidelines and they have been approved by the HCCS school board. The following policies were updated by the administrator, business manager and federal programs director to

meet federal requirements: Procurement System Procedures, Determining Allowability of Costs Procedures, Financial Management System Procedures, Time and Effort Procedures, Property Management Systems Procedures and Federal Cash Management Procedures.

**Measure 6A: Is the school complying with all other obligations?**

*The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code; this matter had not been remedied as of July 1, 2016.*

Corrective Response: The Continuous Improvement Plan for HCCS is posted on the school website. <http://heritagecommunitycharter.com/policy/>

Each fall, the HCCS leadership team submits the board approved Continuous Improvement Plan, Literacy Improvement Plan and College and Career plan to the web manager to post on the school website. The plans are due to the State Board of Education on October 1<sup>st</sup> and are updated on the website thereafter.

Demographics of Heritage Community Charter School

2015-2016 Demographic Information

Data from the 2016 Annual Performance Report

	<b>Heritage Community Charter School</b>	<b>Surrounding District (Caldwell)</b>	<b>Neighboring District (Vallivue)</b>	<b>State</b>
<b>Non-White</b>	██████	64.28%	41.10%	23.84%
<b>Limited English Proficiency</b>	██████	27.36%	19.81%	8.61%
<b>Special Needs</b>	██████	9.16%	10.17%	9.76%
<b>Free &amp; Reduced Lunch</b>	██████	99.54%	64.98%	47.27%

At HCCS, we believe *all* students deserve a free and appropriate public education and strive each day to make all students feel welcome. We have a very rigorous recruitment process

including, but not limited to, participation in the following: newspaper advertisements, Facebook, community events, neighborhood outreach in culturally diverse areas of the surrounding area. Because of our efforts in recruitment, the student population in our school represents the diverse demographics of the surrounding area. Prior to the school year and/or anytime during the school year, new students and their families are provided with a tour of the school and the opportunity to observe a classroom. Communication to families is provided in English and Spanish, the two predominant languages spoken at HCCS, and is offered via digital and non-digital methods, depending on the families' preference.

When considering our Limited English Proficient students, our Dual Language program is a benefit to students whose native language is Spanish. As well, we provide EL services, above and beyond the Dual Language program, to students in kindergarten-8<sup>th</sup> grade. These services are designed to help students access content in English. Although they show academic growth, their rate of growth is proportionate to the growth to the surrounding district, which is below state averages. IRI data from the 2015-2016 school year showed an increase of Limited English Proficient students scoring a 3 (benchmark) from 20.4% in the fall to 40.4% in the spring. Data from the 2016-2017 school year, showed an increase of Limited English Proficient students scoring a 3 (benchmark) from 43.1% in the fall to 47.5% in the spring.

Our students identified as being on Free and Reduced lunch often face hurdles at home that hinder their learning. We understand some of those hurdles include transportation to and from school, time with parents, working on homework, having access to meals, and perhaps academics not being a priority at home. We have worked hard to support our students by providing robust transportation for students within our board approved attendance area, schoolwide title intervention to provide additional time on academics while at school, before school tutoring to provide additional academic intervention outside of the regular school day. These efforts in place help close the academic gap for our students in poverty. During the 2015-2016 school year, our K-3 IRI data showed that the percent of economically disadvantaged students scoring a 3(benchmark) on the IRI, increased from 45.3% in the fall to 62.9% in the spring. Similarly, 2016-2017 IRI data showed the percent of economically disadvantaged students scoring a 3 (benchmark) on the IRI, increased from 47.7% in the fall to 62.3% in the spring. While growth is evident, the school is continuing to provide targeted literacy interventions to help increase literacy skills for our students.

### Organizational and Leadership Capacity

Retention of leadership positions is a strength of Heritage Community Charter School. Our Executive Director, Javier Castaneda has served our school for the past six years. The members of our board of directors have served HCCS for three or more years. Their institutional memory, vision for the school and support of the staff and students has promoted growth within the school.

