SUBJECT

Elevate Academy Alternative Charter School New Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-52 Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Elevate Academy Alternative Charter School (Elevate) is a proposed new public charter school to be located in Caldwell, Idaho. The proposed alternative, career technical school aims to serve at-risk youth in grades 6-12.

DISCUSSION

Educational Model:

Elevate's career technical educational model, offering 8 CTE industry certifications, is a three tiered program geared towards the unique needs of the target demographic. The founders anticipate that most students will participate in the Summit track, which is designed for those who are on schedule to graduate in five years or less. The Peak program is designed for students who have fallen behind on credits, but with effort and significant support could get back on track to graduate within 5 years or before they turn 21. The Crest program is designed to serve students who have been out of high school for a significant amount of time and for whom reengagement is the primary goal.

Elevate's academic program is unique because of its holistic approach to serving both emotional and academic needs. The petitioners' research on at-risk youth education, coupled with their practical experience, make for a robust and comprehensive educational plan.

Evidence of Demand:

Elevate intends to serve 330 students in grades 6-10 in its first year of operation, then expand to serve 487 students in grades 6-12 by its third year of operation.

Elevate's proposed attendance area includes a high percentage of at-risk and low income students. Population growth and a high concentration of housing units near the proposed site suggest that there will be a market for the school.

During the board interview, the board members explained how Monica White and Matt Strong, Elevate's proposed administrators, are personally familiar with many of the potential students and have relationships with all of the building administrators in Caldwell. In addition, the board has

networked with other sources of referral, such as the juvenile justice system and local social services agencies.

Many Idaho public charter schools struggle to fill their middle and high school seats. Consideration of Elevate's strong recruitment capacity and evidence of community need should be balanced with recognition that their enrollment projections are aggressive.

Board Capacity:
Elevate's board is a cohesive group of professionals who are dedicated to the mission and whose members have deep roots in Canyon County. Their commitment to at-risk youth and their drive to make an impact upon the Caldwell community is evident. Furthermore, their nuanced understanding of the local landscape allows them to understand the needs of local youth and the business community.

Founding board members Monica White and Matt Strong plan to shift to administrative roles if the petition is approved.

Facilities Plan:
Elevate has a strong plan to work with Building Hope to construct a facility located near downtown Caldwell. The land was donated by the Caldwell Urban Development Agency. Building Hope will assist with financing, design, and construction of the facility.

Budget Evaluation:
Elevate was awarded $250,000 in JKAF funds to provide salary and benefits for two, full-time positions during the school's pre-operational year. Monica White and Matt Strong were also awarded the Bluum Idaho New School fellowship for the 2017-18 school year.

The budget is generally conservative, breaking even at 240 students, and reflects reasonable estimates regarding expenditures necessary to implement the instructional model and serve the intended student population. Projected facility costs range from 13%-15% of total revenues in full enrollment years to 19% in a break-even situation.

IMPACT
If the PCSC approves the petition, Elevate will be responsible for notifying the State Board of Education of such approval. The PCSC will have 75 days in which to execute a Performance Certificate with the school's governing board.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Instruction, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Elevate Academy Alternative Charter School new charter petition.

COMMISSION ACTION

A motion to approve the new charter petition for Elevate Academy Alternative Charter School's new charter petition.

OR

A motion to deny the Elevate Academy Alternative Charter School petition on the following ground(s):_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PETITION FEEDBACK MEMORANDUM

May 24, 2018

Elevate Academy Alternative Charter School

Thank you for your interest in opening a new public charter school in Idaho. Your new charter petition will be considered in accordance with §33-5205, Idaho Code. The Public Charter School Commission (PCSC) office received your original petition on March 7, 2018 and provided feedback in order to assist you in strengthening your proposal. Remember to refer back to the New Charter Petitioner Guidance for additional support.

The PCSC office received your revised petition on May 3, 2018. Pursuant to Idaho statute and administrative rule, PCSC staff has reviewed the revised petition and developed the recommendation and evaluation below.

Hearing Date

The PCSC will hold a public hearing to consider the Elevate petition on June 14, 2018, in Boise, Idaho.

Staff Recommendation

PCSC staff recommends that the Public Charter School Commission approve the petition for Elevate Academy Alternative Charter School.

IMPORTANT: *PCSC policy requires that all revisions, with the exception of changes to PCSC budget and facilities templates, be shown in legislative format. Please see* _The Idaho Rule Writer's Manual_*, section II.4, pg. 36, for instructions in the proper use of legislative format. The "track changes" or "show markup" feature in Microsoft Word shall not be considered an acceptable substitute for legislative format. Please see PCSC Policy Section II.B for additional requirements related to the submission of petitions and petition and revisions.*

INTRODUCTION

Cover Page	Meets standard
Table of Contents	Meets standard
Executive Summary	Meets standard
Mission Statement	Meets standard

EDUCATIONAL PROGRAM

Description of Educational Philosophy, Instructional Practices, and Curriculum	Meets standard The petitioners demonstrate a deep understanding of the students they plan to serve.
Expected Student Outcomes	Meets standard PCSC staff appreciates the thoroughness and professionalism of this section.
Plan for Serving All Students	Meets standard PCSC staff appreciates the school's commitment to serving all students, and their deep knowledge regarding special services.
Professional Development Plan	The petition demonstrates a clear commitment to professional development.

FINANCIAL AND FACILITIES PLAN

Fiscal Philosophy and Spending Priorities	Meets standard
Financial Management Plan	Meets standard
Description of Facility Needs	Meets standard

BOARD CAPACITY AND GOVERNANCE STRUCTURE

Description of Governance Structure	Meets standard
Founding Board Qualifications	Meets standard
Transition Plan	Meets standard
Board Training and Recruitment	There are duplicate passages regarding board recruitment and training on pages 40 and 41.

STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

Enrollment Capacity	The petition presents a budget that breaks even at 240 students, which is aligned to current enrollment trends and appear realistic. However, the school's enrollment goals (as reflected in the "year 1-at capacity" budget and subsequent year budgets) are ambitious, particularly for an alternative school. Because Caldwell SD already offers an alternative school, Elevate may struggle to enroll as many students as anticipated. The chart below reflects relevant 2017 mid-term enrollment numbers for comparison purposes. Canyon Springs is the Caldwell district alternative school. Pathways is a blended learning charter high school in its first operational year.

Grade	Elevate (Yr3 capacity)	PCSC Average (all schools)	Pathways	Canyon Springs Alt.
6th	22	50	0	0
7th	66	29	0	0
8th	66	50	0	0
9th	84	25	46	49
10th	87	25	39	79
11th	87	49	26	74
12th	75	56	8	71
Total 6-12:	487	284	NA	NA
Total 9-12:	330	155	119	273

Primary Attendance Area	The primary attendance area appears appropriate for the intended student population. The appendices refer to a relationship with the Idaho Youth Ranch (p159). Since the IYR is located outside of the attendance area, these students will not be eligible for the relevant enrollment lottery preference.
Community Need and Market Interest	Meets standard The petition makes a good case for the school, establishing a need for this type of program and ample support from local businesses and community entities.
Strategies for Enrolling Underserved Families	Meets standard The primary aim of this proposed school is to serve underserved families and students.

APPENDICIES

Appendix A1 – A6: Budgets	Meets standard Of particular note is the thoroughness of the break-even budget. The petition presents a realistic "Plan-B" that considers how the school will function should enrollment miss the mark by a significant number of students. This budget establishes that the petitioners have considered the negotiable and non-negotiable elements of their proposed program, and have a plan for scaling down expenditures while still delivering academic outcomes within the scope of their mission should that become necessary.
Appendix A6: Facility Options	Meets standard
Appendix B: Articles of Incorporation	Meets standard
Appendix B: Bylaws	Meets standard
Appendix C: Board Member Resumes	Meets standard
Appendix D: School Administration and Organization Chart	Meets standard The school leaders identified have extensive experience serving at-risk youth, serving as alternative high-school administrators in Idaho, and managing a multi-faceted program.
Appendix F: Supporting Documentation	Meets standard The support from the local community is significant and shows extensive work on the part of petitioners to engage with the Caldwell stakeholders.
Additional Appendices (optional)	NA

Idaho Public Charter School Commission
Petitioning Board Interview

Petitioning School	Elevate Academy (Elevate)
Date of Interview	April 25, 2018
PCSC Staff Interviewers	Tamara Baysinger, PCSC Director
	Kirsten Pochop , Senior Accountability Program Manager
	Jenn Thompson, School Finance and Resource Program Manager
Board Members Interviewed	
Monica White	Bluum Fellow and Founder
Matt Strong	Bluum Fellow and Founder
Kelly Culver	Board Chair
Kyle Byerly	Board Member
Kellie Foreman	Board Member
Ryan Schrader	Board Member
Amaia Vicandi-Bow	Board Member
Sophia Valdez-Ramirez	Board Member
Brad Ward	Board Member

PCSC staff interviewed the nine members of the Elevate Academy (Elevate) board of directors. The interview focused on the members' understanding of and capacity to address the unique challenges of opening and operating a public charter school serving an at-risk population; the proposed academic program include CTE components; their understanding of board member and authorizer roles; the experience, motivation, and capacities they bring to the board; and their recruitment and marketing efforts.

Elevate board members represent a wide array of skills and backgrounds, and all express a genuine enthusiasm for serving Caldwell's at-risk youth. The board is deeply rooted in Caldwell community, with all but one member living in the area. Several of the board members' families have lived in Caldwell for generations. The board includes two BLUUM New School Fellows, Monica White and Matt Strong, who have been working on developing the petition for about nine months. White, who has extensive experience in school administration, was most recently the principal of Canyon Springs Alternative School, and Strong was the co-principal at Canyon Springs. White and Strong plan to be the co-administrators at Elevate. The remaining board members include a small business owner, a former superintendent, an engineering manager, a juvenile justice coordinator, a nurse, and an education specialist who helps low income students transition to higher education.

Since their roots in the community are deep, their marketing and recruiting efforts are organic and reflective of local values. The board spoke of their personal acquaintance with all of the building principals in the Caldwell School District, in addition to their connections with juvenile justice, and social services agencies. These connections will help them to recruit students who would be good candidates for the school. Their understanding of the community extends to local business needs. White and Strong spent several months meeting with all of the major business owners in Caldwell to determine what CTE pathways would be most beneficial to businesses and students. Founders

understand that Elevate's students will need skills that make them immediately marketable in the workplace upon graduation.

The board was less well-versed in the unique requirements of governing a charter school. None of the board members have charter school experience. In addition, the board expressed a partial understanding of the role of the authorizer.

Strengths of the board:
- Deep engagement with and understanding of the needs of the targeted school population
- Clear commitment to and understanding of the school's mission.
- Diverse range of expertise; high level of commitment to ensuring the successful launch of the school
- Active and collegial engagement in the interview by all members, suggesting a true team effort.

Areas of concern:
- May underestimate the unique responsibilities of a charter school board
- The board does not have a clear understanding of the role of the authorizer

Elevate Academy Alternative Charter School

Serving 6th-12th Grade Students
Opening August of 2019
Within the Caldwell School District
Chicago and Boise Ave.
Caldwell, Idaho

Submission Date 3/07/2018
Revision Date 5/4/2018
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Appendix

Executive Summary

Elevate Academy is a Career Technical Education (CTE) school of choice for students in 6th through 12th grade that are considered at-risk (see at-risk qualifiers on page 42) under the state of Idaho's At-Risk qualifiers, founded by veteran Caldwell educators Monica White and Matt Strong. Elevate Academy has created an approach to education that meets the short-term needs of its target population, while providing students an educational opportunity that will meet their emotional and academic needs through a comprehensive approach to educating the whole child.

Elevate Academy will operate on a year-round model. Students at Elevate Academy will attend four days of traditionally scheduled school. The fifth day of the week will be dedicated to intervention for academically deficient students, enrichment for students that are on or above grade level, and extended CTE opportunities. Elevate Academy's primary goal is to ensure that every student has the capacity to lead their own life in a positive direction and graduate with a multitude of skills that lead to opportunities. Additionally, dual credit opportunities will be available. These opportunities compliment the mission of Elevate Academy and open more doors for its graduates.

As a CTE focused school, the founders of Elevate Academy interviewed business leaders throughout the community. During these interviews, common themes emerged: 1) students need to be able to read and comprehend technical manuals; 2) students need a strong work ethic; and 3) students must be able to follow technical plans. Elevate Academy will embed these skills throughout the curriculum and the instructional programming.

Through community partnerships and an innovative approach to hiring CTE teachers, Elevate Academy intends to offer multiple CTE industry certifications. This ensures multiple career options for graduates. CTE areas of study that will be offered include: a) medical arts; b) construction management; c) culinary arts; d) firefighting; e) business, including marketing; f) criminal justice; g) manufacturing, including welding; h) and graphic design. These industries were chosen based on the current economic needs of the Treasure Valley and through interviews with industry leaders that will employ the next generation work force.

Elevate Academy has partnered with expert researchers to review accountability data and measurements for alternative career technical schools serving at-risk youth. The founders' research and work ensure that individuals from diverse backgrounds have the opportunity for hope and an engaging future that enables living life to its fullest. Mrs. White and Mr. Strong will equip teachers and the school with accountability measures that reflect the true nature of the work being done within the school setting. Under current educational models, especially those serving students in poverty and/or with a high concentration of at-risk students, great teachers are 'burning out', top administrators are hesitant to run schools with the potential of being labeled 'failing', and students become reluctant learners as their academic targets are based on raw achievement scores rather than on authentic measures of academic growth. Elevate Academy is positioned to become a destination school, while at the same time becoming a model for policy development and best practices for serving at-risk youth.

Joining founders Monica White and Matt Strong at Elevate Academy is an organizing group of individuals deeply rooted in finding solutions to our community's challenges with drop-outs and disengaged students. Members of the founding board include experts from the following areas; alternative education, juvenile probation, community planning, central office administration, first generation college opportunity recruitment, and local industry.

The Treasure Valley is one of Idaho's fastest growing regions. Thousands of jobs are projected to be available for well-trained and qualified individuals over the next decade. Renewing a sense of purpose and providing ground-breaking programming for at-risk youth will become a win-win-win for students, the local economy and communities.

Mission

Elevate Academy is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

Elevate Academy's Educational Program

Education Philosophy

Elevate Academy is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them, and that provides a direction and sense of purpose for their future.

At-risk students are generally lacking the dispositional skills necessary for making good life choices, and this makes it difficult for them to advocate for themselves and their future. At-risk students traditionally have reached a point in their academic careers where they choose to close the door to their own opportunities and successes. Once a student chooses this path, they are no longer on a trajectory to becoming a contributing member of their community. Once a student becomes a dropout, odds are they will become a burden to themselves and to the larger society. School dropouts cost the national economy more than $150 billion annually, and they qualify for fewer than 10 percent of all jobs (Barnes, 2015). Canyon County currently has a graduation rate of 77% (Cope, 2017). This leaves a large population in Canyon County that does not have skills or education necessary to become contributing members of their community.

Elevate Academy believes that the more students have the opportunity to engage in school and activities that inspire them, the more likely they are to develop good habits, and dispositions that will lead to success in the workforce as well as keep student structured and on a path towards success. Because of this, the founders of Elevate Academy have developed a year-round calendar that utilizes summer school finances from the State Department of Education. This allows the students to have more time and opportunity throughout the school year.

Knowing there is a deficit of skilled workers in the Treasure Valley, and the high costs to society of school drop-outs, Elevate Academy believes there are ways to inspire students with a second or even a third chance. We know how to provide these young people with the opportunity to train academically and technically, and to help them develop the skills and dispositions necessary to become contributing members of their communities. For too many, second chances are hard to come by and if you make mistakes as a young person getting back on track is overwhelming. Elevate Academy believes that past circumstances and mistakes should not narrow the opportunity of youth to engage in a meaningful education once they make the conscious decision to Elevate.

As a result of the many barriers an at-risk student faces in life there are multiple considerations that must be made to ensure he or she receives the services and education that will put the student on track to becoming a successful contributing member of society. Research tells us that students at risk of not finishing high school can be identified as early as third-grade (Hoff, Olson, & Reece, 2015). Dropping out of high school is often viewed as a onetime event. Dropping out, however, is in fact a culmination of events.

Disengaged students show a dislike for school at a young age. They find it boring and not relevant to their needs. They display low achievement, poor grades, and academic failure. Young students experiencing these factors in turn engage in behaviors that increase the likelihood of becoming a drop-out. They face academic suspensions for behavioral problems, chronic absenteeism, and an overall disengagement with school. This disengagement comes at a time when a student has lost faith and trust in the adults in his or her life. We commonly see this occur in the middle school grades. As a sixth-grade student the indicators of becoming a high-school dropout are clear to thoughtful observers. The following indicators in the 6th grade is indicative of a lower graduation rate: failing mathematics, failing English, attending grade 6 less than 80 percent of the minimum required time and receiving a poor final behavior grade in a course (Education, 2011).

As educators, if we know the indicators, we can anticipate the causes of the behaviors that alert us to the indicators. We must take a proactive approach to ensuring that all students have access to choices in their education that are meaningful to them, and provide a path to becoming a contributing member of society that can lead their own life with purpose and passion. Through its intervention structures, Elevate Academy will teach a student math and reading, but at the same time educate the student how to take control of their decisions, how to live life from a responsible perspective versus a victim perspective, how to find purpose in their education, and engage even when it isn't 'fun'.

At-risk students have lost their ability to trust. They do not trust the system, they do not trust the adults around them, and they do not trust themselves. As trust is lost, the cognitive abilities of hope have been dismantled within the student. Snyder, Irving & Anderson (1991, as cited in Snyder, 2000, p.8) define hope as *"a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways*

(planning to meet goals)." Hope is broken down into four categories: 1) goals, 2) pathway thoughts, 3) agency thoughts, and 4) barriers.

Goals are the ability for a student to be able to have clear direction and an endpoint for their thinking. Pathway thoughts are routes students take to achieve desired goals. Agency thoughts refer to the motivation students must undertake to achieve their goals. Barriers are any one or more things that block the attainment of student goals and their efforts to give up or use their pathway thoughts to create new routes.

In schools and society today, we often see the teaching of mindset and grit. For a student that has hope embedded in their personal cognitive makeup, mindset and grit are valuable tools needed to overcome the barriers that are discussed in the hope theory. However, if a student lacks hope overall, a traditional school setting that does not cater to helping students develop a capacity for rebuilding a framework of hope, will continue to lose the battle of academics, and purpose for an at-risk student.

To restore hope to a student we must intervene early and purposefully. The first step in intervention ensures that a student feels safe and has hope for a better future. We ignite hope in a student by establishing trust and educating the young person in the cognitive processes that are involved for them to move from a victim of their circumstance to a person that has the tools and resources to take responsibility for themselves and their future. While re-establishing the cognitive function of hope we can expose students to a rigorous curriculum that meets them where they are, connects them to where they should be, and by using the strategies employed through the Hope Theory students will be guided to set goals. This creates agency pathways and thoughts to ensure success in their academics. Once students clearly understand agency and thought pathways they have increased their cognitive awareness of the effects of a growth mindset, and they are able to better understand the benefits of grit.

The next step in intervention includes increasing a student's awareness of their metacognitive makeup and introducing them to the strategies that meet the needs of their personal learning. One of the discrepancies that is often seen in at-risk students are their personal lack of understanding about how they learn. By intentionally teaching students metacognitive strategies and helping students employ these strategies students improve academically. Meta-cognitive instruction on reading comprehension has a reported effect size d = 0.71 (Hattie, 2009). Hattie's writes, "The effect size of 0.04 sets a level where the effects of innovation enhance achievement in such a way that we can notice real-world differences, and this should be a benchmark of such real-world change" (Hattie, 2009). Understanding this relationship allows us to understand that intentionally teaching meta-cognition will lead to real world changes in a student's equation.

At the core of all learning within a school, the most vital piece is the relationship between the teacher and the students. For a student to learn in the most efficient way, the teacher must establish an environment of care, trust, cooperation, and respect. These conditions are necessary to promote a classroom where error is not only tolerated, but is welcomed. For students to learn best, teachers must establish and build relationships of growth, trust, and rigor.

These relationships must include a sense of students knowing that the teacher is passionate about their success and will push them to their cognitive boundaries and beyond.

A school that is designed for students to embrace the cycle of learning, embrace being in cognitive conflict, and embrace the challenges that they are met with daily is where learning best occurs. As educators it is our duty to foster resilience and build the collective efficacy of each individual student by meeting them where they are and expecting them to reach new heights.

Instructional Practices & Curriculum

Learning at Elevate Academy will be designed around intentional scaffolding, moving from surface to deep knowledge based on an adaptation of the *Structure of Observed Outcomes* (SOLO taxonomy). "In this model, there are four levels, termed as 'uni-structural,' 'multi-structural,' 'relational,' and 'extended abstract' – which simply means 'an idea,' 'many ideas,' 'relating ideas,' and 'extending ideas,' respectively." (Hattie, Visible Learning for Teachers, 2012)

At-risk students traditionally lack the surface level knowledge necessary to be successful in meeting higher level competencies. The use of the SOLO taxonomy enables teachers to activate students' knowledge in a manner that is not overwhelming, and connects them to deeper learning at a more rapid pace. Students will move through learning progressions defined by anchor standards with the learning occurring in four stages, with the final stage leading students to apply their knowledge to real world problems and/or projects.

The adaptation of SOLO taxonomy has been transformed into the "Learning Hook." The Learning Hook is an academic and psychological framework that enhances the engagement and guides the at-risk student to understanding and owning their academic pathway. The Learning Hook has six distinct components that are relevant to higher levels of learning. Four of the components are a direct relation to the SOLO taxonomy, and two components are psychological strategies that help students understand the purpose behind the work they are doing and embrace the cognitive struggle that occurs when true learning is happening.

Four Phases of Learning

The first phase of learning is to get a clear understanding and knowledge of the academic and subject language that is being used within the standards. This is referred to as the define/identify phase of learning. Students in this phase will know success when they can clearly make sense of words that are important to deeper learning as they progress through the stages of learning.

The second phase of learning is 'create.' Once the students possess basic knowledge they will work on projects to create or do something with the knowledge. Students in this phase have the opportunity to use their thinking and make connections to their surface level learning.

All of this happens with the end in mind. Ultimately students will be working to create something that can display their knowledge of the anchor standard.

Once a student has created something, the true test of any knowledge is can they demonstrate their learning. During the third phase students will have success criteria that includes displaying and educating others on their work. If a student cannot articulate the learning, they have not learned it. The system focuses on students being able to clearly speak to their thinking.

The final phase of the adapted taxonomy is for students to apply their knowledge to content and or activities outside of the subject they are learning. Students will also identify how the application phase of the learning will align with the WHY (1st phase of psychology of learning).

Psychology of Learning

In *Start With WHY*, Simon Sinek shows us that everyone finds their purpose and meaning in 'why.' (Sinek, 2009) Often in schools, countless activities are assigned to students every day and students either want to know why they must do the assignment or why they are being asked to learn something. At Elevate Academy the aim is that every classroom will be a purpose driven classroom where students will understand the 'why,' and the purpose behind the learning and activities. Therefore, with every anchor standard, there will be a 'why' attached to it. As students begin the learning process they will work to create their personal 'why' behind each lesson. This process is essential to students taking ownership of their learning. The final connection is that the 'why' must be directly attached to the apply phase of the learning progressions.

"The mind develops in response to challenge or disequilibrium, so any intervention must provide some *cognitive conflict."* (Hattie, Visible Learning for Teachers, 2012) Understanding cognitive conflict and its importance to learning is the second psychological component of the program. However, cognitive conflict can't be taught in a silo. In order to embrace cognitive conflict, students must understand the difference between a fixed and a growth mindset. At-risk students are commonly disengaged because of their fixed mindset. Carole Dweck defines fixed mindset as "intelligence is thought of as set in stone at birth." (Kaufman, 2013)

When students enter school with a fixed mindset they are firm in their belief that intelligence is static and that they do not have any control over it. Students believe that people were either born to be smart, or they were born to be dumb. To not appear "stupid" in front of their peers' students will behave in a disengaging manner. It is much easier for students to disrupt class, quit and rush through work than it is to simply ask for help. With the intentional teaching of the concept of cognitive conflict students begin to embrace the struggle of learning. Students are taught how dendrites form, and that the act of learning new material caused your brain to change and adapt. The understanding that this is a difficult process, helps students towards embracing a growth mindset, and embracing the struggle that we call cognitive conflict.

As students move through the learning progressions they are made aware that they will dip into cognitive conflict. This process is natural for everyone and if embraced will lead to successes in student learning. The final barrier to embracing cognitive conflict and working on moving to a growth mindset is the willingness to become vulnerable. Brene Browne defines vulnerability as "uncertainty, risk, and emotional exposure." (Schawbel, 2013) For a student that has come to the time in life where they are considered at-risk, vulnerability requires a culture that fosters trust and hope if it is able to thrive. When you take a risk in a class you are leaning into a vulnerable state. When we look deeper into why student's lack the ability to be vulnerable in the classroom and have a classic fear of failure we understand that in many cases, hope is lost.

"Snyder, Irving and Anderson define hope as a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals." (Hanson, 2009) The word hope, is derived from hopa. Hopa is defined as "confidence in the future." (Online Etymology Dictionary, n.d.) A deeper look into the etymology of hope leads us to understand that the word originates from the notion of "trust, confidence." (Online Etymology Dictionary, n.d.)

Since hope is considered a cognitive function of positive psychology it has to be a focus in schools to ensure that education creates an opportunity to have confidence in the school so that students are able to be vulnerable as they design pathways to learning. Students that understand hope and begin to trust again and work in an environment that fosters vulnerability as a superhighway to learning will naturally gravitate towards a growth mindset and embrace cognitive conflict.

To break these barriers to learning, a school must develop a culture that fosters failure as a road to success while teaching students to embrace vulnerability, create a level of trust in all students that will restore hope, and design authentic learning experiences that engage students in cognitive conflict. Once those barriers are broken a student's learning potential becomes exponential.

Three main focuses of Education must include literacy, mathematics, and workforce readiness. When interviewing business leaders, the main question asked was 'what do you need employees to know to be successful in your environment?'. The common themes included reading, comprehending, and executing instructions from basic instructional manuals. Understanding mathematics that are involved in their everyday technical skilled positions and the ability to take instruction, be punctual, and reliable.

Literacy: Elevate Academy will focus heavily on technical literacy. Students will focus on technical reading and writing as it pertains to the workforce and industry needs. "Research has shown that one of the best ways to help students gain literacy skills is to motivate them with content related to their interests." (Hyslop, 2010) As students work through the integrated curricular approach, which is based on industry standards, student work will align with their interests and future goals.

Another point of interest in literacy at Elevate Academy is the focus on rigorous opportunities that meet the needs of industry. Currently, the reading levels required for high school are significantly lower than the reading that is required for entry level occupations. According to the *Reading Skills and Readiness Gap* report, "Occupational reading is changing with time and high school graduates have to be prepared to read any and all nature of texts while on the job." (Daggett, 2014) *Reading Skills and Readiness Gap* shows us that entry level occupational jobs require a reading level between Lexile 1170 to 1424. Common Core state standards for English Language Arts has a Lexile requirement of 960-1220 and high school textbooks are written at the lower limit of the 11th grade common core band (Daggett, 2014).

Technical reading and writing will be a catalyst for the curriculum at Elevate Academy. We know and understand that when students are interested in the material they study, buy in and engagement is higher. We also know that we are working with students that are behind academically. Technical reading and writing as it relates to a student's chosen field will be a top priority in the academic curriculum that a student receives.

Mathematics: Career Technical Education (CTE) courses rely heavily on mathematics. Elevate Academy's system integrates industry requirements and standards into all of their CTE programs. Students will learn mathematics in the CTE lab as well as in the classroom. Teachers from industry and academics work together to create meaningful learning experiences that directly tie industry needs in mathematics to classroom experiences and lessons. Teachers have access to best practice research for Math and CTE. The Math in the CTE Pedagogic Framework will be a guide to ensuring that students have the scaffolded learning experience that aligns with the SOLO taxonomy developed for our at-risk youth. (See appendix H3 for a sample of the Pedagogic Framework). Students will meet the Idaho core for graduation by completing Algebra 1 and Geometry. Skills learned in Algebra and Geometry are taught in conjunction with CTE programs, and direct application of math skills, when appropriate, in each CTE course.

Workforce Readiness: The culture of Elevate Academy and the expectations in academic areas and in the classroom, will be based on the Workforce Readiness Standards. Over the past six months, founders Monica White and Matt Strong found a resounding theme among all employers across the valley. The theme was, many young people don't know how to work, and don't understand what a work ethic is. Examples shared include: abuse of cell phones during work, not showing up on time to work, and not embracing or understanding that you have to be present, engaged and accountable to your employer. It is the goal of Elevate Academy to instill in each student the importance of being a good employee and ensuring that all students have employability skills. All students enrolled at Elevate Academy will be expected to maintain behaviors that are in agreement with the workforce readiness skills. Skills that will be emphasized will include, attendance and punctuality, people skills, collaboration and communication (see workforce readiness standards Appendix F3). Elevate Academy will operate on a traditional schedule for four days for all students, with the fifth day designed for students that need to make up time, receive academic interventions and or get ahead on their Career Technical projects and or their academics. Elevate Academy will be open with breakfast, lunch

and bussing available for students five days a week. The benefits of the four-day schedule with the fifth day being designed for other opportunities, allows teachers and students to participate in the following activities on Friday: small group interventions for struggling students, extended Career Technical Education time for students to master their craft. Friday's will also be used for the integration of special programs for students through local partnerships. Examples of these opportunities include: drivers training, swimming lessons at the YMCA and hunter's safety. As students move to their junior and senior year of high school, Friday's will also be invaluable for internship opportunities. This will allow students to work alongside industry professionals outside of the school.

An example of the integration of Elevate Academy's curriculum mapping with the learning hook philosophy can be seen in Appendix F2. Elevate Academy will crosswalk Content Area CTE standards, Workforce readiness focus standards, and Deep Learning Competencies focus for every unit. Digital Content through Google Classroom will be developed by a curriculum writer during Elevate Academy's building year. Each student will have a digital file that tracks mastery of each standard in Math, ELA and Science. As students' progress into specialized areas in their high school years, the math and technical writing that they are using will become a more focused part of their studies. However, students will also be responsible for and be exposed to all standards required for graduation.

Middle Level Students

Students in grades 6-8 will utilize the *Power 100* curriculum. This curriculum was designed by founder Monica White in collaboration with teachers, administrators, students and professional life coach, Brett Williams. The curriculum focuses on reinforcing and rewiring behaviors that have led to students being at risk. The *Power 100* curriculum was implemented as an intervention for at risk youth and studied by Heather Williams at Boise State University (see summary Appendix F7). Traditionally students that meet the at-risk criteria have not had the opportunity to build the personal dispositional skills that are needed to transform into a 21st century work and life skills.

Students will loop through four pillars of resiliency training. The first pillar is Hope Restoration. Hope Restoration is guided by Hope Theory and understanding that hope is an essential cognitive behavior that is necessary to excel in life and learning. In Hope Restoration training students are assessed on their optimistic behaviors, and their ability to believe in themselves. The second pillar is Cognitive Conflict. Beyond learning about the physiology of brain development in the learning process, students will also be challenged in, and assessed on, their ability to adapt to different situations, and their ability to problem solve in and out of the academic setting. The third pillar is Social Responsibility. In Social Responsibility students will be assessed on self-control. This focus will be primarily an inward focus that relates to one's self. Students will work on emotional awareness and empathy training as well as social support. Both extensions of the Social Responsibility pillar are ground in civics education, and understanding the world beyond ourselves.

Students in grades 6-8 will attend exploratory units that expose them to careers that they can train for once they enter high school. Students will work in a personalized learning structure designed with visible learning research to accelerate their academics while emphasizing the skills that are aligned with their career path that they will need to be successful once they reach the high school level.

Students in grades 6-8 will maintain the same teacher in math, English Language Arts, science and social studies for up to three consecutive years depending on when they enroll in Elevate Academy. This consistency allows teachers to understand the vertical alignment of the curriculum, finite details on each student's learning progress, and appropriate next steps. This will increase learning time an extraordinary amount by eliminating the need for restart and closure that is necessary in the classroom each academic year. Teachers and students after the first part of sixth grade will be familiar with each other, understand routines and classroom expectations, and will allow the establishment of ongoing relationships that are imperative for the success of at-risk students. This will benefit students from a social emotional lens as well as an academic lens. Thus, ensuring students are on a path to high school success.

Middle School students will start their day in a homeroom setting where they will engage in the *Power 100* curriculum that will set them on a path for success in class and in the classroom. In addition to the Power 100 curriculum, during the morning block of instruction, students will assess where they are in meeting their goals, and review their learning schedule for the day.

Students will then move to their POD for Core Subject time. During this time, each student will be scheduled through the guidance and mentoring of their teacher to best utilize their time. Students will be assigned to lecture style learning, independent work, or small group instruction during this two-hour block. Each of these options will be tailored to what the students need each day and it will be pre-scheduled from the evaluation of the students' progress the day before.

During the third block of the day, students will move to their exploratory classes. Students will participate in each exploratory class for 1/8th of the school year. During exploratory classes, students will focus on a specific industry. Students Core instruction from each block will be aligned with the industry that students are studying during their exploratory block. An example of Industry and Core alignment can be seen in Appendix F2.

Students will have a period of time for lunch and Physical Education. Students will then return to their POD for another block of Core learning. Students will check in and review their progress from their morning block and continue to work towards their personalized goals.

Students will end the day in their homeroom with a review of the Power 100 lessons for the day, tracking their goals and setting their schedule for the next day. Teachers will ensure that students are making adequate progress, and assign students to particular lectures, or small group work for the following day to help students maximize their learning time.

6th Grade	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
8:15-9:15am	Homeroom Power 100 & Goal Review							
9:15-11:25pm POD Time	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects Scheduled Instruction & Scheduled Intervention
11:25-12:15pm	Explore Manufacturing	Explore Medical Arts	Explore Construction	Explore Culinary Arts	Explore Graphic Design	Explore Criminal Justice	Explore Business	Explore Fire Science
12:15-12:45	Lunch							
12:45-1:30	Physical Activity							
1:30-3:15 POD Time	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention
3:15-3:45pm	Goal Check In, Set tomorrow's Learning Schedule for Core Subject Time & Power 100 Review							

Middle Level Students

Students will be placed with a team of three personalized learning teachers. The teachers will roll with the students from 6-8 grade. Students will study Math, English Language Arts, science and social studies in an integrated approach using problem-based learning that is aligned with career technical application and the *Power 100 curriculum*. Students will spend equal time in 6th grade learning and exploring each Career Technical Opportunity that is offered at Elevate Academy. In the 7th grade, students will narrow their focus from eight areas of Career Technical Education to four areas of career technical education. Students will be advised to choose areas in both the service industries and production industries. Service industries are defined as: firefighting, criminal justice; business and medical arts. Production industries are defined as: manufacturing/welding, graphic design, construction management and culinary arts. Once a student enters the 8th grade they will begin to focus on 3 areas in preparation to design their four-year plan as they move into high school. Students will develop a portfolio of their middle school experience and apply to be in the programs of their choice in high school.

High School Students

Elevate Academy is an alternative Career Technical Education High school that aims to meet every enrolled at-risk student where they are. Elevate Academy has designed a three-option program that offers students, regardless of their situation, the opportunity to become skilled workers. A primary goal of Elevate Academy is to increase the skilled workforce in Caldwell and throughout the greater Treasure Valley by providing students the opportunities they need to take advantage of the chances they are offered.

The three options available to students at elevate academy will be the Summit, Peak and Crest programs. Each program is designed to ensure that students leave with sufficient skills to become contributing members of the workforce.   Each program will ensure that students leave with industry certification as well as workforce readiness training. Knowing that students will enter Elevate Academy with varying levels of education, and experience it is important that each program has realistic rigor that is attainable for students regardless of their situation. Therefore, each program is based on the time available for students to complete a program as well as age appropriate opportunities for each student. It is also important to note that entry into each program is flexible. For example, if a student enters the Peak **or Crest** program and discovers they are progressing through their content and their industry certifications it is **the goal of Elevate Academy to** ~~possible that the student would~~ transfer **students** into the Summit program in an effort to be on track to earn a full diploma. The goal of the tiered program is to ensure that students have educational opportunities available for them, and meets each student where there are on their education journey, and works with each student to ensure that they are getting the best possible opportunity **to graduate with a diploma** based on their engagement or re-engagement in their educational journey.   **The goal is that every student graduates with a diploma and multiple industry certifications. All classes assigned at elevate Academy will be aligned with ISEE codes that meet state requirements towards graduation. The tiered programs are designed to re-engage students into school and provide a platform that is manageable for each student to obtain success. If a student enters Elevate Academy and is severely deficient in credits, Elevate Academy will work with each student and develop a plan with a timeline that will earn the student a diploma. If a student dis-engages in school and or ages out of school, Elevate will work with each student and outside organizations to helps the student minimally earn their GED. Although the programming for GED is not available at Elevate, and classes specific to GED prep will not be offered, the courses and curriculum taken during their time in the Peak and Crest programs will be rigorous enough that students will be prepared to pass their GED, and have worked toward earning industry certifications to ensure a high quality education for disenfranchised youth.**

The **Summit** Program is designed for students that enter Elevate Academy and are on track to graduate within 5 years of their high school origination date. Students that complete the Summit Program will graduate from Elevate Academy having met all State of Idaho Graduation requirements. Students will also demonstrate proficiency in the following Deep Learning Competencies: critical thinking, creativity, collaboration and communication. Students in the Summit Program will demonstrate proficiency in Workforce Readiness Standards, as demonstrated by the Workforce Readiness Exam. Each student has the opportunity to earn a minimum of two industry certifications in their chosen fields of study. Students in the Summit program will be required to earn 46 credits to graduate with a diploma. Students will meet the State of Idaho's credit requirements. In addition to required courses, students will receive their elective credits through participation in their CTE course work.   Students in the Summit Program will work in pods. Each pod will have four teachers. Students will complete coursework using an integrated approach based on themes that align with workforce readiness standards. Each workforce readiness standard is designed as the anchor and projects are crafted to

incorporate core content in a problem-based structure where students use the knowledge to solve problems that relate to the history and the science behind the industry, as well as the technical skills in math and English language arts that are necessary for a student to become a contributing member of the workforce.

All lessons will be focused on meeting the Deep Learning Competencies of communication, collaboration, critical thinking and creativity (a sample of Curriculum integration can be found in Appendix F2). As part of zero-year development, Elevate Academy has engaged with curriculum writers to continue the development of the integrated curricular approach that aligns CTE and Idaho Content Standards. Students will work in their POD for the duration of each school day with the exception of their scheduled shifts for their industry training and physical education. During their structured POD time, Students will personally design and schedule their day, with the coaching and mentoring of their instructors and with the consideration of their CTE program shift and physical education time. Pods will be divided so that 9th and 10th grade will be in one learning pod, and 11th and 12th grade students in the other learning pod. Learning will occur in a structured environment with ample support for struggling learners, however, it will allow for students to work at a personal pace to achieve their learning goals. The nature of the pod allows students to schedule their whole group instruction and their individual needs for intervention based on their industry focus. Inspiration for this model comes from the Summit Learning platform, observation in the Summit classrooms at Kuna Middle school, and conversations with Melissa Sweezy, who utilized Leap Learning Innovations in the Chicago area. During our building year, a curriculum coordinator will be hired to ensure proper development and deployment of the POD system.

Students in the Summit program will meet daily in their homeroom as school starts. During this time, they will do their Power 100 lessons, review their learning schedule and their goals for the day. Students will be enrolled in a minimum of two core classes each block. Those classes will be the focus of their POD time. Throughout the day, students will schedule their shifts for their industry training and work. Students will leave the POD for their industry work and possibly a physical education class each day.

Summit	Block 1	Block 2	Block 3	Block 4	Block 5
8:15-9:15am	Homeroom Power 100 & Workforce Readiness Lessons. Goal Review				
9:15-11:25pm POD Time	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention
11:25-12:15pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-3:15 POD Time	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention	Core Subjects, Scheduled Instruction & Scheduled Intervention
3:15-3:45	Homeroom. Review Progress. Review Power 100 Lesson and Goals, Set Tomorrow's Schedule.				

Graduation Map for Summit Students

Over the course of four years, students have the opportunity to earn up to 56 credits, although only 46 are required to graduate according to state statute. This is not unusual for any high school setting.

Grade	Freshman	Sophomore	Junior	Senior
Classes	ELA	ELA	ELA	ELA
	ELA	ELA	ELA	ELA
	Integrated Math	Integrated Math	Personal Finance	Applied Technical. Math
	Integrated Math	Integrated Math	Personal Finance	Applied Technical Math
	Health (taught through Health Oc. Exploration)	U.S. History	Speech	Economics
	Humanities (ART)	U.S. History	Humanities Independent Study	Government
	Humanities	Science	Science	Government
	Science	Science	Science	PE
	Science	PE	PE	
	Industry Elective (4)			
	Industry Elective (4)	Industry Elective (5)	Industry Elective (5)	Industry Elective (6)
	PE			
Total Credits	14	14	14	14

The **Peak** Program is designed for students that enter Elevate Academy with insufficient credits to complete the requirements of the Summit Program within five-years of their high school origination date, and or before they are age 21. Students enrolled in the Peak Program will demonstrate proficiency in Workforce Readiness, and earn a minimum of one industry certificate. ~~and receive training to earn their GED. Training for the GED will be based on the personalized learning platform, and the use of additional resources such as KHAN Academy. Students will focus on math, language, science and social studies standards. GED testing will be done in collaboration with local community colleges.~~ Students in the Peak Program will be given a realistic second chance. Too often when a student falls too far behind there is not a solution for them in the traditional school setting. The Peak Program will offer a second chance that is realistic and attainable for students who are ready to engage in a program that will lead them on a path to successful learning. Students entering the Peak Program will enroll in courses that focus on understanding and molding their life after attaining workforce readiness skills. Students in the Peak program will be placed in their age appropriate pods to engage in their personalized academic learning. This will occur during the traditional school day. Students will have a similar schedule to students in the Summit program. However, their academic time will focus on the four areas of study to assist students in passage of the GED program **while at the same time making progress towards credits that can earn them a**

diploma. Students will be placed in credit bearing courses for this work in the hopes that they rekindle their love for school, and choose to **continue** work towards a traditional high school diploma.

Students will prepare to pass the workforce readiness test. This preparation will occur throughout their work in their chosen technical career. Students will have the option to attend school during the school day, and or in collaboration with high school classes when available. ~~Students will also be enrolled in courses that focus on the attainment of skills needed to pass their GED.~~ ~~These~~ Courses will be taken on the individualized learning platform in their grade appropriate pod. **For example, a 17 year old student that has freshman credits will take their courses with juniors, or like age students. However, when they are learning new content that is specific to them, live instruction will be available at their instructional level.** While students tackle their academic courses, they will choose a CTE program of focus and work towards certification. Within two years, a student will obtain their workforce readiness certification, industry certification, and be prepared to **commit to moving to the Summit program** ~~pass the GED.~~ Peak is designed for credit deficient students that want to re-enroll in school. For example, if a student enrolled in high school in the fall of 2020 and only earned six credits, by the fall of 2022 they need to earn 40 additional credits by June of 2024. **Using the alternative school accountability framework, it is highly possible that students will have access to earn those additional credits and become a 5th or 6th year graduate. Once a student enrolls in the Peak program, find their passion in the trades, and understands the value of education they will have the opportunity to reintegrate into the Summit program.** ~~If a student is 'perfect' and no longer making mistakes, for example, failing one class, the earliest they would be eligible to graduate, if they are progressing at a traditional pace, would be December of 2024. The Peak Program will give students that fall into this category the opportunity to achieve realistic certifications and training that create opportunities for the student in the workforce for years to come. If a student is enrolled in the Peak Program, and exceeds expectations, they will be eligible to roll over to the Summit Program and seek full graduation status.~~ Elevate Academy will work with each student on an individual basis to push them, within limits, to reach their full potential and not close a door to any student that is working to achieve.

Crest: The Crest program is designed for students that enter Elevate Academy later in their high school career after several years of being out of school. Crest Program students will demonstrate proficiency in Workforce Readiness, earn one industry certification, and receive basic reading and math intervention to ensure they have the basic skills necessary for success in their chosen industry. Crest will be staffed by flexing the time of the CTE industry teachers, partnering with TVCC for continuing education instructors (seeTVCC Letter of Support [Appendix F1](#)).

The Crest Program is designed for students over the age of 17 that are seriously deficient in earning credits towards graduation from high school. This program is designed to give students the opportunity to earn an industry certification, and to ensure that students understand the demands of the workforce and the importance of being a good employee that an employer can count on. Crest students will attend industry specific classes beginning at 3:15 pm

and have access to Elevate Academy's personalized learning platform **which is supported by live teachers** in the evening. Elevate Academy faculty and staff will work with Treasure Valley Community College to create a faculty plan that meets the needs of students in the Crest program **for both CTE courses and for core content courses**. Crest students will ~~have the option to~~ enroll in ~~basic~~ reading and math classes based on their current levels of reading and math skills. These classes will be taught by certified teachers and will be high school credit bearing courses.

Reading and Math instruction will be provided for students using Elevate Academy's personalized learning platform **supported by live teachers in the evening. Teachers will work on a rolling schedule based on the course needs of students. For example, block 1 Elevate may offer English 1 and 2 A during the evening. The next block Algebra 1 would be offered. Each block staffing will be determined based on the needs of the students attending the program. Students will not take 'online' or blended instruction. They will however have availability to their learning platform outside of the school day to progress through their content at a more rapid pace. This allows students the opportunity to get back on a path toward full graduation.** Students will be placed in classes equivalent to the level of instruction based on how they test when they start the program. Students will work with a teacher to set goals in relationship to their learning. These goals are designed to set them on a trajectory towards acquiring the reading and math skills needed to be successful in the workplace. These classes will take place in the evenings, on a personalized learning platform with instructors available throughout the week. Academic training will be based on the needs of the industry for mathematics and will ensure students have reading skills that are needed to be successful in their field of study. Students will leave Elevate Academy, knowing their current academic level, and the areas they need to work on to ensure future success.

Career Technical Education

Elevate Academy intends to offer 8 Career Technical Education programs when it is operating at full capacity with the option to expand as demand indicates is necessary. Full capacity will be reached in the 2021-2022 school year when Elevate Academy has full enrollment 6-12. In year one of operations, students will be exposed to career technical offerings and have the opportunity to take entry level courses that are related to their field of interest. In the second year of operations, Elevate Academy students will have the opportunity to take the first-year courses in each technical pathway. In year three of operations, Elevate Academy will be a full functioning Career Technical school, offering the following programs of study; 1) Manufacturing, including Welding 2) Construction Management 3) Graphic Art's 4) Criminal Justice 5) Medical Art's 6) Culinary Arts 7) Business, including Marketing 8) Firefighting. Elevate Academy has intentionally developed a mix of service industry, and production industry fields so that students are exposed to a variety of opportunities.

As an alternative to traditional electives, all of Elevate Academy's electives will be offered through Career Technical Education. Elevate Academy will have three years to fully phase in the Career Technical Education programming. Although Elevate Academy intends to offer all 8 programs initially, we will be offering exploratory and first year courses. In year two we will add an additional course, and in year 3 all CTE pathways will have become full CTE pathways with capstone classes and internship opportunities. Of

the 8 career pathways offered, four of them are very easy to implement and can be managed in a traditional classroom setting with minimal supplies and equipment. Those include: graphic arts, criminal justice, firefighting and business. Starting these four programs would be similar to starting traditional electives such as an art class, a computer class, or a physical education class. In an effort to fully implement the other four pathways with fidelity Elevate Academy has secured board members and worked with industry experts to ensure proper startup of the programs.

Over the past several months the founders of Elevate Academy have met with industry leaders and potential partners of industry to ensure that the programs that will be offered at Elevate Academy will be world class programs. Monica White and Matt Strong have visited; KTEC in Rathdrum Idaho, COSSA in Wilder, Idaho, the Darrell Dennis Center in Boise, Idaho, Renaissance High School in Meridian, Idaho and Cardinal Manufacturing at Eleva-Strum School District in Strum, Wisconsin.

Industry leaders throughout the Treasure Valley have engaged in conversations regarding the needs of each industry, best practices, and what type of education systems they would like to see that would have a positive impact on their industry. Because of the connections that have been made three industry partners are now current members of the Board of Directors for Elevate Academy. Many other industry partners have agreed to become a part of our technical advisory board that will advise the implementation and advancement of the Career Technical programs at Elevate Academy. Our current industry advisors include; Rule Steel, Horsewood's Catering, West Valley Medical Center, Norco, Merit Construction, Canyon County Juvenile Probation, Caldwell City Police Department, Caldwell City Fire Department. Each industry will advise and have designated representatives that will serve on Elevate Academy's technical advisory committee. Please see letters of support in Appendix H.

Concerns associated with CTE programs include: staffing, cost and safety. Measures taken by Elevate Academies founders to alleviate any concerns in those areas are included in the following information. The founders and industry partners have started the process of recruiting talent that will ensure the students of Elevate Academy have a highly qualified instructor that understands the needs of students as well as the needs of the industries. All of the CTE course offerings at Elevate Academy are supported by Idaho's CTE programming and Elevate Academy will apply in February of 2019 for state approval for all 8 programs. Once Elevate Academy is recognized by Idaho's CTE program, state allocations will be made available and Elevate Academy will be eligible to apply for Federal Perkins grants to supplement the welding program. Instructors for Elevate Academy will be compensated from Elevate Academy's state allocated general fund. Startup costs for all CTE programs will be supplemented through grant support and donations from industry partners as well as incurred in our start up building budget. See the assumptions and cost breakdowns in the budget, see Appendix A1. All instructors at Elevate Academy will follow industry protocol and safety measures as part of the curriculum and the day to day work within each program. Schools across the nation are offering similar courses. This type of programming and the safety concerns are not individual to Elevate Academy.

All CTE courses will be taught in a sequential manner starting in the 7th grade with an exploratory opportunities being a focus for sixth grade students. Exploratory classes will be aligned to state content standards where students will be exposed to the content not only in a class that focuses on the CTE class, but is supported in the student's classwork as well. For example. A 6th grade student will have their year divided into 8 blocks for Math. The blocks will

be aligned with their CTE exploratory time. In block one the students will be focusing on Manufacturing. During their math instruction, all of their mathematic concepts will be based on manufacturing concepts using math that is aligned to the application of their learning in their manufacturing classes. An Example of the cross walked curriculum for manufacturing and math can be seen in Appendix F2. This same process will be repeated throughout a student's middle school career within each CTE program. As students move closer to high school, they will begin the selection process to specialize their CTE learning path.

Block 1: Below is a sample teacher schedule for the first block. Students would schedule their Industry time throughout the day and leave their POD time to do their work in the industry. This is similar to a schedule of electives; however, it will not operate on a traditional bell schedule. Students will be held accountable to be on time and in attendance when their industry shift starts, and back to their POD time when their industry shift ends.