The schools' leadership team, consisting of the Executive Director, Federal Programs Director, and two certified teachers, meet bi-weekly to review the Data Acquisition Calendar from the State Department of Education. Included in the leadership meetings is a review of other required initiatives, state and federal timelines and current district successes and challenges. Additionally, the business manager, ISEE manager, Executive Director and Federal Programs director work collaboratively to ensure all deadlines such as ISEE submission, Public Charter School requirements and all state and federal deadlines are met. To stay up to date on all requirements, the Executive Director and/or leadership team member(s) attend the Annual Education Law Seminar, Federal Programs Director's Meeting, Assessment and Accountability Roadshow and the Legislative Roadshow.

Annual stakeholder satisfaction surveys continue to be administered to HCCS families and reviewed with the school board on a yearly basis. That feedback is used to either strengthen existing programs or make decisions that shore up weaknesses.

### **Is the school a fiscally sound, viable organization?**

Heritage Community Charter School (HCCS) is fiscally sound and viable. HCCS enrollment has stabilized to approximately 520 students per year, and over the past three years, HCCS has maintained a strong waiting list for grades K-4, with adequate waiting lists for grades 5-8. The board of directors of HCCS has strived to put the school on solid financial footing and has ensured that annual budgets and budget projections are conservative, while providing proper funding to address long-term academic goals for our students. Over the past three years, the school has generated surpluses; at the end of June 30, 2017, the school had a general fund balance of \$625,373. Based on total 2016-2017 revenues of \$3,515,647, and ending cash of

\$703,329, the school had 73 days of cash on hand. The local population continues to grow as more housing is added within the school's attendance area. The influx of families continues to be diverse.

Future risks and mitigating factors:

Risk: Rent escalations in future years

Mitigating Factors:

- HCCS is currently seeking to finance its current facility with the help of Bluum and Building Hope. The school has negotiated a reduced purchase price with the current landlord. The landlord is motivated to end the leasing arrangement, offering a \$100,000 charitable contribution upon closing the sale. Based on financial projections, financing the facility at the offered price should lock in a fixed facility cost that is slightly less than the current rent rate, and significantly less than the expected future rent escalations.
- HCCS has saved up over \$600,000 at the end of fiscal 2017. (General fund balance: \$625,373)

Risk: The school receives a substantial amount of Federal dollars through the Title I and IDEA programs, a reflection of the school's demographics. There have been threats of reduced Federal funding in future years.

Mitigating Factors:

- HCCS has budgeted conservatively, with a projected 2017-2018 surplus of over \$200,000, considering current Federal funding. This means that in future years, Federal funding declines could be safely mitigated through careful budgeting.
- The school is currently implementing a Medicaid reimbursement program that will provide more funding for Special Education. HCCS believes that this supplemental

funding source will help ensure that special education services will be adequately funded even if costs continue to increase.

**If renewed, what is the school's plan for its next performance certificate term?**

Summary of HCCS' Continuous Improvement Plan

Heritage Community Charter School uses student achievement data to reflect upon the strengths and challenges the school faces academically. With a focus on reflection, analysis of data, the school continually refines their programs, processes and instructional delivery to meet the diverse needs of students. Our Continuous Improvement Plan includes goals focused on College and Career Readiness, High School Preparedness and Academic Programs.

The past two years, HCCS offered a College and Career readiness elective course to 8<sup>th</sup> graders, in which we had approximately 50% of our 8<sup>th</sup> grade students enrolled. Beginning in the 2017-2018 school year and continuing forward, all 8<sup>th</sup> grade students will be enrolled in the college and career readiness class. The course will cover topics such as: personality/interest inventories, study skills, reading strategies, leadership skills, high school preparedness, career explorations, public speaking and a college campus visit. Each 8<sup>th</sup> grade student enrolled at HCCS in the Spring semester will work with the school counselor to develop a four-year high school plan.

Heritage Community Charter School's Continuous Improvement Plan includes a focus on student achievement data through analysis of ISAT and IRI data. ISAT goals are derived by looking at cohort data and historic grade level data. When SMART goals are developed, HCCS reviews historical data to make rigorous but attainable goals. The goal for HCCS is to have 50% or more students, in grades 3-8, score proficient or advanced as measured by the math and ELA ISAT on the spring 2021 ISAT administration.