Schedule	Culinary	Manufacturing	Medical Arts	Graphic Arts	Business	Criminal Justice	Fire Science	Construct-ion
9:15-10:15	Intro to Culinary	Capstone Business	Medical Arts 1	Graphic Arts 2	Intro to Business	Capstone Criminal Justice	Fire Science 2	Intro to Construction
10:15-11:25	Culinary 2	Capstone Business	Medical Arts 2	Capstone	Business 2	Capstone Criminal	Capstone	Construction 2
11:25-12:15pm	M.S. Exploratory	Middle School Exploratory	Middle School Exploratory	Middle School Exploratory	Middle School Exploratory	Middle School Exploratory	Middle School Exploratory	Middle School Exploratory
12:15-1:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:15	Capstone Catering	Intro to Manufacturing	Capstone	Capstone	Capstone	Intro to Criminal Justice	Capstone	Capstone Construction
2:15-3:15	Capstone Catering	Manufacturing 2	Capstone	Intro to Graphic Arts	Capstone	Criminal Justice 2	Intro to Fire	Capstone Construction
3:45-4:45	Peak and Crest Student Industry Training							

Expected Student Outcomes

In developing student outcomes, the Elevate Academy founders researched CTE industry standards, national norms for at-risk youth in math and reading, attended the at-risk youth accountability forum and consulted with leading education experts, including Jody Ernst, board member for the National at Risk Policy Forum to determine measures that aligned with the mission of Elevate Academy on an academic level and to align rigorous meaningful goals with the whole student goals of Elevate Academy.

Elevate Academy's mission Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

We are confident that our measures will be strong predictors of a student's ability to become successful in the workforce or college, upon graduation. Careful consideration has been taken to ensure that the goals of Elevate Academy are balanced, rigorous, and in-line with the mission of Elevate Academy.

Elevate Academy intends to measure the most important elements of their program with the intent of showing that students, when given the right environment and meaningful instruction, are successful. Academically Elevate Academy believes that students must be assessed on a regular basis, however the assessments must be quick and used to inform their day to day instruction. Elevate Academy will utilize Renaissance Learning Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk you. This data has been compiled by Jody Ernst with Momentum Strategy and Research out of Colorado, using data gathered from alternative schools nationwide. Due to the at-risk specific nature of this research, using STAR data, it is in the best interest of alternative school students to have like measures to compare themselves with on a national level.

Additionally, the founders of Elevate Academy believe that Elevate Academy will set students on track to become contributing members of their community. Indicators of their readiness for this goal include passage of the Workforce Readiness Assessment, and passage of their specific Industry Certification Exam's. Elevate Academy will create measures and track all students passage rates in each area.

Students in the Peak and Crest programs will be tracked specifically on completion and passage of Industry Certification and Workforce Readiness Assessment. Additionally, Elevate will monitor GED completion for students that arrive at Elevate Academy that are too credit deficient to earn a high school diploma.

Plan for Serving All Students

Elevate Academy recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Elevate Academy will serve all students with different cognitive abilities. This will include: English Language Learners (ELL), students with intellectual and physical disabilities, and Gifted and Talented Learners that meet the at-risk criteria as set forth by IDAPA code. Each student will receive equal access to educational opportunities; no student shall be excluded from Elevate Academy or referred to surrounding schools due to unique needs. Elevate Academy intends to hire a special education teacher dedicated to special education needs in its first year. Elevate Academy will implement best practice, research-based special education curriculum, and instructional materials specific to each student's needs.

Elevate Academy's Board of Directors will adopt the 2016 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Elevate Academy will plan and budget to hire or contract with highly qualified special education teacher who meets Idaho state requirements. Elevate Academy will build physical facilities that are truly accessible to permit access to students with disabilities. All special

education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

Elevate Academy will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

Elevate Academy will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. Elevate Academy's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, and in registration materials.
3. Elevate Academy will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Elevate Academy will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

As noted in the guidelines and timelines provided by the IDEA and Idaho Special Education Manual (2016), an evaluation team including a minimum of a special education teacher, a general education teacher, an administrator, the student (when appropriate), and the parent and/or adult student will meet to review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments and progress in the general curriculum. They will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

When it is determined that a student is not making adequate academic progress, the team will create a Response to Intervention (RTI) plan. The comprehensive program used will be as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response

to the scientifically research-based interventions. Students who do not respond adequately to the RTI program may be considered for a referral to a special education evaluation.

If, during the evaluation process, the multidisciplinary team determines the need for an evaluation by personnel not directly employed by Elevate Academy, such as a speech therapist, occupational therapist, school psychologist, or other required expert, such evaluations will be contracted by a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by Elevate Academy, then the school will contract with the appropriate service providers to provide IEP-related service.

Individual Education Plans

A qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pullout model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services will be provided at Elevate Academy, including general education classes, resource classes, and provisions for supplemental services, such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc.

Elevate Academy will provide, as needed, supplementary aids and services such as resource services and itinerant instruction, adaptations, assistive technology, replacement curricula, behavioral supports and transportation (even if others are not transported), for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. Elevate Academy may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a Para educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met onsite, Elevate Academy may contract with other agencies to provide those services.

For all special education students, Elevate Academy will develop, review and revise IEPs in accordance with state and federal laws. Elevate Academy will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights to a free, appropriate public education, including the confidentiality protections and the special services referral process. These rights are provided under the IDEA; the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); and Section 504 of the Rehabilitation Act relating to personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

In addition, Elevate Academy will ensure access to charter school programs and activities, as required by the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). Elevate Academy's building plan will permit access by

~~students with disabilities. The school will provide transportation for special education students when the student's IEP requires it because of the multidisciplinary team decision.~~

Child Find

Elevate Academy will develop a referral process to RTI. The process will include meeting with teachers, administrators, and educational specialists to problem-solve for students identified as needing to go through the RTI process. The team will use a problem-solving process, which includes parental input, to plan accommodations and interventions within the general education classroom to ensure that referrals of students to be considered for special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to be considered for special education services.

Discipline

Elevate Academy will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Elevate Academy will follow the guidelines provided by the IDEA and Idaho Special Education Manual regarding the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

As part of the restorative programming, Elevate Academy is partnering with a third-party counseling service for mental wellness. All students including students with disabilities will have access to a full-time counselor for all student's mental health needs. Traditionally, a school counselor must focus on scheduling, testing, and college/career counseling. Rarely do they have the opportunity to focus on mental wellness. When working with an at-risk population, it is important to have supports in place that can work proactively to help a student be successful in the school setting when mental wellness is a barrier for that student.

~~When required in accordance with the IDEA and Idaho Special Education Manual, the special education multi-disciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was: (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.~~

~~Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education (FAPE).~~

Non-Discriminatory Enrollment Procedures

Elevate Academy will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of Future and civil rights requirements. The non-discriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

Elevate Academy utilizes methods of inclusion and cooperative teaching to allow all students to achieve their full potential. Elevate Academy will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Where necessary as a least restrictive environment, additional specifically allocated space in the school may be provided for students with special requirements not adequately met in the assigned learning space to meet their educational needs.

Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

- Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs.
- If necessary, Elevate Academy will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.
- Other related services may include positive behavior interventions, adaptive technologies, extended school year, or a further variety of educational environments.

Transfer Students

Students transferring from an Idaho school district with a current IEP and qualifying as at-risk youth according to IDAPA code shall be provided with FAPE (Free and Appropriate Education). This includes comparable services to those described in the previously held IEP. Likewise, students transferring from an out-of-state district with a current IEP shall be provided with FAPE, including services comparable to those described in the IEP. In consultation with the student's parents, the evaluation team at Elevate Academy will conduct an evaluation if it is determined necessary and will develop or adopt and implement a new IEP based on Idaho eligibility criteria.

Gifted and Talented

Elevate Academy will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Elevate Academy will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners (ELLs)

Elevate Academy will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Elevate Academy's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Elevate Academy's academic programming, students will be supported across the curriculum. Elevate Academy's ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other ELL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Elevate Academy will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Elevate Academy's staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
    - Formative assessments of phonological processing, letter knowledge, and word and text reading.
    - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.

- High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELL students will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the ELL program for the following year or exit (with monitoring).

Section 504

Any student attending Elevate Academy is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 processes at Elevate Academy.

Section 504 responsibilities:

- Student and Parent/Guardian:
    - Be involved in suggesting accommodations
    - Participate in Section 504 meetings
    - Benefit from the accommodations

- School Administrator, Counselor, Certified, and Classified Staff:
    - Conduct non-discriminatory practices in classrooms
    - Refer, identify, and evaluate students as appropriate
    - Encourage parental involvement
    - Develop and implement program modifications and accommodations
    - Coordinate Section 504 processes and training
    - Provide staff and parent training
    - Manage Section 504 grievance procedures
    - Help conduct the self-evaluation

- School Board of Directors
    - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
    - Have an understanding of all civil rights laws
    - Develop grievance procedures
    - Develop 504 hearing procedures

~~Dual Enrollment~~

~~Dual enrollment qualifications and requirements are subject to Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in Elevate Academy's programs. Information concerning dual enrollment options and requirements will be provided to all parents on an annual basis. At that point, the teacher, student, and parents will sit down to discuss all options and a decision will be made.~~

~~Students from Elevate Academy shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for~~

that program, as specified in 33-203(7) of Idaho Code. Participation fees will be consistent with those required of students attending the traditional public school. Any school district shall be allowed to include dual-enrolled public charter school students for the purposes of state funding only to the extent of the student's participation in the public-school programs. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as in newsletters and other regular communication from the school.

Policies will be developed and adopted within 60 days of the charter's approval. In all cases, transportation shall be provided for students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

Professional Development Plan

Elevate Academy's success depends on a highly trained staff that has expertise in several areas beyond their traditional classroom/subject area training. Each teacher will receive professional development in: competency-based education, deep learning pedagogy, Career Technical Education, Workforce Readiness Standards, development of integrated curriculum with Career Technical Education, SOLO Taxonomy for at risk student's framework, *Power 100* curriculum and best practices as outlined by John Hattie. **All teachers will also be trained on using student's individualized learning platform to ensure all students reach their potential and are not held back by the limitations of time in the classroom or their current abilities.**

In an effort to keep costs down, and professional development high quality, Elevate Academy will use a train the trainer model. This model will be implemented one Friday a month during a school day. Founders Mrs. White and Mr. Strong are experienced educators that understand how to lead professional development. In the initial years they will be the local experts that create leadership teams to become new trainers. Experts will be created in all areas of importance within the staff at Elevate Academy. This will empower the staff to create systems that are engaging and meaningful to Elevate Academy's system. All professional development will be designed to meet the needs of staff and students. The professional development model designed for Elevate Academy will be a collaborative effort with students and teachers. Teachers will be trained in small groups, often during live instructional time with the students becoming a part of the training. Appendix F9 shows a detailed map of days that will be scheduled for professional development.

Competency education is simply flexibility in awarding credit or defined as an alternative to the Carnegie unit. Teachers will work in Professional Learning Community's with their POD teams to develop competency benchmarks for power standards in each curricula area. This work will begin before the first day of school, and will continue to be built and revised throughout the school year. As teachers become more proficient in recognizing proficient levels of competency as they relate to Career Technical Education we will continue to revisit and revise our documents to ensure that students are reaching their maximum potential.

Deep Learning Pedagogy will be taught by our teachers in tandem with defining the culture of our building and our expectations for students. Deep Learning Pedagogy includes collaboration, critical thinking & problem solving, community, creativity, citizenship and communication. Staff will be trained on integrating deep learning competencies in lessons and everyday classroom interactions. Staff will also be trained on assessing through rubrics and measuring a student's level of performance in four of the deep learning competencies. Collaboration, critical thinking, creativity and communication skills will all be assessed as part of a student's senior exit presentation.

Career Technical Educators will be an integral part of the professional development plan for Elevate Academy. As we implement our integrated approach to learning with the foundation being the technical subjects we will build professional learning community's that center around

industry experts. CTE teachers coming to Elevate Academy from industry, are not traditionally trained. Elevate is prepared to implement training and coaching in pedagogy and best practices as it relates to classroom management, formative assessment and effective efficient planning to maximize student's potential. On a reciprocal note, traditionally trained teachers need additional training in the needs of industry and the application of content to industry standards. This work will be an ongoing process at Elevate Academy to ensure we maintain a culture of collaboration and high expectations that emphasize all staff working together for the betterment of all students. CTE teachers will also participate in training offered by the state, and work with the technical advisory committee to ensure they are remaining current on industry practices.

SOLO Taxonomy embedded in the Learning Hook will be the visible learning framework for classroom pedagogy. Teachers will be trained on developing scaffolded success criteria that students can follow to track their personal educational journey. This work will be instrumental in the success of competency-based education. It will also be instrumental in setting the levels of proficiency that will be measured for students to earn academic credits.

Visible learning and the research of John Hattie will be the driving force for the remainder of our professional development. The goal of Elevate Academy is for students to take ownership of their educational journey. John Hattie outlines best practices for staff and students so that student's will take control of their education. Throughout this charter many of our systems are designed around that thinking. John Hattie's work will be implemented when teachers are ready to engage in advanced teaching practices that yield the highest success for student achievement. Before the opening of Elevate Academy, teachers will become experts in feedback looping, teacher communication and the importance of teacher credibility. All three of these items have a very strong correlation with student success in the classroom and they will be the focus for training in the first year of operations along with the previously mentioned training.

To ensure that Elevate Academy is ready for full academic operation upon opening in August of 2019, lead teachers will be hired early and receive training on the mission, vision and academic components of the program. Lead teachers at each grade level will be responsible, with help from the administration, to train teachers and continue the development of curriculum throughout the school year.

Elevate Academy will align with the Danielson Framework, and the work of John Hattie to develop a teacher evaluation tool that is focused on the growth and development of staff. The goal of this is to ensure that learning is visible and the student is taking ownership of their learning. Teachers are activators and students are learners. Our evaluation tool will reflect our mission to ensure that students are taking an active role in owning their educational journey. The tool will be based on research that is in this charter petition and best practices for at-risk youth.

Particularly important to the success of Elevate Academy, professional development will focus on culture and curriculum. The four- day traditional week with the fifth day being modified will allow staff ample time to ensure that the integrated curriculum design is meeting the mission

and goals of the students. Teachers will also utilize the fifth day to analyze student data which affords them time to adjust instruction efficiently and effectively when students are not meeting targets. Additionally, teachers will use this time to enhance the curricular platform to ensure its fidelity to the integration of the state standards, Workforce Readiness Standards, and the Deep Learning Competencies. Teachers will also utilize their learning time on the fifth day to ensure that the curriculum is aligned with Visible Learning best practices. Administration will ensure that a minimum of one Friday per month will be dedicated to professional development. This professional development will occur in small groups to ensure that ample teachers are working with students.

Financial & Facilities Plan

Fiscal Philosophy and Spending Priorities

It is our philosophy that we maximize each dollar that Elevate Academy will receive to maximize the learning experience for all students. To do this we plan on allocating a significant amount of our budget to staffing. A passionate experienced staff that is committed to educating at-risk youth is the catalyst to student success. Elevate Academy believes that students must have access to state of the art Career Technical equipment and curriculum. Elevate Academy also believes that learning must occur outside of the school day. As we develop our programs, additional resources will be allocated to offsite field trips, personal development opportunities, and internships for students. Due to the nature of Elevate Academy we will allocate a percentage of our budget for these endeavors. It is important to have a building that meets the minimal requirements of Career Technical Programming.

Elevate academy will operate on a four-day traditional schedule with the fifth day being designed for student enrichment and professional development for teachers. This model allows incredible opportunities for academic programming while at the same time creating a budget that compensates teachers well and helps to maintain programs that meets the needs of all students through the enrichment and intervention opportunities.

Transportation

Elevate Academy will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. Our priority is to ensure that a lack of transportation will not affect potential students for whom transportation may be a barrier for attendance. These services will be contracted out through a contractor. At the appropriate time, Elevate Academy will follow transportation bidding process as per Idaho Code.

Elevate Academy has been in contact with a local busing company, and based on initial estimates, Elevate Academy can expect to pay in the approximate range of $260 per bus per day for the first four hours of service (2 hours AM, 2 hours PM) based on 35 total miles per day. The estimated cost of additional miles is $1.25 per mile. based on actual driver time sign-on and sign-off. Elevate expects to run approximately 4 bus lines the first year and add additional busses as needed with expansion.

To be eligible for transportation services, students must reside within Elevate Academy's primary attendance area and they must live more than one and one-half miles from the nearest

established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop. Elevate Academy may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102 of Idaho Code may substitute for the student's residence for student transportation to and from school. Elevate Academy will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Food Service

Elevate Academy will run a full food service for our students in accordance with federal requirements, beginning the first year of operation. As healthy food service is critical to the physical and academic well-being of students. Elevate is committed to have a fully operational cafeteria that aligns with the National School Lunch Program.

Budget Description

Operating Budget

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801, and the rules set forth by the Idaho State Board of Education. Projected budgets have been provided with Elevate Academy's charter petition, but a final budget will be presented at a public hearing in June of 2019 prior to the opening of Elevate Academy that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on Elevate Academy's website. The budget will be prepared, approved, and filed using the format approved by the Idaho Financial Accounting Reporting Management Systems (IFARMS).

Income Sources

Elevate Academy will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) private donors; and (5) Career Technical and Carl Perkins funding.

State Support: Elevate Academy will operate on a year-round schedule and utilize additional state supported summer school income as an additional source of revenue. Although summer school is often offered as a separate program, Elevate Academy will operate on a year-round schedule where all students are required to attend summer school, and our graduation will occur at the end of June. Support units will be generated during the traditional school year with a system that is designed to maximize the 900-hour ADA measure for alternative school funding formula. Elevate Academy will maximize this by using a four-day school week with time for make-up hours on Friday's. This same schedule will run through the month of June. Students will be in School for 11 months of the school year with a traditional Thanksgiving, Christmas and spring break.

Elevate Academy has been involved in talks with Terry Ryan and Bluum who have expressed intent to provide start-up support, with increased support and grant opportunities as a successful model is observed. See letter from Bluum as part of Appendix F1 as well as a granting letter from the J.A. and Kathryn Albertson Family Foundation. Elevate Academy has continuing communication with Building Hope who, has shown high interest in building a school building that will meet the needs of Elevate Academy and its unique programs in Caldwell, Idaho.

Representatives from Building Hope have been in Caldwell, ID for the purpose of visiting the potential Elevate Academy sites. The City of Caldwell intends to purchase land for Elevate Academy. The City of Caldwell will deed the land to Building Hope with the sole purpose of building Elevate Academy. Once the land is secured, Building Hope will build a school building, which would be sub-leased back to Elevate Academy to cover debt service. The city of Caldwell is in support of this opportunity (see letter of support in Appendix F1). Elevate Academy has identified other potential sources for additional funding and will engage grant-writing services to prepare proposals pending approval of the school by the authorizing chartering entity.

Career Technical Education

Elevate Academy will acquire equipment and supplies for each career technical education program in the construction and building plan as well as through partnerships with local industry. To date, founders, Monica White and Matt Strong have been working to secure agreements with industry partners to help in the startup phase for each of the industries. Additional sources of funding for operations include state allocations for Career Technical Education and Carl Perkins federal funding. State allocations for each program can be found in Elevate Academy's operating budget. Monica White and Matt Strong have been working with Jewels Carpenter, director of Career Technical Education with the Nampa School District as a resource to fully understand funding sources, startup costs, and financial maintenance of CTE programs. Funding to equip Career Technical Education rooms is included in the building financing plan.

Fundraising

In addition to the state per pupil allocation and grants, Elevate Academy will rely upon the efforts of the Board of Directors and the Administrators, to develop regular fundraising efforts to generate supplemental capital and supplies. Currently Elevate Academy has developed partnerships with industry leaders in the Treasure Valley. These partners will assist in the start-up equipment and supplies for Career Technical Programs at Elevate Academy.

Letters of commitment from industry partners be found in <u>Appendix F1</u> community connections. Elevate Academy is committed to operating a sustainable program based on per pupil funding that does not need to rely on outside donations to operate a fiscally responsible program after the initial capital outlay. Fundraising efforts will focus primarily on grant writing and partnerships that provide additional opportunities for students.

Financial Management

The Board of Directors will be responsible for the financial management of Elevate Academy. The Board of Directors' role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures more than $10,000.00 coupled with a monthly review of Elevate Academy's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Elevate Academy in monitoring financial performance and ensuring financial viability and success.

Elevate Academy will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate, will involve a competitive bidding process.

Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator may engage a private contractor for purposes of outsourcing Elevate Academy's payroll processing, provided, however, that if it is more cost-effective and can be capably handled internally, payroll shall be handled by the administrative support personnel as retained by the administrator pursuant to the authority set forth above.

Facility needs

While Facilities can be a challenge for charter schools in Idaho, Elevate Academy is aware that a successful facility is crucial to school success and meeting the goals of Elevate Academy

for every student. Securing a high-quality Industry specific facility that meets the needs of CTE programming is a priority for Elevate Academy.

At its full capacity, Elevate Academy will require approximately 50,000 square feet of space. Based on Elevate Academy's CTE programs Elevate will require industry specific space for the following programs: welding & manufacturing, construction management, culinary arts, medical arts, criminal justice, firefighting, and business. Each program has specific space and equipment needs to ensure a high-quality program. Each industry will require a classroom attached to the industry work space. Elevate Academy will require 17 traditional classrooms that are set up in the pod structure for integrated learning opportunities at every grade level. Elevate Academy will need five total pods. Grades 6, 7 and 8 will each require a three-classroom pod with a common area for each pod. Grades 9-12 will require two, four classroom pods, with a common area for each pod.

- 17 Classrooms, each approximately 900 square feet
- Manufacturing including Welding approximately 5,700 square feet
- Construction Management, approximately 5700 square feet
- Culinary Art's/ Kitchen approximately 2,400 square feet
- Medical Art's 2,000 square feet
- Criminal Justice/Firefighting, approximately 1000 square feet
- Graphic Arts production suite approximately 1800 square feet
- Business, including Marketing approximately 900 square feet
- Administrative Space 1,200 square feet
- Cafeteria/commons area 2500 square feet
- Kitchen, 1600 square feet
- Barber Shop, 100 square feet
- Shower area boys and girls 200 square feet
- Workout room 1000 square feet
- Laundry room, 100 square feet
- 20 percent additional overall square feet for restrooms and circulation

Elevate Academy will be at full capacity after three years of operation. Due to the specific nature of CTE requirements an all CTE facilities will be built prior to opening in the Fall of 2019. It will also be important that the facility is functional in order to offer exploratory classes to middle school and early high school students so they are able to plan for their path to graduation. Elevate Academy will start with the minimum equipment needed to operate exploratory options. Elevate Academy had begun engaging in grant writing, fundraising, and partnerships with industry to ensure state of the art equipment is available for use in all CTE programs by the third year of operation.

Board Capacity and Governance Structure

Governance Structure

Elevate Academy will be a legally and operationally independent entity established by the non-profit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the school under the Idaho Non-profit Corporation Act. Elevate Academy commits to compliance with all federal and state laws and rules and acknowledges

the responsibility for identifying essential laws and regulations and complying with them. Elevate Academy will comply with Idaho's Open Meeting and Public Record laws.

The Board of Directors will serve as the public agents who govern Elevate Academy. There will be no less than 5 and no more than 9 members on the Board of Directors. The board of directors will remain the same as the organizing group. Upon successful establishment of the school and after two years of operation, transition to a long-term governing board will be accomplished through the procedures set forth in the Bylaws.

Annual selection and election for board members of the Board of Directors will be held according to the Bylaws of Elevate Academy. Bylaws can be reviewed in Appendix B.

Elevate Academy Board of Directors has the ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the lead school administrator. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the Elevate Academy Board. Additionally, the Board of directors is responsible for:
- Policy development and review
- Educational goals, short-term and long term
- Financial well-being of the school
- Long term operational oversight (not day to day)
- Legal affairs of Elevate Academy
- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Evaluation of lead school administrator

The Lead School Administrator will report directly to the board, specifically the board chair. The Lead School Administrator will be responsible for day to day operations of the school and all reporting to the state department of Education and the Board of Directors. The Lead School Administrator will be responsible for human resources, school finances, special education, legal and ethical compliance, testing and professional development. The Lead School Administrator is also responsible for the working with the Assistant School Administrator to establish duties that may include: supervision of certified and non-certified staff, food service, grounds and maintenance, Career Technical Education, curriculum development and any other areas of day to day operations. **In it's initial year of operations Elevate Academy will contract with the Idaho Charter School Network for back office support (See Draft Contract Appendix F11). It is the goal of Elevate Academy to work towards operating fully in house by the second year of operations.**

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                  ┌─────────────┐
                  │  Board of   │
                  │  Directors  │
                  └──────┬──────┘
         ┌───────────────┤
  ┌──────┴──────┐        │
  │ Lead School │   ┌────┴─────┐
  │Administrator│   │ Business │
  └─────────────┘   │ Manager  │
                    └──────────┘
  ┌─────────────┐        │
  │Assistant    │        │
  │School       ├────────┤
  │Administrator│        │
  └─────────────┘        │
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| Classified Staff | Certified Staff | Curriculum Director | Counselor |
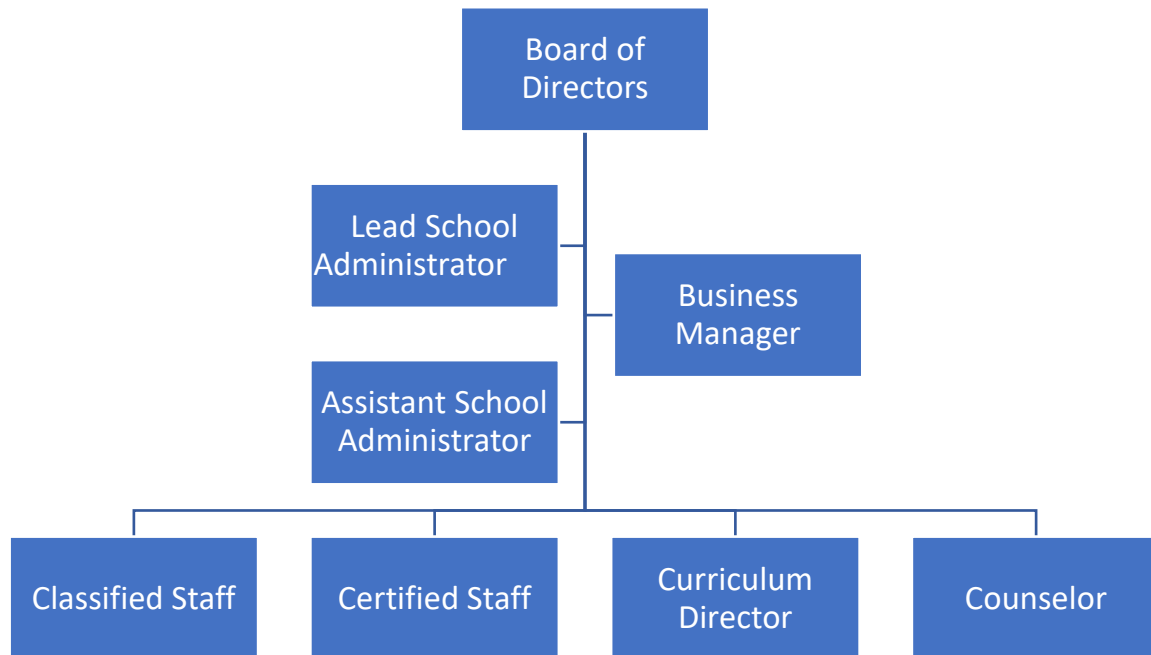
Elevate Academy Board will explore ISBA membership, create, and adhere to ethical standards.

Founding Board & Qualifications

Elevate Academy is comprised of a diverse board that meets the various needs of Elevate Academy. As a school that focuses on at-risk youth it is important that we have representation that understands the challenges of the students we will serve, the industries that we are preparing students' for, and educators that have proven successful in the development of programming for at-risk youth. The Elevate Academy board is comprised of long time educators, industry experts, youth advocates as well as representation from the criminal justice system. This combination of members provides an introspective think tank that values progress and opportunity for all students.

Randy Schrader, Treasurer: Mr. Schrader is a former school administrator and superintendent. Randy is committed to the financial stability of Elevate academy and has a strong background in school finance.

Kelly Culver, President: Mr. Culver is an active member in the Caldwell Community. Mr. Culver is an advocate for youth, and for finding solutions for all students to be successful. Mr. Culver has served as a student mentor, an instructional aid in the school system, he is a member of Compassion Caldwell and other community organizations that aim to serve the youth of Caldwell.

Sophia Ramirez, Secretary: Ms. Ramirez works for the TRIO program at Boise State University. Ms. Ramirez is a Caldwell native and she understands the diverse needs that all students need to be successful. Ms. Ramirez brings expertise in programming, and cultural understanding of students.

Amaia Vicandi-Bowe: Ms. Vicandi-Bowe works for Canyon County Juvenile Probation. She has been a partner in finding solutions for at risk youth for several years. Ms. Vicandi-Bow understands the impact cooperation and collaboration through agencies has on students if we are all working together for youth. She brings the opportunity to collaborate and advocate for students to a new level. She has an understanding of programming, and community resources that can be leveraged to promote a high-quality program.

Kellie Foreman, Vice President: Ms. Foreman works for West Valley Medical Center as a Clinical Educator. Ms. Foreman has worked in the medical field and she brings a wealth of knowledge to our health occupations programing as well as current trends and needs in the medical field. Ms. Foreman is an RN, she received her Master's Degree in Executive Nursing in 2015.

Brad Ward: Mr. Ward is the owner of Merit General Contractors. Mr. Ward has expertise in the building industry, he is a thought leader as a business owner and he is connected to the greater industrial community. His expertise and connections will help to facilitate state of the art programming for the students that will meet industry needs and standards.

Kyle Byerly: Mr. Byerly works at Rule Steel as an Engineering Manager, overseeing the Tank and Container division, as well as the Diamond Z wood grinder line. Mr. Byerly has worked with and around steel most of his life, whether in the shop welding or in the office designing and drafting new projects. Mr. Byerly is constantly striving to push the industry in both drafting and welding fabrication through improved processes and new technology.

Monica White: Ms. White is an originator of Elevate Academy.   Ms. White has 18 years of Education experience which includes administration experience in the middle school, high school, central office and most recently secondary alternative schools. Ms. White brings a wealth of knowledge in educating at-risk youth, restorative practices, curriculum development and professional development. Ms. White earned her Education Specialist degree in Education Leadership through the University of Idaho. Ms. White has also worked as a professional development consultant with Idaho Leads, and as a mentor for new teachers with Western Governors University.

Matt Strong: Mr. Strong is an originator of Elevate Academy. Mr. Strong brings 20 years of experience to the development of Elevate Academy. Mr. Strong's expertise lies in developing and sustain positive school culture. Restorative discipline practices for at risk youth, professional development and teacher evaluation. Mr. Strong is also an expert in coaching new teachers in classroom management, and getting the most out of students. Mr. Strong is a strong community advocate. Through his work with the community he has developed many relationships that have helped excel the vision and planning of Elevate Academy to better meet the needs of the students and the community.

Transition Plan

Elevate Academy will be governed by its founding board through June 30, 2020. The Board of Directors will then have an option to continue service or resign. The Board of Directors has

set up a scaffolded transition plan that will blend experienced board members with new board members. **The Elevate Academy board has been through three trainings that outline the difference between a founding board and governing board. This training has included the pitfalls, potential burnout, and overreach of the board that often occurs when transitioning.** If a board member resigns, their resignation will become official during the June Board of Directors meeting.   June 2020, Directors 1-4 will have the option to resign or renew their appointment as an Elevate Academy Board of Director for an additional 2-year term. June, 2021 Director 5-7 will have the option to resign or renew their appointment as an Elevate Academy Board of Director for an additional 2-year term. In accordance with Elevate Academy By-Laws, once Elevate Academy is established and operating at full capacity, 6-12th grade, all founding board members will have the opportunity to be replaced by new members. If a founding board member chooses to resign prior to Elevate Academy operating at full capacity, the new board member must meet or exceed the strengths of their predecessor. This will be accomplished through the procedures set forth in the Restated Bylaws. It is important that the Board of Directors is balanced between industry, business, and child advocates.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Elevate Academy by staggering the transition of board members so that no more than four-sevenths of the board is replaced at any one time. Founding board members 1,2,3 and 4 will have the option to give their letter of intent to remain on the Board of Directors or resign from the board of directors by May 1, 2020. Founding board members 5,6 and 7 will have the option to give their letter of intent to remain on the Board of Directors or resign from the Board of Directors by May 1, 2021. The Board of Directors will vote to accept the resignation or the intent to remain on the board in the June meeting of each year. When a board member resigns, the board will seek replacement members. New members of the Board of Directors will be interviewed during the June board meeting, announced and appointed at the July board meeting. Each term beyond the founding board members terms will be a two-year term.   The focus of Elevate Academy is Board continuity, the bylaws allow for change in the makeup of the Board of Directors through appointments and reappointments every two years so as to encourage stability and also allow for fresh perspective and bring new talents to Elevate Academy. Terms of the board will take place at the culmination of each fiscal year as to ensure proper timing for training of new board members and to allow board members time to become acquainted with Elevate Academy for one year before they set the budget for the following fiscal year.

The diverse skill sets that are represented on the Elevate Academy board are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy represents. Elevate Academy will have technical advisory committees for each CTE industry offered. As part of the transition plan, members of the technical advisory committees will be encouraged to become successors of the original board members. This pipeline will be crucial to ensure continued representation from industry. Additionally, through community involvement activities, a list of community members have shown interest in becoming part of the Elevate Academy is being generated.

Recruitment & Training

Elevate Academy board members were recruited in the best interest of the students and local community. Each member is serving, or has served, to educate at-risk youth in Canyon County. Each member has served or is serving on previous boards in the Canyon County area to foster the growth of at-risk students. Elevate Academy has also secured industry leaders to ensure success with our Professional Technical programs. **The diverse skill sets that are represented on the Elevate Academy board are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy represents. Elevate Academy will have technical advisory committees for each CTE industry offered. As part of the transition plan, members of the technical advisory committees will be encouraged to become successors of the original board members. This pipeline will be crucial to ensure continued representation from industry. Additionally, through community involvement activities, a list of community members that have expressed interest in becoming part of the Elevate Academy Board of Directors is being generated.**

Securing adequate and appropriate board leadership and training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance and strategic planning. Upon approval of the Academy's charter, the board will evaluate its needs relative to training available through ISBA and will enroll and select training program in which it will participate. A similar assessment and enrollment will take place annually to ensure the growth of the board.

Examples of training for the Board of Directors include but are not limited to the following topics to ensure the success of Elevate Academy.

- Open Meeting Laws
- Ethics and Governance
- Management & Board Roles
- The Value and Best Use of Committee's
- Academic Excellence, Define and Understand Measurement.

Student Demand & Primary Attendance Area Target

Enrollment & Growth Projections

Anticipated class size is anticipated to be approximately 22 students per learning space, with the instructional staff-to-student ratio down to 17:1. Anticipated enrollment for year one will be 330 students, which is slightly higher than the approximately 259 average opening enrollment number of nearby Treasure Valley charter schools. The target enrollment for each grade level is varies by grade. This variation is due to starting with a smaller population of 6th grade students in the middle school based on the knowledge that students leaving the fifth grade may not clearly be identified as risk. However, there are students that fail the sixth grade and the pattern of being at risk has begun for them. This will be part of the focus population for the enrollment of fifth grade. There are also students that have struggled in elementary both

academically, and with discipline. These students will be the additional target population for enrollment in the 6th grade classes. Traditionally by the 7th grade, at risk students are more clearly identified. It is the intention of Elevate Academy to operate 6th-8th grade at full enrollment in year one and in subsequent years. Careful planning an consideration has been put into determining enrollment numbers in 9th through 12th grade classes. It has been determined that when starting in 9th and 10th grade, Elevate Academy will seek a larger enrollment number. The reasoning behind this is that when students enter an alternative setting they are often behind in credits. However, given the right environment they often catch up quickly. By enrolling an inflated number of 9th and 10th grade students in year one, we can catch and serve students that would traditionally be 11th or possibly 12th grade student by age, and help them get back on track. When these students roll to the next school year they will roll up to their grade level. You will see the subsequent effects of this in year w and in year three. By year three, Elevate Academy will have planed out in enrollment and we are confident that enrollment projections by grade level can remain constant. Elevate Academy will have a target enrollment of 462 students at full capacity. In year 2 the projected enrollment of Elevate academy is 296. There is an additional 14 students built into the enrollment table in the 9th-11th grade classes. This will allow for the Summit and Crest students to be ensured seats beyond the traditional school day. **This brings the year two total to 418 students.** In year 3, the anticipated enrolment is 462 students. There are an additional 25 students added into the enrollment table to ensure Summit and Crest students will have space within and beyond the school day. **This brings the year three total to 487 students**. In order to break even for operational costs, Elevate Academy must enroll ~~310~~ **286** students in year one.

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22
6th	22	22	22
7th	66	66	66
8th	66	66	66
9th	88	88	84
10th	88	88	87
11th	x	88	87
12th	x		75
Total	330	418	487

Primary Attendance Area

The school is planned to be located in Caldwell ID, within the Caldwell School District area. Elevate Academy's primary area of attendance will include the shaded portion of the attendance map found in Appendix F6. From North Side of Homedale Rd and Farmway, East side of

Farmway to Hwy 44 Extension to the South side of Hwy 44 to Channel Rd. South side of Channel Road to the Boise River. Boise River to Middleton Rd. West side of Middleton Rd. To Homedale Rd., and South side of Homedale Road to Farmway Road. In a recent report "Treasure in the Valley,"[1] this area is an area with a large population of low-income, diverse students and families which would align with Elevate Academy's mission and vision to provide more opportunity for at risk youth.

The school may also draw students from the remainder of the Caldwell School District or from the Vallivue, Middleton, Nampa and Notus school districts with attendance priority given to students in the primary attendance zone. The Vallivue School District recently passed bond elections to build more schools to relieve overcrowding.[2] The Treasure Valley is growing rapidly and many families are seeking a new approach to education within our primary attendance area.

Community Need and Market Interest

In a 2016 report released by Idaho Ed News there is a large disparity between traditional public schools and charter schools in Idaho showing charter schools do not service underserved populations. Highlights from the reporting include: Ethnic minority students are underrepresented in 94 percent of charter schools. In 66 percent of charter schools, the percentage of students who qualify for free and reduced lunch is at least three percentage points lower than surrounding districts. Downtown Caldwell, and surrounding areas have a high concentration of Hispanic population.

The greater Caldwell area is in a prime location to address the issue through providing an alternative school option that meets the needs of at-risk students in Canyon County. The strongest opportunities for new school services in the Caldwell vicinity are in central Caldwell and along the I-84 corridor towards Nampa. These opportunities are associated with the following:

- Concentrations of existing school-aged population.

- Expected growth in school-age population between Nampa and Caldwell southwest of I-84, and east of Caldwell towards Middleton.

- A concentration of permitted housing units to the south and east of central Caldwell.

- Concentrations of people living in poverty in central Caldwell and along the I-84 corridor.

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[1] http://www.bluum.org/treasure-in-the-valley/

[2] http://kboi2.com/news/local/boise-school-board-votes-to-hold-1725-million-bond-election

- Concentrations of Hispanic populations in central Caldwell and along Cleveland Blvd.

- Lack of opportunities of alternative education for all students that qualify as At-Risk.

Currently the Caldwell school district has an alternative education program that is more traditional in nature. It has a population of just under 300 students with very limited access to CTE programming. CTE program focus and the *Power 100* courses will be the primary draw for at risk students to attend Elevate Academy. Grass roots efforts will be made by founders, board members and community members to recruit students that will benefit from Elevate Academy. Efforts will include but are not limited to canvasing neighborhoods, advertising at local events, social media campaigns and community meetings. In addition to these efforts, Founders Mrs. White and Mr. Strong have a combined 24 years of educating Caldwell students, including 10 years of working with at-risk youth.

Strategies for Enrolling Underserved Families

Elevate Academy's focus and mission is to serve at-risk students. Traditionally at-risk students are an underserved population. The intent of our charter is to focus primarily on underserved youth. Elevate academy will be guided by IDAPA code defining at-risk youth. An at-risk youth is any secondary student, grades 6-12, who meets any three of the following criteria in Column A, or any 1 item in Column B. If a student does not meet IDAPA coding for Alternative qualifications.

Column A		Column B	
	Has repeated at least one grade.		Has a documented or pattern of substance abuse.
	Has absenteeism that is greater than 10% during the preceding semester.		Is pregnant or a parent.
	Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.		Is an emancipated or unaccompanied youth.
	Has failed one or more academic subjects in the past year.		Is a previous dropout.

	Is below proficient, based on local criteria and/or state standardized tests.		Has serious personal, emotional, or medical issue(s).
	Are two or more credits per year behind the rate required to graduate or for grade promotion.		Has a court or agency referral.
	Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.		Demonstrates behavior that is detrimental to their academic progress.
	Total Column A		Total Column B

During the enrollment phase, every student interested in attending Elevate Academy will have a 1 on 1 intake meeting with school leaders. This meeting will focus on the individual needs of each student and determining if they qualify as at-risk as determined by the Idaho State at-risk qualifiers.

The founders of Elevate Academy, Monica White and Matt Strong have deep roots in Caldwell. They have established relationships with families of current and former alternative school students, local school districts, juvenile probation, local religious organizations that aim to help disenfranchised youth, counseling agencies, the Idaho Youth Challenge Academy and community leaders. Monica and Matt will utilize these relationships to establish ongoing pipelines for Elevate Academy. Monica and Matt will use their current relationships to canvas local neighborhoods of traditionally underserved youth. Careful thought was taken when developing the boundaries of Elevate Academy to ensure that the most vulnerable neighborhoods will have access to attend Elevate Academy.

Marketing Plan

Beginning in July of 2018 Elevate Academy Board of Directors will begin recruitment for the 2019 school year. The first area that will be targeted during recruitment efforts is the E.Chicago and Franklin neighborhood (see map below). Elevate Academy will be located in this area. When seeking land, Elevate Academy's founders felt it was critical to build the school as close to the students as intended to serve. Elevate Academy will be located on Chicago St. This area of our community is key to locating students that we intend to serve. Demographic data reported through neighborhood scout indicates that 62% of students living in this area are living below the federal poverty threshold. Additionally, only 1.4% of adults living in this are hold an advanced degree. These are two primary indicators students dropping out of or becoming disenfranchised in school. This data is important because it show's the need for additional options and opportunities for re-engaging students in school.

Specifically, Monica White and Matt Strong are working with former students and families that still have school aged children in this area. Starting in the fall a door to door campaign in these neighborhoods will take place. Parents will receive information about Elevate Academy, enrollment and lottery timelines, access to Elevate Academy mailers and update and links to Elevates social media coverage. Elevate Academy intends to have a presence at local community events. Events will include: Caldwell Night Rodeo and Buckaroo Breakfast, Canyon County Fair, Cinco De Mayo Celebration, Mothers Day in the park and the Caldwell Christmas tree lighting. Additional events will be scheduled as appropriate. Informational meetings and question and answer sessions will also be held at Treasure Valley Community College, Caldwell YMCA and a to be determined area on the North East side of Caldwell.

The Elevate Academy Board of Directors is currently forming a Recruitment Committee. The committee consists of Kelly Culver, who works with youth throughout the community and works at an at risk school in Caldwell, Amaia Vicandi works for Canyon County Juvenile Probation which serves students that are traditionally not engaged in school and Sophia Ramirez who is a long time Caldwell resident with deep family and community roots in the Caldwell community. This committee will work through additional strategies to reach more students throughout the greater Caldwell area.
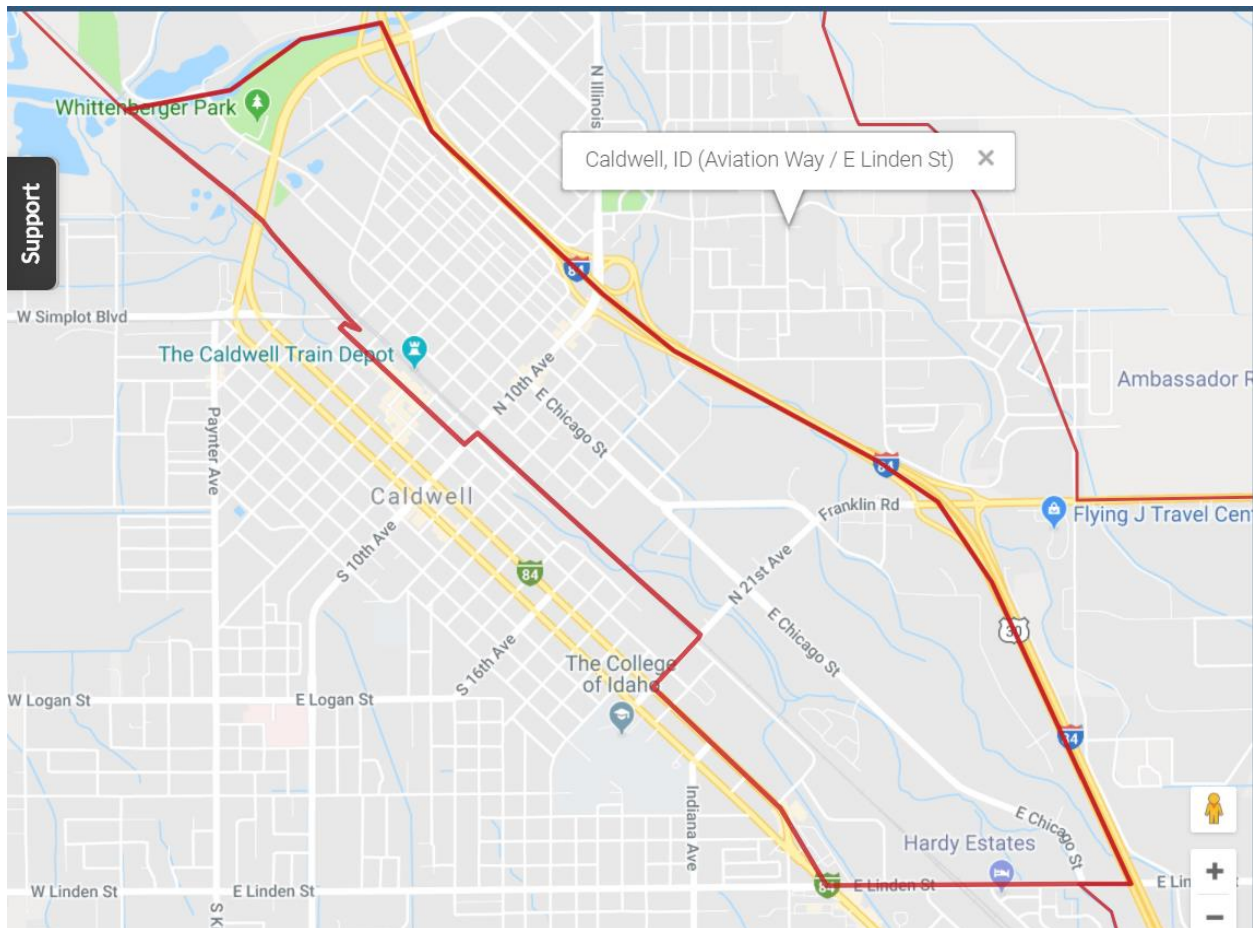
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Appendix A1 Pre-Opening Budget

Idaho Public Charter School Commission

Charter Petition: Budget Assumptions

Elevate Academy

Revenue

Explanations Related to Key Revenue Line Items (required)
[Includes most common; please insert rows as needed to match your school's revenue accounts]

Estimated No. of Students for Each Year:	66	286	330	396	462	
Line Item / Account		Pre-opening	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising						
Contibutions / Donations		250,000.00				JKAF Support
Other Local Revenue						
Base Support			2,995,668.61	3,647,297.93	4,336,462.45	Salaries & Entitlement Funding
Exceptional Child						
Benefit Apportionment			304,789.09	361,057.28	430,927.50	
Other State Support Total (details below)			522,223.40	560,418.03	614,126.81	
State Facility funding			110,550.00	132,660.00	154,770.00	
Classroom Technology			5,000.00	5,000.00	5,000.00	
Instructional Management System			6,408.00	7,690.00	8,972.00	
IT Staffing			5,000.00	5,000.00	5,158.90	
Leadership Premium			17,000.00	20,400.00	23,800.00	
Leadership Premium Benefits			3,225.00	3,870.00	4,515.00	
Gifted/Talented			3,554.40	3,665.28	3,776.16	
Professional development			27,810.00	30,250.00	32,690.00	
Safe and Drug Free			2,000.00	2,000.00	2,000.00	
Strategic Planning			4,000.00	4,000.00	4,000.00	
College Career Advisors and Student Mentors			5,000.00	5,000.00	5,000.00	
CTE Culinary Arts			11,851.00	11,851.00	11,851.00	CTE Supply reimbursment ratee based on 1 FTE
CTE Construction			9,876.00	9,876.00	9,876.00	CTE Supply reimbursment ratee based on 1 FTE
CTE Business/Marketing			11,184.00	11,184.00	11,184.00	CTE Supply reimbursment ratee based on 1 FTE
CTE Manufacturing			17,500.00	17,500.00	17,500.00	CTE Supply reimbursment ratee based on 1 FTE
CTE Law Enforcement			7,900.00	7,900.00	7,900.00	CTE Supply reimbursment ratee based on 1 FTE
CTE Fire Fighting			7,900.00	7,900.00	7,900.00	CTE Supply reimbursment ratee based on 1 FTE
CTE Medical Arts			9,800.00	9,800.00	9,800.00	CTE Supply reimbursment ratee based on 1 FTE
Transportation Reimbursment			125,476.00	125,476.00	125,476.00	Calculated at 65% of total cost
Food Service Support/Revune			131,189.00	139,395.75	162,957.75	Calcualted at 85% of total cost/employee & Operations
REVENUE TOTALS		$250,000.00	$3,822,681.10	$4,568,773.24	$5,381,516.76	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = Break Even: 27.77, Year 1: 32.04, Year2: 38.45, Year3:44.86. Base Support estimates are based off of year round school model utilizing summer school revenue. However; summer school will be part of the regular school year. CTE funding will be avaialbe for all years. Although we will ramp up our offerins we will still have full time FTE for each course and students attending CTE courses all day. Therefore; CTE funding will be fullly available from the onset of Elevate Academy. Elevate Academy will apply for CTE program recogniztion in February of 2019 for the opening year.