ISAT goals for the 2017-2018 school year include:

- 50% or more of 8<sup>th</sup> grade students will score proficient or advanced on the 2018 spring ELA ISAT as compared to 46% on the 2017 spring ELA ISAT.
- 21% or more of 8<sup>th</sup> grade students will score proficient or advanced on the 2018 spring math ISAT as compared to 17% on the 2017 spring math ISAT.

- 37% or more of 5<sup>th</sup> grade students will score proficient or advanced on the 2018 spring ELA ISAT as compared to 32% on the 2017 spring ELA ISAT.
- 20% or more of 5<sup>th</sup> grade students will score proficient or advanced on the 2018 spring math ISAT as compared to 17% on the 2017 spring math ISAT.

Our Continuous Improvement plan also includes the following literacy goals, utilizing data from the Idaho Reading Indicator:

- 85% or more of Kindergarten students will score proficient on the 2018 spring IRI as compared to 80% on the 2017 spring IRI.
- 70% or more of First Grade students will score proficient on the 2018 spring IRI as compared to 67% on the 2017 spring IRI.
- 73% or more of Second Grade students will score proficient on the 2018 spring IRI as compared to 70% on the 2017 spring IRI.
- 78% or more of Third Grade students will score proficient on the 2018 spring IRI as compared to 75% on the 2017 spring IRI.

Due to the Idaho State Department of Education adopting a new IRI to be used during the 2018-2019 school year, HCCS will have to establish baseline data during the school year in order to formulate rigorous and attainable early literacy goals. To familiarize our students with the new IRI, developed by Istation, HCCS purchased the ISIP (Istation's Indicator of Progress) and Istation reading curriculum. Starting with the 2017-2018 school year, all students (K-8) will complete monthly schoolwide screener/progress monitoring in math, reading and Spanish reading (K-5 only) by using the assessment tool. Monthly progress monitoring will provide teachers detailed student reports designed to make data driven decisions to inform and adjust instructional practices, to help plan instructional intervention groups and monitor student growth.

### Upcoming Term

Within the upcoming five-year term, it is the goal of the school board and Executive Director to finalize the purchase of the building. After the purchase of the building, the board intends to explore possible expansion and if it is a feasible option, proceed with developing an action plan and timeline. At this time, all decisions regarding possible expansion are on hold

until there has been a careful review of the budget after the purchase of the building. The purchase of the building should be finalized on or before April 1, 2018.

A charter amendment taskforce, including representatives from administration, school board and leadership team will review the charter to identify any amendments that need to be proposed. The taskforce will meet in March 2018 and submit proposed amendments to the Public Charter School Commission in April 2018.

#### Dissemination of Success

To disseminate our successes, HCCS provides the community with monthly newsletters, highlighting notable achievements and information from the school. On our school website, we publish the school newsletter, our Continuous Improvement Plan, Literacy Improvement Plan and College and Career Plan. Publishing these plans provides parents, teachers and other community members information on the progress of the school.

### Hyperlinks to News Articles

<http://www.kivitv.com/news/caldwell-students-among-first-in-idaho-to-use-heart-rate-technology-in-pe>

<http://idahonews.com/news/local/a-new-way-to-watch-your-fitness-in-gym-class>

[https://www.idahopress.com/news/local/heritage-school-united-hauling-floats-recognized-in-night-light-parade/article\\_203532a4-3d17-11e2-8857-0019bb2963f4.html?mode=story](https://www.idahopress.com/news/local/heritage-school-united-hauling-floats-recognized-in-night-light-parade/article_203532a4-3d17-11e2-8857-0019bb2963f4.html?mode=story)

[https://www.idahopress.com/members/heritage-community-charter-school-accredited/article\\_968f54e2-42de-11e4-a28d-3f0345152e4c.html](https://www.idahopress.com/members/heritage-community-charter-school-accredited/article_968f54e2-42de-11e4-a28d-3f0345152e4c.html)