Expenses by Category & Budget

Staffing (required)

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

CERTIFIED STAFF	Pre-Opening		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers									
Secondary Teachers			20.0	1,106,450.00	24.0	1,365,727.50	28.0	1,641,105.00	Increase in Teachers as enrollment increases
Other Teachers [clarify in assumptions]									School Counselor 1 FTE
Classroom Teacher Subtotals			20.0	1,106,450.00	24.0	1,365,727.50	28.0	1,641,105.00	Average classroom size: 22 in Home room/ 16.5 when in electives
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director / Coordinator			1.0	60,000.00	1.0	61,500.00	1.0	63,000.00	All students will be on a learning plan and these positions go together. Our collaboration with Lifeways counseling will enable our counselor to
Special Education Subtotals		-	1.0	60,000.00	1.0	61,500.00	1.0	63,000.00	Anticipated % Special Education Students:46@ capacity
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator	2.0	182,500.00	2.0	190,000.00	2.0	200,000.00	2.0	215,000.00	Title and hours: Director of Operations curriculum and instruction.
Instructional Coach/Curriculum	0.3	15,000.00	1.0	41,200.00	1.0	42,436.00	1.0	43,709.00	This person will be hired early to assist in finalizing the development of curriculum, ordering supplies
Other Certified Staff Subtotals		197,500.00	3.0	231,200.00	3.0	242,436.00	3.0	258,709.00	Director of Pupil Services, Grounds, Maintainance, Evaluation, Testing
CERTIFIED STAFF TOTALS	0.0	$197,500.00	24.0	$1,397,650.00	28.0	$1,669,663.50	32.0	$1,962,814.00	

CLASSIFIED STAFF	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General			2.0	37,800.00	3.0	57,500.00	5.0	98,792.00	Staffing will increase as enrollment increases.
Paraprofessionals- SPED			1.0	18,900.00	1.0	19,183.00	1.0	19,758.00	
Admin / Front Office Staff			2.0	53,500.00	2.0	55,105.00	2.0	56,785.00	
Janitorial			1.0	27,000.00	1.0	27,810.00	2.0	57,288.00	
Nutrition			3.0	71,840.00	3.0	73,995.00	3.0	76,215.00	
CLASSIFIED STAFF TOTALS	0.0	$0.00	9.0	$209,040.00	10.0	$233,593.00	13.0	$308,838.00	

BENEFITS	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	11.32%	20,659.00	11.32%	181,877.00	11.32%	220,606.00	11.32%	259,183.00	
Workers comp	0.07%	1,277.50	0.07%	1,125.00	0.07%	1,364.00	0.07%	1,603.00	
FICA/medicare	7.65%	13,961.25	76.50%	122,912.00	76.50%	149,048.00	76.50%	175,155.00	
Group insurance	10.40%	10,950.00	10.40%	167,096.00	10.40%	222,165.00	10.40%	283,911.00	
Paid time off [clarify in assumptions]	1.20%	2,190.00	1.20%	19,280.00	1.20%	23,386.00	1.20%	27,475.00	
BENEFIT TOTALS		$49,037.75		$492,290.00		$616,569.00		$747,327.00	

	Pre-Opening Budget	Year 1	Year 2	Year 3
CERTIFIED & CLASSIFIED STAFF TOTALS	$197,500.00	$1,606,690.00	$1,903,256.50	$2,271,652.00
TOTAL STAFF & BENEFITS TOTALS	$246,537.75	$2,098,980.00	$2,519,825.50	$3,018,979.00

Additional Notes or Details regarding Staffing Expenditures: Certified staff will include 20 certified teachers. 13 classroom teachers and 7 CTE teachers. Firefighting and Criminal Justice will be taught by the same instructor and or 2 part time instructors. Staff salaires are calculated using a formula that calculates working the additional time that we have extended the school year. In year one there will be one para-professional assigned to the middle school pods, and one assigned ot the high school pod. In year two and additional para-professional will be assigned to the middle school pod. In year three each grade level at the middle level will have an assinged para-professional, the 9-10th grade pod will have an assigned para-professional, and the 11-12th grade pod will have an assigned para-professional. We will hire a full time special educaiton para-paraprofessional in all years. Two admin staff will be hired in year one for front office maintainance. One office staff will be responsible for working with the public, and attendance. The other front office staff will be responsible for all registrar duties and in house finances. In the first couple of years of operations Elevate will operate with one custodian. In year three when we are financially stable another custodian will be added to help maintain the building.

Educational Program (required)

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Professional Development		27,810.00	30,860.00	33,300.00	
SPED Contract Services		19,600.00	23,600.00	27,600.00	Reimbursment. Budget for 15% of population @ 400/per student
CTE Program Maintainance		76,011.00	76,011.00	76,011.00	Flow through of funds for allowable expenses: See appendix H7
Teacher Awards & Leadership Premium		17,000.00	20,400.00	23,800.00	
Overall Educ Pgm & Special Pgms Subtotals	-	140,421.00	150,871.00	160,711.00	

Elementary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)					
Curriculum / text books					
Other supplies [clarify in assumptions]					
Elementary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Elementary Pgm Subtotals	-	-	-	-	

Secondary Program	Pre-Opening Budget	YR 1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)		149,500.00	99,000.00	67,500.00	
Curriculum / text books		100,000.00	49,500.00	10,000.00	Year 1: 150/student, Year 2/125 per student

	Pre-Opening Budget	Year 1	Year 2	Year 3	Assumptions / Details / Sources
Other supplies [clarify in assumptions]		49,500.00	49,500.00	57,500.00	Gradual Adoption and maintainance
Secondary Contract Services [clarify in assumptions]					
Secondary Pgm Subtotals	-	149,500.00	99,000.00	67,500.00	
EDUCATIONAL PROGRAM TOTALS	**$0.00**	**$289,921.00**	**$249,871.00**	**$228,211.00**	

Additional Notes or Details regarding Educational Program Expenditures: Curriclum and Text book adoption will be a large part of the first couple of years start up cost. As we develop the curriculm model over the next year, in house, we will specify direct curricular resources that will meet the needs of the staff and students. As we are developing an integrated approach, careful selection to ensure that our materials match our goals will be a top priority. By year three we will be have purchaced a majority of our curricular materials. We will move to a maintainance budget in year three.

Technology (required)
[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)	-	22,000.00	25,400.00	28,958.90	
Internet		7,200.00	7,200.00	7,200.00	600/month
Other Contrac Services [clarify in assumptions]		10,800.00	10,800.00	10,800.00	Contracted IT support 900/Month
Technology fees & licenses		19,800.00	23,760.00	27,720.00	Student & Accounting Data Base $60 Per Student
TECHNOLOGY TOTALS	**$0.00**	**$41,800.00**	**$49,160.00**	**$56,678.90**	

Additional Notes or Details regarding Technology Expenditures:

Non-Facilities Capital Outlay (required)
[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)					
Furniture [clarify types in assumptions]					
Other Outlay [clarify types in assumptions]					
Technology Capital Outlay Total (details below)		83,500.00	16,200.00	16,200.00	
Computers for student use		66,000.00	13,200.00	13,200.00	$200/computer one on one chromebooks for students
Computers for staff use		17,500.00	3,000.00	3,000.00	500/computer and maintainace for staff
Other Technology [clarify in assumptions]					
Other Capital Outlay [clarify in assumptions]					
CAPITAL OUTLAY TOTALS	**$0.00**	**$83,500.00**	**$16,200.00**	**$16,200.00**	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: Furnature has been built into our construction budget. We will invest in staff computers in year one, and we have develped a maintaininace budget for staff computer usage. Elevate Academy personalized learning will be delived on one to one devices. We have budgeted for each student and for the growth of the school at 66 students per year in years 2 and 3.

Board of Directors (required)
[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training		4,000.00	4,000.00	4,000.00	
Legal		5,000.00	5,000.00	5,000.00	
Audit		5,000.00	5,000.00	5,000.00	
Authorizer Fee		11,000.00	11,000.00	11,000.00	
BOARD OF DIRECTORS TOTALS	$0.00	$25,000.00	$25,000.00	$25,000.00	

Additional Notes or Details regarding Board of Directors Expenditures:

Facilities Details (required if not provided in Facilities Template)
[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)					
Mortgage or Lease payments (specify in assumptions)		562,545.60	675,000.00	675,000.00	Please see note from Building Hope in facilities.
Repairs and Maintenance		22,500.00	22,500.00	22,500.00	.45 sq. foot
Utilities Total (details below)		80,000.00	80,000.00	80,000.00	1.60 sq. foot/50,000 sq. Feet
Gas		32,000.00	32,000.00	32,000.00	
Electric		20,000.00	20,000.00	20,000.00	
Other [specify in assumptions]		14,000.00	14,000.00	14,000.00	Water/ Sewer/trash, phone, liablity/property insurance
Property Insurance		14,000.00	14,000.00	14,000.00	
Janitorial		34,000.00	34,000.00	34,000.00	
FACILITIES TOTALS	$0.00	$699,045.60	$811,500.00	$811,500.00	

Additional Notes or Details regarding Facilities Expenditures: Facilities payment is based on estimates form Building Hope, building an 8,000,000 facility. All other estimates are based on current estimates per square foot.

Transportation/Nutrition (optional)
[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources

	Pre-Opening	Year 1	Year 2	Year 3	Assumptions / Details / Sources
Contract Services [specify in assumption]		183,000.00	183,000.00	183,000.00	4 routes each day full year
Special transportation (SPED, field trips, etc.)		15,000.00	15,000.00	15,000.00	Special Education as a priority
Food Cost/Nutrition		82,500.00	99,000.00	115,500.00	Based on cost of similar sized Charter Schools
TRANSPORTATION TOTALS	$0.00	$280,500.00	$297,000.00	$313,500.00	

Additional Notes or Details regarding Transportation Expenditures: Estimes were gathered from local transportation companies, and using food service costs from Charter Schools in Idaho that offer full food service.

Other Expenses (optional)
[Please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Advertising		4,000.00	2,000.00	2,000.00	Once we reach capacity this will decrease
Testing		1,000.00	1,000.00	1,000.00	Materials, supplies, support
Accounting/SDE reporting PR&HR		45,000.00	45,000.00	45,000.00	Use of Charter School Network Back office
postage		1,500.00	1,500.00	1,500.00	
OTHER TOTALS	$0.00	$51,500.00	$49,500.00	$49,500.00	

Additional Notes or Details regarding Transportation Expenditures:

Narrative: Break-Even & Operational Budgets

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

Narrative: 1st Year Cash Flow

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

List of Attachments

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

Attachment Title	Location (Appendix _)	Description

Financial Summary

Revenues	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising	-	-	-	-	
Contibutions / Donations	250,000.00	-	-	-	
Other Local Revenue	-	-	-	-	
Base Support	2,849,812.00	2,995,668.61	3,672,553.85	4,313,426.84	
Exceptional Child	-	-	-	-	
Benefit Apportionment	-	304,789.09	361,057.28	430,927.50	
Other State Support Total (details below)	-	522,223.40	560,418.03	614,126.81	
State Facility funding	-	110,550.00	132,660.00	154,770.00	
Professional development	-	27,810.00	30,250.00	32,690.00	
REVENUE TOTALS	250,000.00	3,822,681.10	4,568,773.24	5,381,516.76	

Expenses	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Staff and Benefit Totals	$246,537.75	$2,098,980.00	$2,519,825.50	$3,018,979.00	
Educational Program Totals	$0.00	$289,921.00	$249,871.00	$228,211.00	
Technology Totals	$0.00	$41,800.00	$49,160.00	$56,678.90	
Capital Outlay Totals	$0.00	$83,500.00	$16,200.00	$16,200.00	
Board of Directors Totals	$0.00	$25,000.00	$25,000.00	$25,000.00	
Facilities Totals	$0.00	$699,045.60	$811,500.00	$811,500.00	
Transportation/Nutrition Totals	$0.00	$280,500.00	$297,000.00	$313,500.00	
Other	$0.00	$51,500.00	$49,500.00	$49,500.00	
EXPENSE TOTALS	$246,537.75	$3,570,246.60	$4,018,056.50	$4,519,568.90	

Operating Income (Loss)	3,462.25	252,434.50	550,716.74	861,947.86

Appendix A2: Break Even and 3 Year Budget

Idaho Public Charter School Commission

Charter Petition: Budget Assumptions

Elevate Academy

Revenue

Explanations Related to Key Revenue Line Items (required)

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

Estimated No. of Students for Each Year:	240	330	396	462	
Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising					
Contibutions / Donations					
Other Local Revenue					
Base Support	2,190,937.87	2,995,668.61	3,647,297.93	4,336,462.45	Salaries & Entitlement Funding Summer & Regular session
Exceptional Child					
Benefit Apportionment	253,048.00	304,789.09	361,057.28	430,927.50	
Other State Support Total (details below)	477,817.75	522,223.40	560,418.03	614,126.81	
State Facility funding	80,400.00	110,550.00	132,660.00	154,770.00	
Classroom Technology	5,000.00	5,000.00	5,000.00	5,000.00	
Instructional Management System	4,660.00	6,408.00	7,690.00	8,972.00	
IT Staffing	5,000.00	5,000.00	5,000.00	5,158.90	
Leadership Premium	12,750.00	17,000.00	20,400.00	23,800.00	
Leadership Premium Benefits	2,418.75	3,225.00	3,870.00	4,515.00	
Gifted/Talented	3,403.00	3,554.40	3,665.28	3,776.16	
Professional development	24,760.00	27,810.00	30,250.00	32,690.00	
Safe and Drug Free	2,000.00	2,000.00	2,000.00	2,000.00	
Strategic Planning	4,000.00	4,000.00	4,000.00	4,000.00	
College Career Advisors and Student Mentors	5,000.00	5,000.00	5,000.00	5,000.00	
CTE Culinary Arts	11,851.00	11,851.00	11,851.00	11,851.00	CTE Supply reimbursment ratee based on 1 full FTE
CTE Construction	9,876.00	9,876.00	9,876.00	9,876.00	CTE Supply reimbursment ratee based on 1 full FTE
CTE Business/Marketing	11,184.00	11,184.00	11,184.00	11,184.00	CTE Supply reimbursment ratee based on 1 full FTE
CTE Manufacturing	17,500.00	17,500.00	17,500.00	17,500.00	CTE Supply reimbursment ratee based on 1 full FTE
CTE Law Enforcement	7,900.00	7,900.00	7,900.00	7,900.00	CTE Supply reimbursment ratee based on 1 full FTE
CTE Fire Fighting	7,900.00	7,900.00	7,900.00	7,900.00	CTE Supply reimbursment ratee based on 1 full FTE
CTE Medical Arts	9,800.00	9,800.00	9,800.00	9,800.00	CTE Supply reimbursment ratee based on 1 full FTE
Transportation Reimbursment	125,476.00	125,476.00	125,476.00	125,476.00	Calculated at 65% of total cost
Food Service Support/Revenue	126,939.00	131,189.00	139,395.75	162,957.75	Calculated at 85% of total cost/employee & Operations
REVENUE TOTALS	**$2,921,803.62**	**$3,822,681.10**	**$4,568,773.24**	**$5,381,516.76**	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = Break Even: 27.77, Year 1: 32.04, Year2: 38.45, Year3:44.86. Base Support estimates are based off of year round school model utilizing summer school revenue. However; summer school will be part of the regular school year. CTE funding will be availalbe for all years. Although we will ramp up our offerins we will still have full time FTE for each course and students attending CTE courses all day. Therefore; CTE funding will be fully available from the onset of Elevate Academy. Elevate Academy will apply for CTE program recogniztion in February of 2019 for the opening year. Exceptional Child Funding is not available for alternative school funding.

Expenses by Category & Budget

Staffing (required)

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

CERTIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers									
Secondary Teachers	15.0	838,700.00	20.0	1,106,450.00	24.0	1,365,727.50	28.0	1,641,105.00	Increase in Teachers as enrollment increases
Other Teachers [clarify in assumptions]									
Classroom Teacher Subtotals	15.0	838,700.00	20.0	1,106,450.00	24.0	1,365,727.50	28.0	1,641,105.00	Average classroom size: 22 in home room/ 16.5 when in electives
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director / Coordinator	0.5	30,000.00	1.0	60,000.00	1.0	61,500.00	1.0	63,000.00	All students will be on a learning plan and these positions go together. Our collaboration with Lifeways counseling will enable our counselor to
Special Education Subtotals		30,000.00	1.0	60,000.00	1.0	61,500.00	1.0	63,000.00	Anticipated % Special Education Students:46@ capacity
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator	2.0	190,000.00	2.0	190,000.00	2.0	200,000.00	2.0	215,000.00	Title and hours:
Instructional Coach/Curriculum	1.0	41,200.00	1.0	41,200.00	1.0	42,436.00	1.0	43,709.00	Director of Operations Curricculum and Instruction
Other Certified Staff Subtotals	3.0	231,200.00	3.0	231,200.00	3.0	242,436.00	3.0	258,709.00	Director of Pupil Services, Grounds, Maintainance, Evaluation, Testing
CERTIFIED STAFF TOTALS	18.0	$1,099,900.00	24.0	$1,397,650.00	28.0	$1,669,663.50	32.0	$1,962,814.00	

CLASSIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	1.0	18,900.00	2.0	37,800.00	3.0	57,500.00	5.0	98,792.00	Staffing will increase as enrollment increases.
Paraprofessionals- SPED	1.0	18,900.00	1.0	18,900.00	1.0	19,183.00	1.0	19,758.00	
Admin / Front Office Staff	2.0	53,500.00	2.0	53,500.00	2.0	55,105.00	2.0	56,785.00	
Janitorial	1.0	27,000.00	1.0	27,000.00	1.0	27,810.00	2.0	57,288.00	
Nutrition	2.0	47,893.00	3.0	71,840.00	3.0	73,995.00	3.0	76,215.00	
CLASSIFIED STAFF TOTALS	7.0	$166,193.00	9.0	$209,040.00	10.0	$233,593.00	13.0	$308,838.00	

BENEFITS	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources

Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount
PERSI	11.32%	145,467.00	11.32%	181,877.00	11.32%	220,606.00	11.32%	259,183.00
Workers comp	0.07%	900.00	0.07%	1,125.00	0.07%	1,364.00	0.07%	1,603.00
FICA/medicare	7.65%	90,306.00	7.65%	122,912.00	7.65%	149,048.00	7.65%	175,155.00
Group insurance	10.56%	133,644.00	10.40%	167,096.00	10.40%	222,165.00	10.40%	283,911.00
Paid time off [clarify in assumptions]	1.20%	15,420.00	1.20%	19,280.00	1.20%	23,386.00	1.20%	27,475.00
BENEFIT TOTALS		$385,737.00		$492,290.00		$616,569.00		$747,327.00
CERTIFIED & CLASSIFIED STAFF TOTALS		$1,266,093.00		$1,606,690.00		$1,903,256.50		$2,271,652.00
TOTAL STAFF & BENEFITS TOTALS		$1,651,830.00		$2,098,980.00		$2,519,825.50		$3,018,979.00

Additional Notes or Details regarding Staffing Expenditures: Certified staff will include 20 certified teachers. 13 classroom teachers and 7 CTE teachers. Firefighting and Criminal Justice will be taught by the same instructor and or 2 part time instructors. Staff salaires are calculated using a formula that calculates working the additional time that we have extended the school year. In year one there will be one para-professional assigned to the middle school pods, and one assigned ot the high school pod. In year two and additional para-professional will be assigned to the middle school pod. In year three each grade level at the middle level will have an assinged para-professional, the 9-10th grade pod will have an assigned para-professional, and the 11-12th grade pod will have an assigned para-professional. We will hire a full time special educaiton para-paraprofessional in all years. Two admin staff will be hired in year one for front office maintainance. One office staff will be responsible for working with the public, and attendance. The other front office staff will be responsible for all registrar duties and in house finances. In the first couple of years of operations Elevate will operate with one custodian. In year three when we are financailly stable another custodian will be added to help maintain the building.

Educational Program (required)

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Professional Development	24,760.00	27,810.00	30,860.00	33,300.00	State allowance based on FTE
SPED Contract Services	14,400.00	19,600.00	23,600.00	27,600.00	Reimbursment. Budget for 15% of population @ 400/per student
CTE Program Maintainance	76,011.00	76,011.00	76,011.00	76,011.00	Flow through of funds for allowable expenses: See appendix H7
Teacher Awards & Leadership Premium	15,300.00	17,000.00	20,400.00	23,800.00	
Overall Educ Pgm & Special Pgms Subtotals	130,471.00	140,421.00	150,871.00	160,711.00	
Elementary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)					
Curriculum / text books					
Other supplies [clarify in assumptions]					
Elementary Contract Services [clarify in assumptions]					Types of anticipated Contractors:
Elementary Pgm Subtotals	-	-	-	-	

Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)		149,500.00	99,000.00	67,500.00	
Curriculum / text books	67,213.00	100,000.00	49,500.00	10,000.00	Year 1: 150/student, Year 2/125 per student
Other supplies [clarify in assumptions]	42,272.00	49,500.00	49,500.00	57,500.00	Gradual Adoption and maintainance
Secondary Contract Services [clarify in assumptions]	24,941.00				
					Break Even year adjusted per pupil ratio
Secondary Pgm Subtotals	67,213.00	149,500.00	99,000.00	67,500.00	
EDUCATIONAL PROGRAM TOTALS	$197,684.00	$289,921.00	$249,871.00	$228,211.00	

Additional Notes or Details regarding Educational Program Expenditures: Curriclum and Text book adoption will be a large part of the first couple of years start up cost. As we develop the curriculm model over the next year, in house, we will specify direct curricular resources that will meet the needs of the staff and students. As we are devleoping an integrated approach, careful selection to ensure that our materials match our goals will be a top priority. By year three we will be have purchaced a majority of our curricular materials. We will move to a maintainance budget in year three. In the break even year curriclum and supplies will be cut significantly. However the founders are currently engaged in grant writing for support that is in addition to state funding.

Technology (required)
[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)	18,000.00	18,000.00	18,000.00	18,000.00	
Internet	7,200.00	7,200.00	7,200.00	7,200.00	600/month
Other Contrac Services [clarify in assumptions]	10,800.00	10,800.00	10,800.00	10,800.00	Contracted IT support 900/Month
Technology fees & licenses	14,400.00	19,800.00	23,760.00	27,720.00	Student & Accounting Data Base $60 Per Student
TECHNOLOGY TOTALS	$32,400.00	$37,800.00	$41,760.00	$45,720.00	

Additional Notes or Details regarding Technology Expenditures:

Non-Facilities Capital Outlay (required)
[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)					
Furniture [clarify types in assumptions]					
Other Outlay [clarify types in assumptions]					
Technology Capital Outlay Total (details below)	64,000.00	83,500.00	16,200.00	16,200.00	
Computers for student use	48,000.00	66,000.00	13,200.00	13,200.00	$200/computer one on one chromebooks for students
Computers for staff use	16,000.00	17,500.00	3,000.00	3,000.00	500/computer and maintainace for staff
Other Technology [clarify in assumptions]					
Other Capital Outlay [clarify in assumptions]					
CAPITAL OUTLAY TOTALS	$64,000.00	$83,500.00	$16,200.00	$16,200.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: Funature has been built into our construction budget. We will invest in staff computers in year one, and we have develped a maintainince budget for staff computer usage. Elevate Academy personalized learning will be delived on one to one devices. We have budgeted for each student and for the growth of the school at 66 students per year in years 2 and 3.

Board of Directors (required)
[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training		4,000.00	4,000.00	4,000.00	
Legal		5,000.00	5,000.00	5,000.00	
Audit		5,000.00	5,000.00	5,000.00	
Authorizer Fee		11,000.00	11,000.00	11,000.00	
BOARD OF DIRECTORS TOTALS		$25,000.00	$25,000.00	$25,000.00	

Additional Notes or Details regarding Board of Directors Expenditures:

Facilities Details (required if not provided in Facilities Template)
[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)					
Mortgage or Lease payments (specify in assumptions)	562,525.00	562,525.00	675,000.00	675,000.00	Please see memo attached for facilities.
Repairs and Maintenance	22,500.00	22,500.00	22,500.00	22,500.00	.45 sq. foot
Utilities Total (details below)	80,000.00	80,000.00	80,000.00	80,000.00	1.60 sq. foot/50,000 sq. Feet
Gas	32,000.00	32,000.00	32,000.00	32,000.00	
Electric	20,000.00	20,000.00	20,000.00	20,000.00	
Other [specify in assumptions]	14,000.00	14,000.00	14,000.00	14,000.00	Water/ Sewer/trash, phone,
Property Insurance	14,000.00	14,000.00	14,000.00	14,000.00	
Janitorial	34,000.00	34,000.00	34,000.00	34,000.00	
FACILITIES TOTALS	$699,025.00	$699,025.00	$811,500.00	$811,500.00	

Additional Notes or Details regarding Facilities Expenditures: Facilities payment is based on estimates form Building Hope, building an 10,000,000 facility. All other estimates are based on current estimates per square foot. If enrollment is low, we will phase in the building of the CTE building.

Transportation/Nutrition (optional)
[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services [specify in assumption]	137,250.00	183,000.00	183,000.00	183,000.00	4 routes each day full year/3 routes low enrolment
Special transportation (SPED, field trips, etc.)	10,000.00	15,000.00	15,000.00	15,000.00	Special Education as a priority for this allocation
Food Cost/Nutrition	61,250.00	82,500.00	99,000.00	115,500.00	Based on cost of similar sized Charter Schools
TRANSPORTATION TOTALS	$208,500.00	$280,500.00	$297,000.00	$313,500.00	

Additional Notes or Details regarding Transportation Expenditures: Estimes were gathered from local transportation companies, and using food service costs from Charter Schools in Idaho that offer full food service.

Other Expenses (optional)
[Please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Advertising	2,000.00	4,000.00	2,000.00	2,000.00	Once we reach capacity this will decrease
Testing		1,000.00	1,000.00	1,000.00	Materials, supplies, support
Accounting/SDE reporting PR&HR	40,000.00	45,000.00	45,000.00	45,000.00	Use of Charter School Network Back office
postage	1,000.00	1,500.00	1,500.00	1,500.00	
OTHER TOTALS	$43,000.00	$51,500.00	$49,500.00	$49,500.00	

Additional Notes or Details regarding Transportation Expenditures:

Narrative: Break-Even & Operational Budgets

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

Revenue is based on operating a year round program using the 900 hour calculations for alternative school funding. Included in our base support revenue is summer school revenue that will be needed to operate a fully functional year-round model. Elevate Academy will offer a total of 1022 instructional hours for the traditional school year. Support units were calculated on the assumption that the ADA for this time would be 85%. However; the net hours per student would be 869 which is 97% of a fully funded Alterantive School Student. The same caluculations were used when calculating summer school revenue.