[https://www.idahopress.com/members/heritage-charter-financial-position-is-improving/article\\_ad7145aa-1fa4-11e5-9c71-a3db070a80a3.html](https://www.idahopress.com/members/heritage-charter-financial-position-is-improving/article_ad7145aa-1fa4-11e5-9c71-a3db070a80a3.html)

## AUXILIARY DATA SUBMITTED BY SCHOOL

The renewal process included an optional opportunity for schools to submit auxiliary performance data of which the PCSC may not otherwise be aware. Schools were invited to make their case for renewal by providing academic, mission-specific, operational, or financial information that was not already captured by the performance framework.

In March of the pre-renewal year, PCSC staff discussed with each school's leadership the kinds of auxiliary data that would be particularly helpful for that individual school. The Renewal Guidance and Application document provided instructions and examples to assist schools in submitting meaningful data.

HCCS's auxiliary data submission included the following:

- HCCS Supplementary Data Form -- The school used the *IPCSC Auxiliary Renewal Data Form* to provide an overview of their attached documentation.
- IRI Data for Kindergarten through Grade 3 – four spreadsheets document IRI scores from the 2014-15 SY to the 2016-17 SY

The data demonstrates that the overall proficiency rates on the IRI from fall to spring increased for all grades in all three years, except first grade proficiency declined in 2015-16 and 2016-17. In all three years, kindergarten students demonstrated the biggest increase in IRI scores from fall to spring.

- Access 2.0 Data for EL students – one spreadsheet with student data from 2016 and 2017

83% of the students grew by at least one point on the assessment from 2016 to 2017. No detail was provided on what constitutes a one year expected growth rate.

- Math and ELA Data for Grades 3 through 6 – spreadsheet documents student level Math and ELA ISAT scores from 2015 – 2017

Math and ELA score increased from 2015 to 2017 for all cohorts except the 5<sup>th</sup> grad cohort in ELA. No detail was provided on what constitutes a one year expected growth rate on the ISAT ELA and Math.

All auxiliary data is included in its entirety without any modifications by PCSC staff.

## Idaho Public Charter School Commission Auxiliary Renewal Data Form

As part of the renewal process, you are invited to submit auxiliary data supporting your school's case for renewal. Submission of such data is optional. This form is intended to assist you in organizing and explaining the purpose of any materials you choose to submit.

If you would like to provide information demonstrating your school's outcomes, please complete this form and return it to the PCSC office by July 15.

### Guidance for Form Submission

- A. Each school may submit this form, with attached documentation, one time only. No revisions will be accepted, so please be sure your original submission is clear, complete, and accurate. PCSC staff will be reviewing your data for accuracy and double-checking your calculations.
- B. Please note that anecdotal information will not be considered. Focus instead on reliable, measurable, and objective evidence that is not already captured by your performance framework. You are welcome to contact PCSC staff in advance of the July 15 deadline with any questions about what constitutes useful data. Examples are provided below, as well as in the *PCSC Renewal Application and Guidance*.
- C. Consider submitting data that separates different groups, such as at-risk students, general education students, LEP students, students who have been continuously enrolled for a significant period, etc. so that the results of one group do not mask those of another. Additionally, inclusion of academic growth data is strongly encouraged.
- D. Be sure to complete all columns of the form for each issue that you wish to address. Insert additional rows as needed.
- E. All financial and academic supporting documentation files should be in MS Excel format. Be sure to include clear headers for your data, as well as any other explanatory notes, to ensure that we are able to understand your results. The following sample Excel chart is an example of the type of data fields / detail we would expect to see in your documentation.

Student ID #	Student Name	Grade	IRI Score	Scored 3	Notes
■	■	■	■	■	
■	■	■	■	■	
■	■	■	■	■	
■	■	■	■	■	
■	■	■	■	■	
■	■	■	■	■	
■	Students			Scored 3	Percent Scored 3/ proficient

F. Clearly label and attach all supporting documentation files.

G. Any supporting documentation files containing individually-identifiable student data must be submitted through the secure server. Secure submission guidance may be found in the *PCSC Renewal Application and Guidance*.

## ► Examples

Subject Area	Issue	Attached Documentation
Academic/ K-3 Reading Success	Our K – 3rd grade students are showing significant gains in reading as demonstrated by their IRI scores.	Attachment A: Excel spreadsheet providing student level Fall and Spring IRI results for <i>all</i> students from the 2013-14, 2014-15, and 2015-16 school years. You may also separate the data by subgroup, such as ELA and SPED status.
Academic/ Growth for below grade-level students	Our high school has a sizable population of below grade level students who show significant growth after one year of attending the school.	Attachment B: Excel spreadsheet with <i>all</i> high school students' (those at grade level and for those below grade level) grade level assessment results at both the beginning of the school year and at the end of the school year.

Academic/ Math Success	Students who have been enrolled at our school for two years or more are much more likely to reach grade level benchmarks on the math MAP exam.	Attachment C: Excel spreadsheet of <i>all</i> students who took the math MAP exam. Include students' scores as well as the number of years or parts of years that the student had been consecutively enrolled at your school.
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## ► Auxiliary Data

Subject Area	Issue	Attached Documentation
Academic/K-3 Reading Success	Our K-3 <sup>rd</sup> grade students are showing significant gains in reading as demonstrated by their IRI scores.	Attachment A: Excel spreadsheet provides student level Fall and Spring IRI results for <i>all</i> students from the 2014-15, 2015-16, and 2016-17 school years. Three out of the four grade levels showed strong growth each year.
Academic/K-5 Language Proficiency Growth	Students identified as English Learners (EL) in our K-5 Dual Language program showed scale score growth as measured by the ACCESS 2.0 from the 2016 test administration to 2017 test administration.	Attachment B: Excel spreadsheet provides student level Access 2.0 data from 2016 and 2017 showing positive trends in scale score growth. 85% of the K-5, EL students, enrolled two or more years in our Dual Language program showed growth in language proficiency as measured by the Access 2.0.
Academic/4 <sup>th</sup> -8 <sup>th</sup> ELA and Math ISAT growth	Longitudinal ISAT reports published by the Idaho State Department of Education (AIR) show positive average scale score growth for students in all grades in math and four out of five grades in ELA.	<p>Attachment C: Excel spreadsheet provides student level ELA and Math ISAT data for students who were continuously enrolled from 2015 to 2017 which indicates positive average scale score longitudinal growth in all grades for math and four out of five grades in ELA.</p> <p><b>ELA Longitudinal Report: Average Scale Score Growth (ISAT Longitudinal Report via SDE ISAT online reports)</b></p> <p>3<sup>rd</sup> Grade Cohort: 2015-2017 scale score growth= 66 points  4<sup>th</sup> Grade Cohort: 2015-2017 scale score growth= 147 points  5<sup>th</sup> Grade Cohort: 2015-2017 scale score growth= -13 points  6<sup>th</sup> Grade Cohort: 2015-2017 scale score growth= 47 points</p>

		<p><b>Math Longitudinal Report: Average Scale Score Growth (ISAT Longitudinal Report via SDE ISAT online reports)</b></p> <p>3<sup>rd</sup> Grade Cohort: 2015-2017 scale score growth= 41 points 4<sup>th</sup> Grade Cohort: 2015-2017 scale score growth= 58 points 5<sup>th</sup> Grade Cohort: 2015-2017 scale score growth= 36 points 6<sup>th</sup> Grade Cohort: 2015-2017 scale score growth= 17 points</p>
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**IRI: Idaho Reading Indicator**  
**2014-2015 IRI Scores:**

**Fall 2014**

Spring 2015

[illegible]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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Age Group	Percentage of Respondents
18-29	93%
30-49	88%
50-64	82%
65+	60%
18-29	85%
30-49	80%
50-64	75%
65+	65%
18-29	80%
30-49	75%
50-64	70%
65+	60%
18-29	75%
30-49	70%
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18-29	10%
30-49	5%
50-64	0%
65+	60%