Narrative: 1st Year Cash Flow

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

List of Attachments

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

Attachment Title	Location (Appendix_)	Description
Allowable Use of Added-Cost Funds	Appendix F	Allowable expences for CTE funding

Financial Summary

Revenues	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising	-	-	-	-	
Contibutions / Donations	-	-	-	-	
Other Local Revenue	-	-	-	-	
Base Support	2,849,812.00	2,995,668.61	3,672,553.85	4,313,426.84	
Exceptional Child	-	-	-	-	
Benefit Apportionment	253,048.00	304,789.09	361,057.28	430,927.50	
Other State Support Total (details below)	477,817.75	522,223.40	560,418.03	614,126.81	
State Facility funding	80,400.00	110,550.00	132,660.00	154,770.00	
Professional development	24,760.00	27,810.00	30,250.00	32,690.00	
REVENUE TOTALS	2,921,803.62	3,822,681.10	4,568,773.24	5,381,516.76	

Expenses	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Staff and Benefit Totals	$1,651,830.00	$2,098,980.00	$2,519,825.50	$3,018,979.00	
Educational Program Totals	$197,684.00	$289,921.00	$249,871.00	$228,211.00	
Technology Totals	$32,400.00	$37,800.00	$41,760.00	$45,720.00	
Capital Outlay Totals	$64,000.00	$83,500.00	$16,200.00	$16,200.00	
Board of Directors Totals	$25,000.00	$25,000.00	$25,000.00	$25,000.00	
Facilities Totals	$699,025.00	$699,025.00	$811,500.00	$811,500.00	
Transportation/Nutrition Totals	$208,500.00	$280,500.00	$297,000.00	$313,500.00	
Other	$43,000.00	$51,500.00	$49,500.00	$49,500.00	
EXPENSE TOTALS	$2,921,439.00	$3,566,226.00	$4,010,656.50	$4,508,610.00	

Operating Income (Loss)	364.62	256,455.10	558,116.74	872,906.76

Appendix A3: First Year Cash Flow Projections

Idaho Public Charter School Commission

First Year Cash Flow Projection

Budget Item	Budget Amount	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grand Total	Paid After Year-end	Notes
Legal	-5,000	-5,000												-5,000	0	
Audit	-5,000												-5,000	-5,000	0	
Authorizer Fee	-11,000								-11,000					-11,000	0	
Board of Directors Totals	**-25,000**	**-5,000**	**0**	**0**	**-2,000**	**0**	**0**	**-2,000**	**-11,000**	**0**	**0**	**0**	**-5,000**	**-25,000**	**0**	
Mortgage or Lease payments [specify in assumptions]	-562,525		-140,631			-140,631			-140,631			-140,631		-562,525	0	
Repairs and Maintenance	-22,500			-2,250	-2,250	-2,250	-2,250	-2,250	-2,250	-2,250	-2,250	-2,250	-2,250	-22,500	0	
Gas	-32,000	-2,667	-2,667	-2,667	-2,667	-2,667	-2,667	-2,667	-2,667	-2,667	-2,667	-2,667	-2,663	-32,000	0	
Electric	-20,000	-1,667	-1,667	-1,667	-1,667	-1,667	-1,667	-1,667	-1,667	-1,667	-1,667	-1,667	-1,663	-20,000	0	
Other [specify in assumptions]	-14,000	-1,167	-1,167	-1,167	-1,167	-1,167	-1,167	-1,167	-1,167	-1,167	-1,167	-1,167	-1,163	-14,000	0	
Property Insurance	-14,000	-14,000												-14,000	0	
Janitorial	-34,000	-2,833	-2,833	-2,833	-2,833	-2,833	-2,833	-2,833	-2,833	-2,833	-2,833	-2,833	-2,837	-34,000	0	
Facilities Totals	**-699,025**	**-22,334**	**-148,965**	**-10,584**	**-10,584**	**-151,215**	**-10,584**	**-10,584**	**-151,215**	**-10,584**	**-10,584**	**-151,215**	**-10,576**	**-699,025**	**0**	
Contract Services [specify in assumption]	-183,000		-18,300	-18,300	-18,300	-18,300	-18,300	-18,300	-18,300	-18,300	-18,300	-18,300	-18,300	-183,000	0	
Special transportation (SPED, field trips, etc.)	-15,000		-1,500	-1,500	-1,500	-1,500	-1,500	-1,500	-1,500	-1,500	-1,500	-1,500	-1,500	-15,000	0	
Food Cost/Nutrition	-82,500		-8,250	-8,250	-8,250	-8,250	-8,250	-8,250	-8,250	-8,250	-8,250	-8,250	-8,250	-82,500	0	
Transportation/Nutrition Totals	**-280,500**	**0**	**-28,050**	**-28,050**	**-28,050**	**-28,050**	**-28,050**	**-28,050**	**-28,050**	**-28,050**	**-28,050**	**-28,050**	**-28,050**	**-280,500**	**0**	
Advertising	-4,000							-4,000						-4,000	0	
Testing	-1,000							-1,000						-1,000	0	
Accounting/SDE reporting PR&HR	-45,000	-3,750	-3,750	-3,750	-3,750	-3,750	-3,750	-3,750	-3,750	-3,750	-3,750	-3,750	-3,750	-45,000	0	
postage	-1,500	-125	-125	-125	-125	-125	-125	-125	-125	-125	-125	-125	-125	-1,500	0	
Other Totals	**-51,500**	**-3,875**	**-3,875**	**-3,875**	**-3,875**	**-3,875**	**-3,875**	**-8,875**	**-3,875**	**-3,875**	**-3,875**	**-3,875**	**-3,875**	**-51,500**	**0**	
EXPENSE TOTALS	**-3,566,226**	**-294,941**	**-317,487**	**-237,989**	**-239,989**	**-378,620**	**-237,989**	**-244,989**	**-389,620**	**-237,989**	**-237,989**	**-378,620**	**-243,002**	**-3,439,225**	**127,001**	
Operating Income (Loss)	**256,455**	**561,542**	**538,996**	**-224,870**	**-218,424**	**328,132**	**-207,870**	**-223,424**	**331,858**	**-212,424**	**-166,389**	**99,771**	**-221,441**	**383,456**	**127,001**	

Facilities: Attached is one facility option. Elevate Academy has worked closely with Building Hope and the City of Caldwell to secure land and execute a plan to build a facility that will be financially viable and meet the needs of the students Elevate Academy aims to serve. Please see attached letter from Building hope, and an arial image of the site purchased in conjunction with the City of Caldwell.

Idaho Public Charter School Commission
Charter Petition: Facility Details

School Name: Elevate Academy	Details for (in order of preference): Option 1
Facility Name / Title: Elevate Academy/ Chicago St. Full Build	Option Status: Likely
Location Address: 0 West Chicago St.	Primary Vendor Information (if applicable)

Narrative

Elevate Academy is working with the City of Caldwell to secure land on 0 West. Chicago St. in Caldwell, Idaho. The total acreage for the land is 10.997 acres.

Location Alignment
- Situated in the Urban Renewal Zone of the City of Caldwell. Easy access to all main corridors to meet the transportation needs of underserved students located in the greater Caldwell Area.
- Building Design includes POD design for strong supported personalized learning opportunities.
- Career Technical Education classrooms are on site to ensure access for all students.
- Open space and Urban Renewal Zoning allows for additional collaborative partnerships with the City of Caldwell.
- Close to downtown and Treasure Valley Community College. This opens opportunities for additional partnerships.

Build-out plan and budget
In cooperation with Building Hope, a national charter facility development non-profit, and Bluum, the following plan will be developed.
1) Construction plans for building have begun taking place with Elevate Academy moving into a new building for the opening of fall, 2019.
2) Construction of building would take place beginning July, 2018 and occupancy will take place July, 2019.
3) Building Hope will finance the facility for the first five years once the site is built, facilitating the build-out. Building Hope will lease the facility to the school at a rate that covers principal and interest on the facility, net of rental income. Maintenance and utilities costs will be passed through proportionally to the school. (In proportion to the square footage leased)
4) Timeline for construction would go as follows:
   - 6/16/18 Building Hope closes on land purchase

- 7/1/18-7/1/19 Construction of New 50,000 sq. ft. Facility.

Draft Facility Budgets

Pre-Opening Expenses (required)
[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
None – pre-opening costs rolled into facility lease cost through Building Hope				
		TOTAL Pre-Opening Costs		

Operating Expenses: Year 1 & Year 2 (required)
[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments

Maintenance	50,000	.45 per sq. ft.	22,500	50,000	.45 per sq. ft.	22,500	
Janitorial	50,000	.68 per sq. ft.	34,000	50,000	.68 per sq. ft.	34,000	
Utilities	50,000	1.60 per sq. ft.	80,000	50,000	1.60 per sq. ft.	80,000	
Property Insurance	50,000	.28 per. Sq. ft.	14,000	50,000	.28 per. Sq. ft.	14,000	
Facility Payment			542,525.60			542,525.60	
		TOTAL Year 1 Costs	692,525.00		TOTAL Year 2 Costs	693,025.60	

Operating Expenses: Year 3 (required) & Year 4 *or* Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Maintenance	50,000	0.45 per sq. ft.	22,500				
Janitorial	50,000	0.69 per sq. ft.	34,000				
Utilities	50,000	1.60 per sq. ft.	80,000				
Property Insurance	50,000	0.28 per sq. ft.	14,000				
		TOTAL Year 3 Costs	150,500		TOTAL Year 4 or Expansion Costs		

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations

Arial Image of Property	Anticipated Land Accusation	Based on Approval of Charter

buildinghope

April 25, 2018

Idaho Public Charter School Commission
650 W. State Street, Suite 307
Boise, ID 83720

Re: Status of Elevate Academy Facility Project

Dear Commissioners and Staff,

This letter serves as a project status update for Elevate Academy. Currently, Building Hope is working with the Board of Elevate Academy to begin the process of evaluating, designing and securing a permanent facility for the school in Caldwell, Idaho. Land is currently under contract with the Caldwell Urban Development Agency and is underway to subdivide 6-acres of the property for use by Elevate Academy. Estimated total project cost is $10,000,000 for 50,000 square feet, which includes predevelopment, financing, design, and construction expenses. The following is a timeline of events for the project:

Closing of Financing: August 2018
Start of Construction: September 15, 2018
Construction Completion: June 30, 2018
Start of School: Early August 2019

Building Hope is excited to partner with Elevate Academy in bringing another high-quality facility to Idaho. If you have any questions regarding the Elevate project or our facility process, please feel free to reach out to me at any time.

Kind Regards,

Jennifer Barbeau
Director, Finance and Operations
Real Estate Development
(208) 407-6956
jbarbeau@bhope.org
www.buildinghope.org

Building Hope • 910 17th Street, NW Suite 1100 • Washington, DC 20006

1: Proposed Site Elevate Academy

Address: 0 West Chicago Ave. Caldwell, ID 83606

Appendix B: Articles of Incorporation and Bylaws

201

ARTICLES OF INCORPORATION

(Non-Profit)

Title 30, Chapters 21 and 30, Idaho Code
Filing fee: $30 typed, $50 not typed
Complete and submit the form in __duplicate__.

2017 SEP 26 PM 1: 26
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Elevate Academy, Inc.

Article 2: The purpose for which the corporation is organized is: the operation of a public charter school pursuant to the Idaho Public Charter Schools Act of 1998

Article 3: Registered agent name and address:

Chris Yorgason   6200 Meeker Pl., Boise, ID 83713
(Name)   (Address)

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Monica White   1010 W. Jefferson St. #201, Boise, ID 83702
(Name)   (Address)
Matt Strong   1010 W. Jefferson St. #201 Boise , ID 83702
(Name)   (Address)
Randy Schrader   1010 W. Jefferson St. #201 Boise, ID 83702
(Name)   (Address)

Article 5: Incorporator name(s) and address(es):

Monica White   1010 W. Jefferson St. #201,Boise, ID 83702
(Name)   (Address)
Matt Strong   1010 W. Jeffrson St. #201 Boise, ID 83702
(Name)   (Address)

(Name)   (Address)

Article 6: The mailing address of the corporation shall be:

1010 W. Jefferson St. #201 Boise, ID
(Address)

Article 7: The corporation (☐ does   ☒ does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed: to organizations described in Internal Revenue Cod 501(c)(3)

Signatures of all incorporators:

Printed Name: Monica White

Signature: _____

Printed Name: Matthew S. Strong

Signature: _____

Printed Name:_____

Signature: _____

Revised 08/2015

Secretary of State use only

INSTRUCTIONS

If the document is incorrect, provide contact information where can you be reached for corrections:

208-407-4963   mwhite@elevate2c.org
Phone Number   Email address

Note: Complete and submit the application in duplicate.

If you intend to apply for IRS federal tax exemption as a charitable organization, your articles must contain a purpose clause and a dissolution of assets provision. Valuable information on 501(c)(3) qualification is on the IRS website, www.irs.gov

1. Article 1 - Enter the name of the corporation. Pursuant to Idaho Code § 30-21-302, a corporate name must contain the word corporation, incorporated, company or limited, or an abbreviation thereof, provided however, that if the word "company" or its abbreviation is used it shall not be immediately preceded by the word "and" or by an abbreviation or symbol thereof. A corporate name must be distinguishable upon the records of the Secretary of State from any other formally organized entity, such as corporations, limited liability companies, limited partnerships and limited liability partnerships. It is advised that you contact the Secretary of State to check for name availablity before filing.

2. Article 2 - Enter the purpose for which the corporation is organized.

3. Article 3 - Enter the name and physical address in Idaho of the registered agent of the corporation. This address may not be a PO Box or PMB (personal mail box). A registered agent is the person designated to receive service of process upon litigation.

4. Article 4 - Pursuant to Idaho Code § 30-30-603, other than a corporation organized for religious purposes, a nonprofit corporation shall consist of no fewer than 3 people. Enter the names and addresses of the initial board of directors.

5. Article 5 - Enter the name(s) and address(es) of at least 1 incorporator.

6. Article 6 - Enter the mailing address that you would like future reports mailed to.

7. Article 7 - Will the corporation consist of voting members? Mark the appropriate box.

8. Article 8 - Enter where the assets will be distributed upon dissolution of the corporation.

9. The articles of incorporation must be signed by **all** of the incorporators listed in article 5. Please identify the name of the signer by typing his/her name opposite the signature.

10. Enclose the appropriate fee (make checks payable to Idaho Secretary of State):

    a. The application fee is $30.00. ($50.00 if not typed)
    b. If expedited service is requested, add $20.00 to the filing fee.
    c. If the fees are to be paid from the filing party's pre-paid customer account, conspicuously indicate the customer account number in the cover letter or transmittal document.

    Pursuant to Idaho Code § 67-910(6), the Secretary of State's Office may delete a business entity filing from our database if payment for the filing is not completed.

11. Mail or deliver to:

    Office of the Secretary of State
    450 N 4th Street
    PO Box 83720
    Boise ID 83720-0080
    (208) 334-2301

12. If you have questions or need help, call the Secretary of State's office at (208) 334-2301.

BYLAWS OF ELEVATE ACADEMY, INC.

Article 1. Name and offices

~~1.~~ A. Name

The name of the corporation shall be Elevate Academy, Inc.

~~2.~~ B. Mission and Vision

Vision: Community focused, rigorous, personalized education for all.

Mission: **Engage** students in meaningful education that will contribute to success in their future career, **Ignite** a passion within each student to lead their life in a positive direction, **Inspire** students to become engaged, contributing members of their community.

~~3.~~ C. Principal office

The principal office of the corporation shall be located in Canyon County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

~~4.~~ D. Registered office

The registered office is located at 6200 N. Meeker Place, Boise Idaho 83713. The registered agent and the address of the registered office may change from time to time by the board of directors.

~~5.~~ E. Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Article 2. Board of Directors

~~1.~~ A. General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

~~2.~~ B. Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

The Directors stated in the Articles shall hold office through June 30, 2020. Directors 1,2,3 and 4 will have the option to resign or renew their appointment as an Elevate Academy Board of Director for an additional 2-year term. June 2021, Directors 5,6 and 7 will have the option to resign or renew their appointment as

an Elevate Academy Board of Director for an additional 2-year term. The Board of Directors has set up a scaffolded transition plan that will blend experienced board members with new board members. If a board member resigns, there resignation will become official during the June Board of Directors meeting or until they shall have appointed successors, whichever shall first occur, or their removal. The Directors stated in the Articles may, at any time prior to the 2020 annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2020 annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by an appointed replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 2 years except that for Directors serving from the date of the 2020 annual meeting of the Board of Directors, whose seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat, directors shall serve for a term of 2 years so that up to, but no more than, 4 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

3. C. Appointment of Directors

During the initial year of operation, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operation Directors will continue to be appointed by a majority vote of Directors at the Corporation's annual meeting as per Board-approved nominating policy.

4. D. Vacancies

Any vacancy occurring on the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be appointed for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by appointment by the Board of Directors for a term of office continuing only until the next appointment of directors.

5. E. Compensation

By resolution of the Board of Directors, each director may be reimbursed for his/her expenses, if any, of attendance at each meeting of the Board of Directors that is directly related to school business. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

6. F. Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

7. G. Removal of Director

Any board member may be removed with or without cause by majority vote of the board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.4 herein.

8. H. Meetings by telephone / Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As public must be able to attend phone meetings, at least one Board member and or an Administrator must be present at the posted meeting location.

~~9.~~ I. Committees

The Board of Directors may create one or more committees and appoint members of the Board of B. committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

Article 3. Board Meetings

~~1.~~ A. Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in July. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

~~2.~~ B. Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors.

~~3.~~ C. Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors.

~~4.~~ D. Public Meetings

Except as otherwise permitted by Idaho code, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 74,Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation.

~~5.~~ E. Notice and Agendas

Agenda notices for regular meetings will be posted at least 5 days in advance, in order to comply with open meeting law. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication. Amendments to the agenda will follow the requirements of Idaho's open meeting laws.

Notice of any special meeting will comply with Idaho open meeting laws.

~~6.~~ F. Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors.

7. G. Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Action required or permitted to be taken by the laws of the State of Idaho at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of all of the Directors shall be the act of the Board. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document.

8. H. Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

9. I. Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 74-206, Chapter 2 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

Article 4. Officers

1. A. Numbers

In addition to the Board Chair and Board Vice Chair identified, the officers of the corporation shall be a secretary, and a treasurer. In the discretion of the Board of Directors, Vice-Chair (the number thereof to be determined by the Board of Directors) may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and either Secretary or Treasurer.

2. B. Appointment and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be appointed annually by the Board of Directors at the annual meeting of the Board of Directors held after the annual meeting of the stakeholders of the Corporation. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

3. C. Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

4. ~~4.~~ D. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

5. ~~5.~~ E. Chair

The Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official board documents. The Chair shall also be responsible to ensure compliance by the Board of Directors with the performance certificate, the board manual, if any, and these corporate Bylaws.

6. ~~6.~~ F. Vice Chair

In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair, if any, or in the event there be more than one Vice Chair, the Vice Chairs in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the

7. ~~7.~~ G. Secretary

The Secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

8. ~~8.~~ H. Treasurer

The Treasurer shall: ~~(a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c)~~ **(a)** serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

9. ~~9.~~ I. Salaries

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

5. Contracts, loans, checks, and deposits

1. A. Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

2. B. Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a majority vote of the Board of Directors. Such authority may be general or confined to specific instances.

3. C. Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by a majority vote of the Board of Directors.

4. D. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

6. Fiscal year

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30.

7. No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

(a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or

(b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

8. Corporate seal

The corporation shall not have a corporate seal.

9. Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed

by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

10. Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Any changes in Bylaws will be provide to the authorizer within 30 calendar days of approval.

11.   Indemnification.

The corporation shall indemnify its directors, officers, employees and agents fully permitted under Idaho Code 30-3-88.

12. Dissolution

Upon dissolution, and once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to the Public-School Income Fund other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors.

13. Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

Certificate

The undersigned certifies that (s)he is the Secretary a Director Elevate Academy, Inc., an Idaho nonprofit corporation, and that (s)he is authorized to execute this certificate on behalf of the corporation, and further certifies that foregoing bylaws constitute the bylaws of the corporation as of this date, duly adopted by the directors of the corporation.

Date:

Elevate Academy, Inc.

By: _Sophia Valdez_   1-16-18

Secretary

Appendix C: Board of Directors and Petitioning Group

Kyle Byerly

9429 Highway 44, Middleton, ID 83644 | (208)514-9692 | kylewbyerly@gmail.com

Education

BACHELOR OF APPLIED SCIENCE | MAY 2011 | BOISE STATE UNIVERSITY

· Major: Drafting
· Minor: Construction Management

ASSOCIATE OF DRAFTING TECHNOLOGY | DECEMBER 2009 | COLLEGE OF WESTERN IDAHO

· Major: Drafting

Skills & Abilities

MANAGEMENT

· Organize and plan new projects through entire design-build process.
· Ensure budgets and timelines are kept on all projects.

SALES

· Attend trade shows to provide technical sales support.
· Travel to dealer territories to improve dealer and customer operational knowledge of equipment.

COMMUNICATION

· Review current designs and propose product enhancements to upper management.
· Assess profitability on projects and present results and solutions to sales and management team.
· Coordinate with various suppliers and engineers throughout design and procurement stages.

LEADERSHIP

· Serve on Warranty Review Committee for Diamond Z product line.
· Member of Rule Steel Quality Control Council.

Experience

ENGINEERING MANAGER | RULE STEEL | 2013-PRESENT

· Oversee operations within department and manage delivery of designs to customers and shop.
· Implemented a streamlined drawing management and organization process.

DRAFTER DESIGNER | RULE STEEL | 2007-2013

· Generate designs and shop drawings to customer specifications.
· Produce CNC files to be processed on cutting and machining equipment.

OWNER | 44 IRON DESIGN | 2017-PRESENT

· Design and build custom metal products.

Randy Schrader, M.Ed, Ed.S.
12690 W. Paint St. Boise ID 83713
208-697-0404
rschrader55@gmail.com

PROFESSIONAL PREPARATION

2008 *Ed.S. Educational Leadership,* University of Idaho
1997 *M.Ed. Educational Leadership,* University of Idaho
1988 *B.S. Physical Education Secondary Education,* Boise State University
1979 *A.A. General Education* – Diablo Valley College

APPOINTMENTS

Current   *Chief Financial Officer and Data Analyst, Idaho Education News, Boise ID*
2011-2014 *Superintendent* – Garden Valley School District, Caldwell, ID
2011   *Interim Superintendent* – Caldwell School District, Caldwell, ID
2007-2011 *Assistant Superintendent* – Caldwell School District, Caldwell, ID
2001-2007 *Principal – Jefferson Middle School* – Caldwell School District, Caldwell, ID
1998-2001 *Principal – Parma High School* – Parma School District, Parma, ID
1997-1998 *Principal/Athletic Director – Maranatha Christian School.* Boise, ID

SYNERGISTIC ACTIVITIES

- State of Idaho Department of Education Teacher Education Programs Accreditation Team
- Selected as the Statewide Top Leadership Award winner from the IASA 2014
- Idaho Leads Project – Boise State University and the Albertson's Foundation
- Selected as a Studio District in Garden Valley to lead Ed. Reform in Idaho
- National Science Foundation STEM Education Co-PI Grant Team
- Principal Academy of Leadership, State Department of Education
- Committee Chair on Caldwell School District Teacher Evaluation Task Force
- Awarded Goals 2000 Grant for Developing Online Curriculum
- Co-Writer Albertsons Technology Grant and awarder 2.5 Million for Professional Technical Education Academy

References

Roger Quarles – Executive Director, J.A. and Kathryn Family Foundation   208-559-2313
Alan Ward – Chairman, Board of Trustees, Garden Valley School District   208-365-8228
Dr. Bill Parrett – Director, Center for School Improvement, Boise State Univ. 208-866-0441
Christina Linder – Educator Effectiveness Program Manager, State of Idaho 208-631-1663
Jennifer Swindell – Chief Executive Officer, Idaho Education News   208-473-8811

Kelly J. Culver

2622 Springcrest St Caldwell ID 83607 :: 253-208-9825 :: kellyjculver@gmail.com

Summary:

Experienced team leader seeking to use leadership skills to encourage individuals to do their best individually as well as working together as a cohesive team. Practiced in finding efficient, yet effective ways to accomplish projects.

Experience:

Aug. 2017-Current   Caldwell School District #132

- Take2 Director
- School Safety Aide

Nov. 2015-Current   Youth for Christ USA Serving Caldwell, ID

- Recreate Outdoor Ministry Director
- City Life Ministry Director

Feb. 2017-May 2017   Caldwell School District #132

- Spec Ed Sub

Oct. 2016-Feb. 2017   Caldwell School District #132

- Substitute Teacher

Sept. 2006 – Aug. 2015   Tacoma Area Youth for Christ – Puyallup and Tillicum, WA

- Credentialed YFC Staff
- Drop in Youth Center Director
- Recreate Outdoor Ministry Director
- Facilities Manager @ Youth and Family Center

Oct. 1986 – Sept. 2006   Norwesco – Fife, WA

- Safety Committee member
- Member of employee committee that negotiated employer/employee contracts
- Assembly on production in HVAC department
- Warehouse picking freight and loading trucks
- Asst. Lead in Fittings Department
- Pattern maker for HVAC fittings
- Lead in Fittings Department
  - Managed 15-30 employees
  - Managed daily production schedule
  - Set-up ran, operated and maintained air powered in house built form machines for HVAC reducers
  - Set-up ran, operated and maintained press spot welders for sheet metal and stainless steel sheets
  - Set-up ran, operated and maintained foot and electric operated 48' sheet metal sheer

Kelly J. Culver

2622 Springcrest St Caldwell ID 83607 :: 253-208-9825 :: kellyjculver@gmail.com

- Set-up ran, operated and maintained Multi punch breaks for HVAC fittings
- Set-up ran, operated and maintained electric and hydraulic press breaks

References:
Lee Wilcox: 253-219-7665 2246 East Wright Ave Tacoma WA 98404
Travis Culver: 208-989-9721 2506 Autumncrest St Caldwell ID 83607
Doug Jonson: 253-376-5778

F. AMAIA VICANDI-BOW

10062 Linden Road NAMPA, ID 83687
(208)463-8222
email:keithamaia@gmail.com

OBJECTIVE:

My objective is to further my career in the criminal justice field, by obtaining a challenging position within your company that will allow for growth in my job experience and educational skills.