Country	Share of GDP
United States	10.5%
Germany	9.8%
France	9.5%
United Kingdom	8.2%
Italy	7.9%
Spain	7.5%
Japan	6.8%
Canada	6.5%
Sweden	6.2%
South Korea	5.8%
India	5.5%
China	5.2%
Brazil	4.8%
Russia	4.5%
South Africa	4.2%
India	3.8%
China	3.5%
United States	3.2%
Germany	3.0%
France	2.8%
United Kingdom	2.5%
Italy	2.2%
Spain	2.0%
Japan	1.8%
Canada	1.5%
Sweden	1.2%
South Korea	1.0%
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1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete each task.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress regularly to ensure that the project is on track.

5. The final step is to evaluate the results of the project. This involves comparing the actual outcomes with the original objectives and goals to determine the success of the project.

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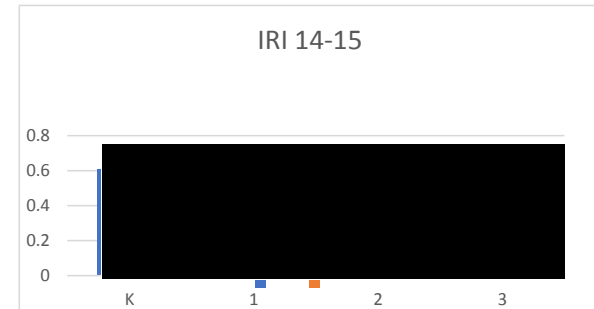
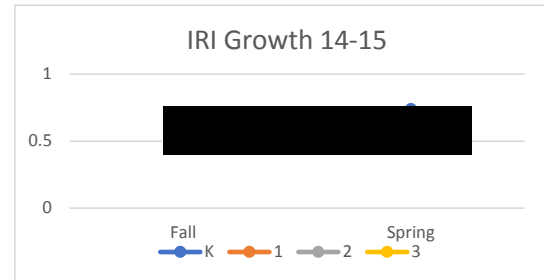
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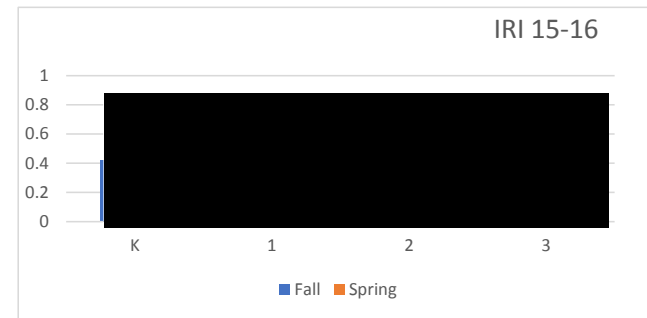
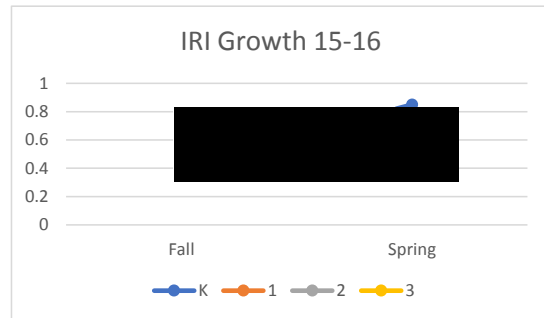
#### IRI 14-15

	Fall	Spring	Growth
<b>K</b>	61%	74%	13
<b>1</b>	57%	67%	10
<b>2</b>	49%	58%	9
<b>3</b>	60%	70%	10