EXPERIENCE:

2009-Present   Canyon County Juvenile Probation   Caldwell, Idaho
Training Coordinator
- Develop and update all training materials for Juvenile Probation staff.
- Create, evaluate, and modify all training materials.
- Document all training for Juvenile Probation personnel.
- Schedule orientation training for all new hires and interns as well as ongoing training for staff.
- Works with other agencies to share common training resources.
- Presents and or arrange training programs.

1999-2009   Canyon County Juvenile Probation   Caldwell, Idaho
Senior Juvenile Probation Officer
- Conduct social history interviews for juvenile offenders.
- Verify information received for social history reports.
- Compile information and data.
- Write detailed factual reports.
- Justify recommendations in written form.
- Ensure offenders are in compliance of court order.
- Conduct home visits and record progress of offenders.
- Coordinate services with agencies for offenders.

EDUCATION:

Associate of Arts, General Studies, College of Southern Idaho
Associate of Science, Criminal Justice Administration, Boise State University
Bachelor of Arts, Spanish, Boise State University

SKILLS:

Word	Excel	Lotus	10-Key	Fax
Telemagic		PeopleSoft	Copiers	Multi-line Telephones
CMS	ISTARS	Spillman	Outlook	Recording Equipment
Speak, read, write Spanish Interpret			Documents	Certified POST instructor

REFERENCES:

Available upon request.

SR

SOPHIA RAMIREZ
EDUCATIONAL LEADER| HTTPS://EDUCATION.BOISESTATE.EDU/ TRIO/SOPHIA-VALDEZ-RAMIREZ/

OBJECTIVE

To utilize my skills, education and experience to help Elevate Academy as a member of the Board of Directors.

SKILLS

Exceptional at advising people, adaptability, attention to detail, interpersonal skills, communication verbal & written, collaborating ideas, designating, leading teams, knowledge of community, teamwork, attention to detail, organized, public speaking, recruiting, taking initiative, reliability, teachable.

EXPERIENCE

EDUCATIONAL SPECIALIST • BOISE STATE TRIO •JAN 12/CURRENT
- Supported 250+ low-income/first generation college bound students with college admissions process
- Serve as an advocate for the needs of first generation college students and their families
- Organized multiple college visits for 100+students
- Recruited 100+ students to join the program
- Collaborated with counselors and teachers to identify eligible participants and assess academic and career development needs
- Manage 300 + student files and review annual report data
- TRIO Upward Bound program- substitute 4+ months followed teacher's daily lesson plan
- Coordinated/managed 40+ student 6 week internships organized transportation for all students
- Collaborated with 40 different community businesses to provide internships for high school juniors

TEEN STAFF • BOYS & GIRLS CLUB NAMPA •SEPT 09/MARCH 12
- Assisted teen center director in daily tasks, homework club, discussed financial aid and college with students.
- Disseminated SMART girls group: discussed issues faced by teenage girls, organized summer field trips
- Organized weekly teen night events
- Lead a team of students for Macy's community day
- Assisted with club's annual Community Day event
- Organized teen camping trip
- Organized fundraising for teen leadership Keystone program
- Assisted Youth of the Year event and writing winning speech.

SOPH.RAMIREZ85@GMAIL.COM   @BETHECHANGED_   (208) 440-8487   SOPHIARAMIREZ1985

SR

SOPHIA RAMIREZ

EDUCATIONAL LEADER| HTTPS://EDUCATION.BOISESTATE.EDU/
TRIO/SOPHIA-VALDEZ-RAMIREZ/

EDUCATION

BACHELOR OF ARTS, SOCIOLOGY • 2013 • BOISE STATE UNIVERSITY

MASTERS, ED LEADERSHIP • 2018 • BOISE STATE UNIVERSITY

VOLUNTEER EXPERIENCE OR LEADERSHIP

- **Idaho Hispanic Youth Symposium 2017 Program Co-chair**
  Organized 2017 conference program theme and
  workshops.
- **TRIO NAEOP 2015 Conference presenter**
  Presented workshop on "Helping students be successful
  in future careers"
- **Emerging Leaders Institute member**
  1-day leadership training on TRIO NAEOP collaborated
  with 8 other professionals on an annual project and
  presented at NAEOP 2016 conference.
- **TRIO NAEOP 2017 Conference presenter**
  Presented on "Why understanding YOUR story is important
  for advocating for yourself and future first generation
  professionals"
- **TRIO IATP, Government Relations Chair 2017**
  Provide Idaho TRIO professionals opportunities to use
  government relations as a tool to guarantee continuum of
  our programs.

SOPH.RAMIREZ85@GM
AIL.COM

@BETHECHANGED__

(208) 440-8487

SOPHIARAMIREZ1985

2

KELLIE FOREMAN

21395 Chicago St
Caldwell, ID 83607
(208) 249-0574
kforeman63@msn.com

QUALIFICATIONS

Managerial and director experience, staff recruitment and retention, staff development and training, flexible scheduling, excellent communication skills, excellent critical thinking skills, like to think outside of the box to effect change, knowledge of TJC and CMS standards.

EDUCATION

2013-2015 MSN, Research College of Nursing
2007-2009 BSN, University of Phoenix
1999-2002 ASN, Boise State University
1991-1992 RMA, American Institute of Health Technology

CERTIFICATIONS

Basic Life Support
Advance Cardiac Life Support

ORGANIZATIONAL AFFILITATIONS

Association of Peri-Operative Registered Nurse
Sigma Theta Tau International

EMPLOYMENT

2015-Present   Clinical Educator, Education Coordinator

Responsibilities include development and coordination of education for facility encompassing live training and computer based education. Health Stream Administrator, AAP/NRP Administrator, and monitoring of staff education to ensure compliance with regulatory bodies. Work closely with local high schools, technical school, colleges, and universities to provide clinical opportunities for students including development and maintenance of affiliation agreements, and coordination of clinical opportunities.

2012- 2015   RN, Manager of Perioperative Services

Responsible for oversight of the operations of all departments of surgical services including recruitment; retention; training and development of staff; development and maintenance of policies and procedures; process improvement; labor control; scheduling; and physician satisfaction.

2007-2012   RN, Director of Nursing, Idaho Surgery Center.
Responsible for oversight of the operations an ambulatory surgical center including recruitment; retention; training and development of staff; development and maintenance of policies and procedures; process improvement; risk management; quality control; infection control; safety; pharmacology; supplies; labor control; scheduling; and physician satisfaction. Primary participant in very successful surveys with both CMS and AAAHC.

2002-2007   RN, Saint Alphonsus Regional Medical Center
Circulator: Responsibilities include patient advocacy, ensuring safe surgical environment, collaborating with anesthesia, surgeons, and OR to provide quality care.
Preceptor Coordinator: Coordinate the training and development of new nurses during their orientation phase.
Service Line Coordinator: coordinating the activities of 8 ORs with the control desk, anesthesia, and surgeons, RNs, CSTs and ORAs to ensure that cases ran smoothly and efficiently.

1992-2002 RMA, Saint Alphonsus Medical Group
Responsibilities included directly assisting the physicians with patient care, assisting with office surgeries, ensuring a smooth flow of the schedule, coordinating appointments for patients, patient phone calls, patient education, triage, urgent care, immunization program, OSHA educator, preceptor, employee schedule, x-rays, phlebotomy, insurance forms and referrals.

1996-1997 RMA, Russell Snow D.O.
Responsibilities included direct assisting of Dr. Snow, assisting in office surgeries, triaging, billing and collections, OSHA maintenance, scheduling of patients, coordination of patient appointments.

Merit LLC
General Contractor
Nampa, ID 83686
208-571-3446
brad@mgcidaho.com

Brad Ward, working all his adult life in the construction industry which includes commercial, industrial and residential projects. He worked his way up in various positions from labor, foreman, and project superintendent. In the mid 90's he started his own construction company. In 2013 he decided to combine his talents and resources with his brother and they created Merit LLC. They have continued to expand the business to include residential additions, remodels, new custom homes, commercial projects, including new build, renovations and tenant improvements throughout the Treasure Valley.

He started his construction experience in concrete as a teenager, learning the trade from the ground up. He learned how to read blue prints, layout forms, pour foundations, footings, curb and gutter and various other types of concrete work. He picked up the work naturally and went on to other types of construction leading to a job with ESI in the early 80's as a laborer advancing to lead man, steel foreman, then as a project superintendent traveling throughout the US. Tired of Traveling he decided to start his own business in concrete and steel erection which led to other business opportunities and has been self-employed to current.

In 2016 Merit LLC teamed up with the City of Caldwell /Caldwell Housing Authority to build 3 homes and a townhouse. This enabled Brad to give back to the community and see a difference in the pride these neighborhoods had when you had a builder who invested time to be on site and interact with the neighbors and the home owners who felt part of the process.

Merit LLC has also partnered with investors and developers and look forward to providing quality-built homes for residents and commercial projects.

Brad has developed a strong business relationship with many trades companies and suppliers. Some examples are Steve's plumbing service, Coburn concrete, Energy smart wiring, Franklin Building Supply, Boise supply. He is also an authorized builder for CBC Steel Buildings.

Brad received his education through numerous business, and construction related college courses and hands on experience. He holds an EPA Lead paint certification that allows him to work on and supervise projects containing lead paint. He also received his certification as a home inspector, which enabled him to expand and serve him in the field with Realtors. He has received other training and certifications from Osha, NTSB (National Transportation and Safety Board), Structural Welding, Fork lift operator and numerous others. He in good standing with the Nampa Chamber and the BBB. He is also a proud member of the Snake River Valley Building Contractors Association and the National Building Contractors Association.

References:

Adam Hyer -Manager Franklin Building Supply Caldwell Store 208-941-2851
Amy Cardenas- Loan Officer- Guild Mortgage 208-405-1766
Nony Housh- Real Estate Agent- Silverhawk Realty 208-608-8876

RICK TUHA

1006 W. Sanetta Street, Nampa, Idaho 83651 | (C) (208) 697.6115 | rick@idaholawgroup.com

Professional Summary

As an attorney, I see myself as a counselor, problem solver, and storyteller. My job as a counselor is to first listen to the person who is speaking to me so I can truly understand the problem, then I set out to resolve it. Sometimes the solution is quick and easy. But if the issue is complex, I often need to mobilize various resources to engage the problem solving process. Ultimately, the solution usually requires that I craft and tell a narrative about my client that is emotionally and intellectually compelling to people who have the power to resolve the problem – like a judge, juror, government official, business leader, or even a family member.

Work History

Managing/Founding Attorney   2007 – Current
Idaho Law Group – Nampa, Idaho
- Manage attorneys, support staff, and financial/business matters for the firm
- Draft transactional legal documents
- Mediate cases and argue court motions
- Try cases before juries and judges,

Athletic Director/Physical Education Instructor   1995 – 1997
Liahona High School – Liahona, Kingdom of Tonga
- Manage budget for the Athletic Department
- Coordinate interschool athletic competitions
- Supervise rugby, netball, and track coaches

Electronic Monitoring Probation Officer   1997 – 1998
Canyon County Juvenile Probation – Caldwell, ID
- Supervise juvenile probationers on electronic monitoring

Education

Juris Doctor   2003
J. Reuben Clark Law School Brigham Young University – Provo, UT

Master of Business Administration   2003
Marriott School of Business Brigham Young University – Provo, UT

Bachelor of Arts   1995
Brigham Young University Hawaii – La'ie, HI

References

Brian Defriez, Attorney: brian@idaholegaldrafting.com (208) 459.9166
Greg Ferney, Attorney: g_nferney@hotmail.com (208) 691.6534
Hala Afu, Attorney: halaafu@gmail.com (801) 358.1509

1103 West Ash St.
Caldwell, Idaho 83605

Cell Number: 208-869-7458
Email: mstrong@elevate2c.org

Matt Strong

Objective

Creating an Innovative At-Risk Technical School that will allow young people the opportunities to take ownership of their life journey.

Experience

2017- Present   Elevate Academy (BLUUM)   Nampa, ID.
- Co-Founder, Innovator of Elevate Academy

2014 – Present   College of Idaho Football   Caldwell, Id.
- Coach Defensive Line, Linebackers and Defensive Backs. Started a community booster group that supports College of Idaho athletics called Go Purple.

2010- 2017   Canyon Springs High School   Caldwell, Id.
- Vice Principal at Canyon Springs High School

2003 – 2010   Caldwell High School   Caldwell, Id
- Taught Physical Education/Weight Training classes at Caldwell High School
- Head Football Coach 2003 – 2009
- Head Track Coach 2004 – 2007
- Assistant Track Coach 2007 – 2009

1999 – 2003   Skyview High School   Nampa, Id
- Physical Education/Weight Training
- Head Football Coach & Assistant Track Coach

Compiled a 31-10 record

District Champions 2001

State Playoffs 1999-2001

Two time Girl's State Track Champions

1996-1999   Weiser Middle School   Weiser, ID.

Health & P.E. Instructor 7-8

Head 7th Grade basketball Coach 1996-1999

8th Grade Girl's Basketball Coach 1996

1996-1999   Weiser High School   Weiser, ID.

Assistant Football Coach/ Assistant Track Coach

State Champions 1997 State Semi-finals 1998

1997-1998 District Champions

Education

Carroll College	Helena, MT.
Eastern Oregon State College	LaGrande, OR.
B.S., Physical Education and Health	
Boise State University	Boise, ID.
Secondary Education Teaching Certificate	
University of Phoenix	Meridian, ID.
Masters in Educational Leadership	

References

Monica White
Principal at Canyon Springs High School   208-407-4963
Reagan Rossi
Athletic Director at the College of Idaho   208-989-6457
Mike Moroski
Head Football Coach at College of Idaho   208-615-0776
Garrett Nancolas
Mayor of Caldwell, Idaho   208-250-9022

MONICA WHITE

13930 Pecota Dr., Caldwell, ID 83607 | 208-407-4963 | mwhite@elevate2c.org

EDUCATION

University of Idaho
ED. S. Education Leadership   2014
Superintendent Focus

Montana State University, Bozeman MT
M.A. Education Leadership   2007
School Principal Focus

Boise State University, Boise, ID
B.S. Kinesiology   1999
Physical Education

AWARDS

2006 Teacher of the Year, New Plymouth High School
2005 Carol M. White Physical Education for Progress, Federal grant awardee: New Plymouth School District
2008 Carol M. White Physical Education for Progress, Federal grant awardee: Caldwell School District
2017 Lifetime Service 3rd District Coaches Association

TEACHING EXPERIENCE

Principal, Canyon Springs High School, Caldwell, ID
School Improvement, Turn Around Status School   2013-2017
Developed systems and culture that inspired at-risk youth.

Central Office Administrator, Caldwell School District, Caldwell, ID   2011-2013
Developed budget, advised on curriculum and federal programs, managed human resources,
supervised principals and other central office staff as well as grounds, maintenance, and nutrition
services.

Principal, Syringa Middle School   2009-2011
Managed day to day operations of Syringa Middle School including teacher evaluation and
supervision, curriculum and budgets

Assistant Principal, Syringa Middle School   2007-2009
Managed day to day operations with a focus on school safety and discipline.

RELATED EXPERIENCE

New School Fellow, BLUUM
New School Entrepreneur   2017 – Current
Research and develop a charter school designed to meet the economic, social emotional and
academic needs of at risk youth in Canyon County.

Western Governors
Student Teacher Supervisor
Evaluate and mentor aspiring teachers in their final semester with Western Governors.

Idaho Leads
Professional Development Consultant
Engage teachers and administrators in training to enhance their practice.

Teacher and Coach, New Plymouth High School, New Plymouth, ID
Physical Education and Health   2001-2007
Full time teachers, coached cross country, girls basketball, and track.

MONICA WHITE

MEMBERSHIPS

Association of Supervision and Curriculum Development, ASCD 2007-2017
American Association of Health Physical Education Recreation and Dance, AAHPERD 2001-2009
National Association of Secondary School Principals, NASSP 2007-2017
Idaho 3rd District Coaches Association 2004-2007
Idaho Alternative Schools Network 2015-2016

PROFESSIONAL SPEAKING ENGAGEMENTS

2009 ASCD National Convention, Philadelphia, PA
2013 National Drop Out Prevention Conference, Louisville, KY
2013 National At-Risk Youth Conference, San Antonio, TX
2017 Idaho At-Risk Youth Conference, Sun Valley, ID

REFERENCES

Stephen Crumrine
Dual Credit Coordinator
College of Western Idaho
208-901-1627

Chance Whitmore
Principal, Iowa Elementary
Nampa School District
208-697-1073

Steven Jett
Director
Canyon County Juvenile Detention Center
Caldwell, ID
208-454-7353

Petitioning Group: Below is a list of individuals and organizations that inspired the development of Elevate Academy. These people are not only part of the current vision, they are inspiring the future growth and development efforts of Elevate Academy.

Jewells Carpenter- Mrs. Carpenter is the Director of Career and Technical Education in the Nampa School District. She has assisted Elevate Academy with financial startup cost breakdowns, state funding breakdowns and CTE ideas that support at-risk students. Mrs. Carpenter will continue to be instrumental in the startup and growth of Elevate Academy's CTE programs.

Heather Williams- Mrs. Williams is currently on faculty at Boise State University. Mrs. Williams has served in many roles in the state of Idaho, including, teacher, principal and superintendent. Mrs. Williams has provided visionary support and board training for the founders and Elevate Academy Board. She continues to be a sounding board through the development of the charter and she will continue to provide expertise and wisdom as we move through the building and start up process.

Colby Mattila- Mr. Mattila is the Principal and Director of KTEC. KTEC is the Technical Education School for 6 Northern Idaho high schools. Mr. Mattila has been instrumental in the structure and guidance of dual credits and CTE offerings. He has been very helpful with the structure, design, equipment needs, staffing needs and building of Elevate Academy's CTE buildings. He will continue to be very helpful in the future of Elevate Academy.

Chuck Ward- Mr. Ward retired as the principal at Thomas Jefferson Charter School. Mr. Ward has given Elevate Academy advice on transportation, school breakfast and lunch programs, board governance and staffing. Mr. Ward will continue to be a mentor for Elevate Academy leaders going forward.

Craig Sandusky- Mr. Sandusky is the founder and instructor of Cardinal Manufacturing in Eleva-Strum School District in Wisconsin. Elevate Academy founders visited Eleva-Strum to see how Cardinal Manufacturing runs the student-run machine shop which is a company in a school. Mr. Sandusky has also provided feedback on how to build professional, problem solving and career skills with his students. He provided insight on building relationships with industry partners and how to capitalize on the partnerships. We have been in contact with Mr. Sandusky and Cardinal Manufacturing and our educational partnership will continue to grow.

Brett Williams- Mr. Williams is a consultant and area director for Personal Success Institute Seminar Company. He was instrumental in the development of the Power 100 curriculum for Canyon Springs High School Leadership Class. He also developed curriculum for professional development retreats. He was a capacity builder for the Caldwell School District. Mr. Williams

has worked with the Fruitland School District and Wendell School District through Boise State University Leads program. Mr. Williams is assisting Elevate Academy's founders to further develop the Power 100 program. Mr. Williams will also be instrumental in startup professional development with staff.

Erik Bullock- Mr. Bullock is the director at the Caldwell YMCA. Erik has been a great partner and visionary for Elevate Academy on how to serve At-Risk youth. Mr. Bullock's vision for the future includes swimming lessons and fitness classes, hunter's education classes in cooperation with the YMCA for individuals and groups of students at the YMCA and at Horsethief Reservoir YMCA camp.

Bluum - Terry Ryan and Bluum have been committed to create 20,000 new, high performing school seats in Idaho in 10 years. Bluum has provided management and research support for Elevate Academy and their Innovative ideas. It has also provided financial support, office space, marketing ideas and a team of collaborators to ensure the success of Mrs. White and Mr. Strong and their fellowship and the success of Elevate Academy.

Idaho Youth Ranch - Mr. Fry is the CEO at the Idaho Youth Ranch. Jason and his staff are adding to the Youth Ranch in Middleton, Idaho. The Idaho Youth Ranch and Elevate Academy will continue to collaborate, build relationships and build resources to help serve the youth in the state of Idaho.

Appendix D: School Leader

➢ Resumes can be found in appendix C-Board Members

Monica White

Monica has served the students of Idaho as a teacher, coach and administrator for the past 17 years. She graduated from Boise State University with her Bachelor's Degree in Education. She taught physical education in the New Plymouth School district for seven years. During this time, she was awarded the firs Carol M. White Physical Education for Progress (PEP) grant in the state of Idaho. Monica was a three-sport coach at New Plymouth, served on the 3rd district coaches board and was awarded accolades for her work.

Monica received her Master's in Education Leadership from Montana State University. She was hired by the Caldwell School district as a middle school administrator in 2007. She served as both vice-principal and principal before being recruited to work at the district office. Monica received a second PEP grant during her time as a middle school principal. This transformed Caldwell's K-12 physical Education program for over 6,000 students.

Monica found her true calling when she became principal of Canyon Springs Alternative School in Caldwell. She believes in empowering people and moving staff and students to do their best work in all circumstances. She served on several committees, was a visionary for systemic change both in her school and for the district.

Monica was instrumental in starting Idaho's first peer court. She is an advocate for restorative justice and guided second changes. Monica is a respected thought leader in the psychology of at-risk youth and has developed curriculum to help students transition from a victim mentality to a mentality of responsibility; empowering young people to take ownership of their own lives.

Matt Strong

Matt is a long-time educator and coach. He graduated from Eastern Oregon University where he received his Bachelor's Degree in Kinesiology. He continued is education at Boise State University where he received his Idaho teaching credential. In 2009 Matt received his Master's Degree in Educational Leadership from The University of Phoenix. Matt became Canyon Springs Alternative High School's vice principal in 2011. This is where Matt discovered his true calling of working with at-risk youth. Matt perseveres to "find a way" for every student he has ever encountered.

Matt is a pillar in the Caldwell community. He has served on numerous boards and serves as a football coach at the College of Idaho. Matt was the leader who formed Go-Purple; the group that connected the larger Treasure Valley community to the College of Idaho. Matt has been a driving force in building efforts to improve the city of Caldwell for all with his grassroots movement, Caldwell Proud. His efforts include a partnership with the Lions Club in acquiring and transforming a Caldwell park that needed improvements for the benefit of children in the area.

Matt believes in helping all people meet their maximum potential. He is a master at building and sustaining a school culture that leads to excellence. He has spoken at local and national education conferences on the topic "It's All About Culture." Matt is a visionary, a leader and advocate for children everywhere.

Appendix F1-Letters of Support
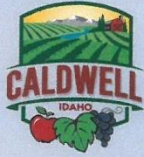
CITY OF

Caldwell, Idaho

CALDWELL
IDAHO

City Hall
411 Blaine Street
Caldwell, Idaho 83605

Post Office Box
P.O. Box 1179
Caldwell, Idaho 83606

Website
www.cityofcaldwell.com

FRANK WYANT
Chief of Police

DEVIN RILEY
Captain

Police Station
110 South 5th Ave.
Caldwell, Idaho 83605
208.455.3115
or 208.455.3118
(f) 208.455.3123

Non-Emergency Dispatch
208.454.7531

Website
www.caldwellpolice.org

January 12, 2018

To whom it may concern:

As Chief of Police I would like to express my support for Elevate Academy. Caldwell Police Department has a culture of being innovative and asking our officers and employees to think outside the box. Elevate Academy will be taking the same approach and providing new and innovative ways of providing opportunities for our local youth. Every child here is unique and needs new opportunities to learn, excel and offer their abilities to the work force and community.

Caldwell Police Department believes in cooperating with Elevate Academy to assist them in being innovative and providing students an avenue to learn about law enforcement, career expectations and citizenship. The applicants we look for are those that have clean backgrounds, have positive relationships, are community oriented, have public relation skills and can be great followers and leaders. If these student are aware of this at a younger age it will assist them as they mature and understand the requirements for a career in law enforcement work.

I believe this approach and style of learning will keep the interest of our youth in school and reduce delinquency. If they are excited about what they are doing and feel like there is a future, it will only benefit them and our community. We all know that everyone has their own style of learning and this will offer another avenue for success.

Caldwell Police looks forward to partnering with Elevate Academy to bring success to the school, the students and staff.

Sincerely

Frank Wyant
Chief of Police
Caldwell Police Department

"The Treasure of the Valley"

TREASURE VALLEY
COMMUNITY COLLEGE

January 9, 2018

Elevate Academy

Dear Matt Strong and Monica White,

On behalf of Treasure Valley Community College, I want you to know how excited we are to learn of your efforts to establish a new charter school in Canyon County. Your vision for creating more opportunities for students to connect with Career & Technical Education (CTE) is a welcome addition to all of the innovative work being done throughout the region.

Thank you for reaching out to TVCC, meeting with us and offering the opportunity to partner in your efforts to increase access to dual-credit and CTE classes. We look forward to serving your students as part of our effort to serve all students in the region. Focusing on education for students who many need an alternative method for learning, as Elevate Academy will offer, is important for our community and the population we both serve. We also look forward to building relationships in our community in hope that these efforts will provide access to higher education offerings for local students.

We have been serving students in Canyon County since 2004, but as a community college established in 1962, our history includes educating Idaho residents from Canyon, Owyhee, Payette and other Idaho counties for more than 55 years. Like you, we believe an educated citizenry is vital to not only economic growth, but also to providing a foundation for healthy, supportive families and communities.

Please feel free to continue working with our TVCC Caldwell Center Director Kaitlin Brookshire to find ways we might be able to assist students.