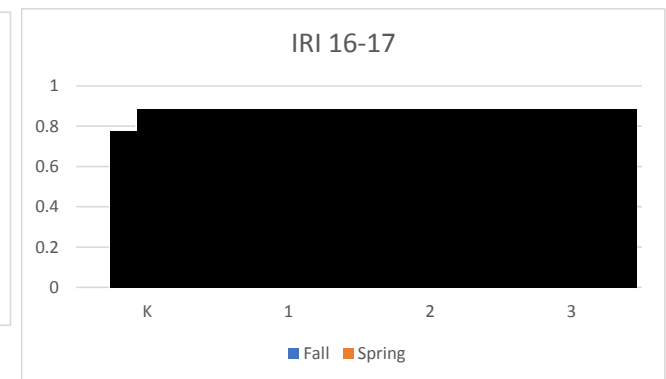
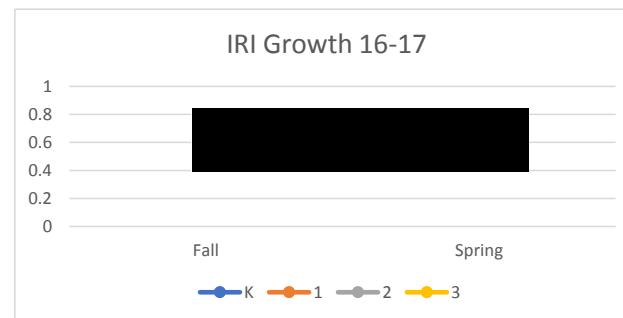
#### IRI 15-16

	Fall	Spring	Growth
<b>K</b>	42%	85%	43
<b>1</b>	55%	52%	3
<b>2</b>	62%	72%	10
<b>3</b>	56%	72%	16



#### IRI 16-17

	Fall	Spring	Growth
<b>K</b>	53%	80%	27
<b>1</b>	73%	55%	18
<b>2</b>	60%	65%	5
<b>3</b>	68%	73%	5



## ACCESS 2.0 English Language Proficiency Test

**2016 Composite  
Overall Scale  
Score**

**2017 Composite  
Overall Scale  
Score**

difference  
in score

[illegible]



ISAT: Idaho State Achievement Test			2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
Student First Name	Student Last Name	EDUID	ELA/Literacy Scale Score			Mathematics Scale Score		



A barcode-like image consisting of vertical black bars of varying heights and a horizontal yellow bar. The vertical bars are arranged in a grid-like pattern, with some bars being taller than others. A single horizontal yellow bar runs across the middle of the image, intersecting the vertical bars. The background is white.

Category	Percentage
U.S. should take action	95%
U.S. should take strong action	90%
U.S. should take no action	5%
U.S. should take weak action	5%
U.S. should take no action (Male)	5%
U.S. should take strong action (Male)	90%
U.S. should take no action (Female)	5%
U.S. should take strong action (Female)	90%
U.S. should take no action (18-29)	5%
U.S. should take strong action (18-29)	90%
U.S. should take no action (30-49)	5%
U.S. should take strong action (30-49)	90%
U.S. should take no action (50-69)	5%
U.S. should take strong action (50-69)	90%
U.S. should take no action (70+)	5%
U.S. should take strong action (70+)	90%

Device Type	Percentage of Respondents
Smartphone	88%
Tablet	62%
Smartwatch	35%
Smart TV	28%
Smart Home Hub	22%
Smart Car	18%
Smart Thermostat	15%
Smart Light Bulbs	12%
Smart Doorbell	10%
Smart Lock	8%
Smart Mirror	5%
Smart Plug	3%
Smart Smoke Detector	2%
Smart Water Leak Detector	1%

Device Type	Percentage
Smartphone	85%
Tablet	45%
Smartwatch	30%
Smart TV	25%
Smart Home Hub	20%
Smart Car	15%
Smart Thermostat	10%
Smart Light Bulbs	5%
Smart Doorbell	5%
Smart Lock	5%
Smart Mirror	5%
Smart Plug	5%
Smart Camera	5%
Smart Speaker	5%
Smart Scale	5%
Smart Clock	5%
Smart Air Purifier	5%
Smart Water Filter	5%
Smart Smoke Detector	5%
Smart Garage Door Opener	5%

7

Response	Percentage
U.S. should take action to address climate change	95%
U.S. should not take action to address climate change	5%

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