We look forward to hearing more about this new educational venture.

Sincerely,

Dana M. Young,
President

www.tvcc.cc · 650 College Boulevard, Ontario, OR 97914 · (541) 881- 8822 · (541) 881- 2723 (TDD)
Treasure Valley Community College is an equal opportunity educator and employer.

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Idaho Charter Commission
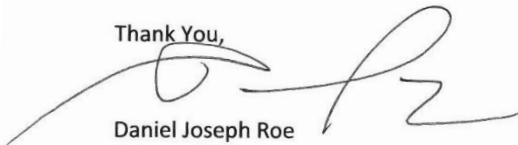
My name is DJ Roe, I have made culinary and catering my passion in life. My latest adventure was helping start Horsewood's Catering and restaurant in downtown Caldwell, Idaho with my brother-in-law and sister. I am a graduate of Scottsdale Culinary Institute and have taught Culinary classes at Canyon Springs High School.

Teaching at-risk students at Canyon Springs was a rewarding time in my life. I was able to share my passion with students but also see the passion in young kids about cooking. Students that may have struggled in the general education classes had enrichment of taking a product from scratch and seeing the end result. I also enjoyed teaching the students soft skills and teamwork of what it takes to work in the kitchen.

Starting a restaurant and culinary business at Horsewood's I have found that the Treasure Valley is in great need of culinary help. Most of our applicants are young adults with a great desire to perform at a high level but have no skill in the industry. Young adults arrived with the idea the job is easy. They did not realize that the job changes daily from the hours, the customer, the food and the team.

I believe Elevate Academy and the city of Caldwell will benefit from having a top of the line Culinary program. I am excited to help Monica White and Matt Strong develop this program and a Student Ran Business of Catering in Elevate. This program will get students real hands on experiences. I am also excited for area businesses owners to have young adults with passion about cooking and skills to go along with their passion.

Thank You,

Daniel Joseph Roe

CITY OF

Caldwell, Idaho

GARRET NANCOLAS
Mayor

208.455.3011
(f) 208.455.3003

City Hall
411 Blaine Street
Caldwell, Idaho 83605

Post Office Box
P.O. Box 1179
Caldwell, Idaho 83606

For a list of the City
Council members, visit:
Website
www.cityofcaldwell.com

November 30, 2017

To Whom It May Concern:

The city of Caldwell would like to express its full support for Elevate Academy. The goals of Elevate Academy align with the city of Caldwell's platform on youth, education and family; ensuring the success of youth and families in our communities. Elevate Academy will empower youth by giving every student the opportunity for success.

In addition, the city of Caldwell is anxious to partnership with Elevate Academy for a mutually beneficial site for their state of the art building to further ensure their success. A CTE school in our community will prepare students to be college and career-ready by providing core academic skills, job specific skill and employability skills. We are committed to maintaining and strengthening our collaboration as we work together to achieve our shared vision of improving the quality of life for youth in our community. Elevate Academy will prepare and motivate students, which is vital for economic growth.

We appreciate the partnership with Elevate Academy and fully support their efforts.

Sincerely,

Garret L. Nancolas, Mayor
City of Caldwell

"The Treasure of the Valley"

FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

December 18, 2017

To Whom It May Concern:

The mission of the YMCA is to strengthen communities and we believe all children are of promise. Investing in our local youth is a priority that is a shared commitment throughout the Caldwell community. Providing different alternatives for children to learn is necessary due to the complexities youth face in today's world. It is vital that we have the ability to prepare youth in an academic setting that accommodates their needs, while ensuring a positive outcome for all involved.

Monica White and Matt Strong have taken the initiative to charge forward and administer action that no child is left behind. Their commitment to the Caldwell youth is not a just an idea but has ignited an opportunity for individuals of private, public, local government, and businesses to work together for the common good of our youth. The passion that is demonstrated will yield great results for the community served through an ongoing transformation of our youth and society. I look forward as we increase partnerships and form new connections with Elevate Academy.

Erik Bullock

Executive Director
TREASURE VALLEY FAMILY YMCA | CALDWELL BRANCH & Y CAMP BRANCH
3720 S Indiana Ave., Caldwell, Idaho 83605
(P) 208 459 2498 ext 610
(E) erik.bullock@ymcatvidaho.org (W) ymcatvidaho.org
The Y: We're for youth development, healthy living and social responsibility.

Canyon County Juvenile Probation

222 North 12th Avenue
Caldwell, ID 83605

Office Hours: Monday - Friday
8 am - 12 pm / 1 pm - 5 pm

Phone: 208-454-7330
Fax: 208-454-7352

December 20, 2017

Idaho Charter Commission,

Monica White and Matt Strong recently asked for a letter of support for Elevate Academy, a school they are planning to create in Canyon County. Both Monica and Matt explained the school's focus will be on providing alternative routes to education with an emphases in technical education opportunities. I have worked as a Juvenile Probation Officer for more than 27 years in Canyon County and there has never been anything like this available for the youth but it's needed. Too often, the young men and women in the juvenile justice system drop out of school and don't return simply because there are no alternatives to meet their needs to further their education. I believe Elevate Academy will be a widely utilized resource because they will personalize the learning environment to meet student needs and it will increase graduation rates.

It is my pleasure to write this letter of support for Matt and Monica and Elevate Academy because the vision they have for this school will serve the many of the youth in Canyon County. Further, for many years, Monica and Matt have worked together with all of the Juvenile Probation Officers and I believe the strong partnership we've shared will expand as they work closely with more youth.

Sincerely,

Elda Catalano
Chief Juvenile Probation Officer

2609 S. 10th Avenue Caldwell, ID 83605
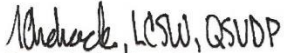
January 3rd, 2018

To Whom It May Concern,

I am writing to indicate Lifeways support for the addition of Elevate Academy to the Caldwell community.

Our team has met with Matt Strong and Monica White on several occasions to discuss how our organization might best support the core goals of this project given our experience with school based services, at-risk populations and educational partnerships. We are committed to contributing to this endeavor to the best of our ability.

Sincerely,

Sarah Andrade, LCSW, QSUDP
Program Manager/Clinician
Lifeways Caldwell

"QUALITY SERVICE SINCE 1960"

RULE STEEL

11299 Bass Lane
Caldwell, Idaho 83605

800 769-5636
208 585-3031
Fax 208 585-2506

January 3, 2018

To Whom it May Concern:

It is our honor to submit this letter on behalf of Elevate Academy. We met with Matt Strong and Monica White in October of 2017 and were impressed by their dedication and enthusiasm for the project and the planning and effort that had already occurred.

The current and projected job markets in the Treasure Valley merit a program with the focus of Elevate Academy. We believe this program will help prepare young workers for the job market in a relevant and effective manner. Many programs can teach certain skills, but academic restraints often hinder them from taking the training and personal development to the level needed in a heavy manufacturing environment such as ours. We also believe this program will give access to students that may not be able to access these types of training through other venues.

We are committed to assisting Elevate Academy by offering to collaborate in program and curriculum design. One member of the Board of Directors is an employee of Rule Steel and will be offering assistance, guidance, and industry expertise. We will also be offering other industry related assistance through various means and individuals as opportunities and needs arise.

We look forward to working with Elevate Academy.

Best regards,

Les Pollard
Human Resources Manager
Rule Steel Tanks, Inc.

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December 26, 2017

To Whom It May Concern:

As a General Contractor in the Treasure Valley, I can attest to the building boom that we are experiencing. The economy is robust and the Valley is growing in leaps and bounds. I noticed on MSN the other day that Idaho is the fastest growing state in the nation per capita. With growth comes challenges. As a builder and remodeling contractor, I can tell you that our top, if number one challenge is finding employees who can do a quality job. For this reason, I whole heartedly write this letter of support for **Elevate Academy** being opened in the Caldwell area.

It seems to me that we in society have the "point the finger" syndrome when it comes to so many areas, specifically in this arena, one being the preparedness of our young people for the workforce and another the work ethic of our young people. As the leaders in our community, it is our responsibility to figure out the challenge, not point fingers. We need to help our youth to find areas of interest so that the education we offer them is relevant and meaningful. Not all kids are interested in STEM, not all kids need to rack up 6-digit debt to earn a college degree that may or may not be useful for their future. What all kids do need, however, is relevance so that their years in our k-12 system are as productive as possible.

In the construction industry, we are in dire need of these younger workers. A school such as **Elevate Academy** can help us to identify young people who have an interest in the construction industry and turn them onto the trade. This is the time when we can teach them specific knowledge and skills, in a real-world setting, and better prepare them to enter the workforce successfully.

Please join me in helping this much needed dream into a reality. Feel free to call me at 208-608-5022, if you have further questions.

Regards,

Brad Ward

Merit, LLC

General Contractor

1123 12TH AVENUE RD #319
208-608-5022
MGCIDAHO.COM

Caldwell Fire & Rescue
310 South 7th Ave
Caldwell ID 83605
(208) 455-3032
Fire Chief Mark Wendelsdorf

December 19, 2017

To Whom It May Concern:

On behalf of the Caldwell Fire Department, I am writing this letter in support of Elevate Academy. In meeting with Treasure Valley Fire Chiefs, we have talked many times about the desire to hire locally, but since there is no technical school in the area or Jr. College that offers a degree program in Fire Science we end up hiring individuals from out of state. A case in point, the last 5 individuals hired by Caldwell Fire, four have been from out of state. Having a program in our own backyard would give us the ability to hire local individuals who are committed to the community.

Additionally, one of the goals of the Caldwell Fire Department is to diversify our workforce. Generally, our schools represent the diversity found within our communities. Being able to have trained individuals graduating from the program would allow us to hire a diverse workforce representing the makeup of our community.

With Elevate Academy, starting in the middle school, we can instill in the youth the need to adopt and maintain a life style that allows them to focus on career path to become a First Responder. In my opinion, at risk youth, are those who are at a crossroad and may make the wrong choice. Having a focused program that guides individuals down the correct road helps them achieve success. While I was not considered an at risk youth, I was able to start my Fire Service Training in a Vocational Program offered at my high school. When confronted with choices that would jeopardize my career goals, I was able to make the right choice by maintaining my focus. By age 20 I was a Firefighter Paramedic earning a good wage and continuing my college education.

The Caldwell Fire Department is excited about the opportunity to work with and support the Elevate Academy concept. If you have any questions please feel free to contact me.

Respectfully Submitted,

Mark W. Wendelsdorf

Mark W. Wendelsdorf,
Fire Chief

BLUUM
LET LEARNING GROW

January 17, 2018

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigliano
Sherrilynn Bair
Kelly Murphey
Wanda Quinn
Kathleen "Kitty" Kunz
Nils Peterson

Re: Support for Elevate Academy

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

I am writing in support of the charter school petition for Elevate Academy. My name is Terry Ryan and I am CEO of Bluum. It is my pleasure to write this letter of support for the team at Elevate Academy. Three years ago we launched the Idaho New School Fellowship, and the second cohort of fellows – Monica White and Matt Strong – are now prepared to open an outstanding public charter school in Caldwell.

Monica and Matt are outstanding veteran educators who are widely recognized across the Treasure Valley for their innovative, community oriented efforts that benefit some of the area's most vulnerable at-risk students. They bravely and boldly resigned their positions in the Caldwell School District after a decade of service to launch the school they believe students in the community need to make it in life.

They are committed to creating a school of excellence for traditionally underserved students through a career technical education charter public school model. Partnering with local industry, Elevate intends to train and create a pipeline of skilled workers that meet the current and future demands of Idaho industry.

I believe Elevate Academy can show other public schools across the state how to make education relevant and meaningful for young people who haven't been successful in more traditional settings. I also believe Elevate Academy will help their students take control of their own lives and find their way into middle class job opportunities.

Bluum is committed to supporting the work of Monica and Matt and will do all we can to support their school. They have learned from top career technical schools across the country and have constructed a rigorous school instructional model that taps into a range of local business partners for student internships, technical and in-kind support, and for their governance.

I encourage the Public Charter School Commission to support this effort. We have and will continue to do so into the future.

Sincerely,

Terry Ryan
Chief Executive Officer

Appendix F2- Curriculum Sample

MANUFACTURING: Tank Safety

Standard(s): 6.NS.B.2
Fluently divide multi-digit numbers using the standard algorithm.

WFR Focus: *1.1.3: Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed.*
DLC Focus: Critical Thinking: Students demonstrate they can logically and intuitively determine whether information is trustworthy & relevant.

I can divide multi-digit numbers quickly to ensure proper pressure levels when using a tank.

APPLY

I can explain what will happen if I calculate the wrong pressure and settings when using tanks and demonstrate how to ensure I'm using the correct settings.

Demonstrate & Explain

WHY

MANUFACTURING AND DEVELOPING NEW IDEAS REQUIRES SOME COOL MATH TO STAY SAFE. THE MORE MATH I KNOW, THE SAFER I CAN BE & THE MORE I CAN CREATE!

I can divide multi-digit numbers using the algorithm.

Do

I can define: standard algorithm, fluent and multi-digit.

DEFINE

C^2

*I Will demonstrate **Mastery** of this standards by:*

*DLC- Deep Learning Competency
*WFR- Work Force Readiness

Sample Crosswalk CTE Math Standards

Manufactruing		Culinary		Marketing		Construction	
Tank Safety	6.NS.2	Bread/cooke/baking	6.NS.2	world of Marketing	6.EE.2	Safety	6.SP.4
	6.NS.3		6.NS.3		6.EE.3		6.SP.5
	6.G.2		6.RP.1		6.SP.4		6.EE.2
	6.G.3		6.RP.2		6.SP.5		6.EE.3
	6.RP.1		6.RP.3		6.NS.1		6.SP.4
	6.RP.2		6.NS.1		6.NS.2	Design/Careers	6.RP.1
	6.RP.3		6.EE.2		6.NS.3		6.RP.2
Grinder Safety	6.NS.2		6.G.2		6.NS.5		6.RP.3
	6.NS.3		6.G.3		6.RP.2		6.G.1
Linear Measurer	6.NS.2	Inventory	6.NS.2		6.RP.3		6.G.2
	6.NS.3		6.NS.3		6.EE.2		6.G.3
	6.NS.1		6.NS.5		6.EE.3		6.EE.2
Layout & Cutting	6.G.1	Basic Skills	6.EE.2		6.SP.4	Methods	6.RP.1
	6.G.2		6.EE.3		6.SP.5	Framing/loads	6.RP.2
	6.G.3		6.SP.4		6.NS.1		6.RP.3
	6.NS.1		6.SP.5		6.NS.2		6.EE.2
	6.EE.2	Safety& Sanitation	6.NS.2		6.NS.3		6.EE.3
			6.NS.3		6.NS.5		6.SP.4
			6.RP.1		6.RP.2		6.SP.5
			6.RP.2		6.RP.3	Roofing	6.EE.2
			6.RP.3	Economics	6.EE.6	windows	6.EE.3
		Yield Testing	6.NS.2		6.EE.7	doors	6.SP.4
			6.NS.3		6.EE.8	floorplans	6.SP.5
			6.NS.1		6.EE.9		6.G.1
			6.EE.2		6.NS.2	Material cost/finishing	6.G.2
			6.NS.5		6.NS.3		6.G.2
			6.RP.2	Markeing info mgmt	6.EE.2		6.G.2
			6.RP.3		6.EE.3		6.G.3
		Reading Measuremen	6.NS.2		6.SP.4		6.EE.2
			6.NS.3		6.SP.5		6.G.1
			6.NS.1		6.RP.2		6.RP.1
			6.EE.2		6.RP.3		6.RP.2
			6.NS.5		6.SP.4		6.RP.3

Sample Crosswalk CTE Math Standards

Manufactruing

Culinary

		Standard
		6.RP.2
Pricing		6.RP.3
Checks/Balances		6.NS.2
		6.NS.3
		6.NS.5
Basic stocks: roasting/		6.NS.2
		6.NS.3
Dough Making		6.NS.2
		6.NS.3
Beverage Service		6.NS.2
		6.NS.3
Tabelside Cookery		6.NS.2
		6.NS.3

Marketing

	Standard
	6.SP.5
	6.EE.2
	6.EE.3
	6.SP.4
	6.SP.5
	6.NS.1
	6.EE.2
	6.NS.2
	6.NS.3
	6.NS.5
	6.RP.2
	6.RP.3
	6.EE.6
	6.EE.7
	6.EE.8
	6.EE.9
Promotion	6.NS.1
	6.EE.2
	6.NS.2
	6.NS.3
	6.NS.5
	6.RP.2
	6.RP.3
	6.EE.6
	6.EE.7
	6.EE.8
	6.EE.9
Product/Planning	6.NS.1
	6.EE.2
	6.NS.2
	6.NS.3
	6.NS.5
	6.RP.2

Construction

	Standard
Exterior finish	6.G.1
	6.G.2
	6.G.3
	6.EE.2
Plumbing	6.G.2
	6.G.3
	6.EE.2
HVAC	6.G.2
	6.G.3
	6.EE.2
	6.G.1
Architectural modeliing	6.RP.1
	6.RP.2
	6.RP.3

Sample Crosswalk CTE Math Standards

Manufactruing   Culinary

Construction

Marketing
6.RP.3

Sales
6.NS.1
6.EE.2
6.NS.3
6.NS.5
6.RP.2
6.RP.3

Entrepreneurship
6.NS.1
6.EE.2
6.NS.2
6.NS.3
6.NS.5
6.RP.2
6.RP.3

Employment
NA

Sample Crosswalk CTE Math Standards

Medical Arts	
	6.G.1
	6.G.2
	6.G.3
Health careers	6.NS.2
	6.NS.3
	6.EE.2
	6.EE.3
	6.SP.4
	6.SP.5
Cardio	6.NS.2
	6.NS.3
	6.SP.5
	6.EE.2
	6.EE.3
	6.SP.4
Elimination	6.NS.2
	6.NS.3
	6.EE.2
	6.EE.3
	6.SP.4
	6.SP.5
Respiratory	6.SP.5
	6.RP.2
	6.RP.3
Communication	6.NS.2
	6.NS.3
Reproductive	6.NS.2
	6.NS.3
	6.RP.2
	6.RP.3
	6.SP.4
	6.SP.5
	6.G.1

Sample Crosswalk CTE Math Standards

Medical Arts	
Patient Assessment	6.NS.2
	6.NS.3
	6.RP.1
	6.RP.2
	6.RP.3
Healthcare delivery system	6.NS.2
	6.NS.3
	6.RP.2
	6.RP.3
	6.SP.5
Medical Math	6.NS.2
	6.NS.3
	6.RP.2
	6.RP.3
	6.RP.1
Safety	6.EE.1
	6.RP.1
	6.RP.2
	6.RP.3
Paharmacology	6.NS.2
	6.NS.3
	6.RP.1
	6.RP.2
	6.RP.3
	6.EE.2
Intro to A&P	6.G.1
Nutrition	6.NS.2
	6.NS.3
	6.EE.2
	6.EE.3
Elimination	6.SP.4
	6.SP.5
Integrated Sysmetn	6.NS.2

Math-in-CTE Curriculum Map:
Manufacturing (Welding)

CTE Course/Unit	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
Tank Safety	Start up (shut down); 100% accuracy; 1/7th rule; Adjust regulator; Max pressure; Dangers (hazards) (explosions, rupture); Tachometer analogy; **Shielding gas mixtures**	Reading gauges, scales; Finding numbers on a line (scale); Volume of cylinder; Order of operations; Lbs/ft^3 estimate; Vocabulary; Ratio-PSI; **Percent; Multiplication**	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.2; 6.G.3; 7.G.6; 8.G.9; 6.EE.2; 7.G.1; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.GMD.1; G.GMD.3; G.MG.2; G.MG.3
Grinder Safety	Keep hands out of the wheel; Drop wheel throw away; Check condition; Chunk off wheel; Cutting vs grinding; Know RPM; Match rpm to grinder	Circumference (diameter/radius); Rpm to mph; Reaction time; Average each student (online reaction test); Change in size effects of speed at edge	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.1; 7.G.4; 7.G.6; 8.F.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.C0.5; G.GMD.1
Linear Measurement	Read to 1/16"; Read metric (millimeter, centimeter, meter); Estimating size	Reading a ruler; Reducing fractions; Equivalent fractions; Comparing fractions; Reasonable dimensions; Tolerance	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.NS.1; 6.EE.2; 7.NS.2; 7.NS.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; N.Q.3

Layout and cutting	Nesting parts (# coupons out of piece); Cutting off pieces; How many pieces; Kerf; Cutting coupon; Parallel to track	Area (length/width); Adding, subtracting, and multiplying fractions; Mixed numbers; Parallel lines	6.G.1; 6.G.2; 6.G.3; 7.G.1; 7.G.4; 7.G.6; 6.NS.1; 6.EE.2; 7.NS.1; 7.NS.2; 7.NS.3; 7.EE.3	G.GPE.7; G.MG.2
Squaring Projects	Using a square (types); 6-8-10; Check diagonals; 90°	Pythagorean (Triple); Right angle; Properties of rectangle/ Square; Congruent angles	8.G.6; 8.G.7; 8.G.8; 7.G.5	G.SRT.6; G.SRT.8; F.IF.8; G.CO.9; G.CO.12; G.CO.13
Angle cutting	Layout correct angle; Setup cutting equipment; Read protractor from 1 side; Material position (for correct angle to be cut); Cut 0-45; Axis point/pivot point	Measuring an angle; Read protractor; Name: acute/obtuse/ supplementary/ complimentary; Vertex of an angle	7.G.5	G.CO.9; G.CO.12; G.CO.13

Appendix F3- Workforce Readiness Standards

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

IDAHO
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WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

IDAHO STATE BOARD OF EDUCATION

Idaho Career & Technical Education Mission Statement:

"To prepare Idaho youth and adults for high skill, in-demand careers."

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

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WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   **2015**

INTRODUCTION

Employability skills, often referred to as Workplace or Career Readiness skills, have for many years been a recognizable component of standards and curriculum in all career and technical education (CTE) programs.

Since the redesign and redevelopment of state standards began in earnest in 2011, a determination was made to establish a new, updated list of employability skill standards that would apply uniformly to all CTE programs versus being customized and incorporated into each and every set of CTE standards.

After considerable review to verify alignment with the national employability skills, such as those in the 21st Century Skills, Idaho Career & Technical Education, with the support of key stakeholders, supports the implementation of the twenty-one Workplace Readiness Standards recommended by the Career and Technical Education Consortium of States (CTECS) and used by the Commonwealth of Virginia and state of Nevada. Those standards were validated through extensive research conducted by the Weldon Cooper Center of the University of Virginia and an industry review process involving more than three hundred employers.

The twenty-one standards are organized in three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate from high school properly prepared with skills employers prioritize as the most important. The standards provide a means through which students may acquire and exhibit leadership qualities, as leadership development principles are embedded in most, if not all, of the standards. Students are expected to demonstrate proficiency in the Workplace Skills for Career Readiness upon completion of an Idaho PTE cluster or pathway which, in most cases, is three to six credits depending on the district credit model.

To fully prepare for college and careers upon exiting high school, however, students must also be able to read, write, compute and solve problems at levels of proficiency necessary to function in the workplace and in college without the need for remediation. Academic attainment may be demonstrated by successfully fulfilling state requirements and/or by achieving other nationally-recognized credentials as required by employers for a particular career field.

The alignment section of the document shows where the performance indicators support the Idaho Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

To further the development of leadership and technical skills, students have opportunities to participate in one or more Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. The seven approved Idaho CTSOs are: DECA; BPA (Business Professionals of America); FCCLA (Family, Career, and Community Leaders of America); FFA; HOSA (Future Health Professionals); SkillsUSA: and TSA (Technology Student Association).

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   **2015**

CONTENT STANDARD 1.0:	DEMONSTRATE WORKPLACE SKILLS FOR CAREER READINESS

PERFORMANCE STANDARD 1.1:	DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS
1.1.1	Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
1.1.2	Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
1.1.3	Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
1.1.4	Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
1.1.5	Demonstrate diversity awareness by working well with all customers and co-workers
1.1.6	Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues
1.1.7	Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative

PERFORMANCE STANDARD 1.2:	DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS
1.2.1	Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
1.2.2	Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
1.2.3	Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
1.2.4	Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
1.2.5	Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace
1.2.6	Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills
1.2.7	Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion
1.2.8	Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work
1.2.9	Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   **2015**

1.2.10	Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service

PERFORMANCE STANDARD 1.3	**DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS**
1.3.1	Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
1.3.2	Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively
1.3.3	Demonstrate proper Internet use and security by using the Internet appropriately for work
1.3.4	Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

DEFINITIONS AND INSTRUCTIONAL STRATEGIES FOR
WORKPLACE SKILLS FOR CAREER READINESS STANDARDS
PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.1.1	**Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand** **Demonstration may include:** • Maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments). • Taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation). • Exhibiting motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner). **Instructional strategies may include:** • Define positive work ethic. • Calculate daily/weekly time sheets. • Identify employee traits desired by employers. • Identify and practice active listening techniques. • Role-play an employer or employee that exemplifies good work ethic.
1.1.2	**Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability** **Demonstration may include:** • Identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies). • Respecting the property of the employer and co-workers. • Identifying how one's actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment). • Exhibiting honesty and reliability. **Instructional strategies may include:** • Define integrity. • Review samples of human resource policies. • Investigate common employer-personnel issues. • Differentiate between honest and reliability.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   **2015**

1.1.3	**Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed** **Demonstration may include:** • Contributing to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role). • Assisting others (E.g., supporting team members and leaders, taking initiative). • Requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from co-workers and supervisors). **Instructional strategies may include:** • Define teamwork. • Interpret the critical skills exhibited by effective team members. • Compare and contrast the various roles of team members. • Participate in team projects to practice communication skills.
1.1.4	**Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace** **Demonstration may include:** • Dressing appropriately (e.g., adhering to professional rather than personal standards, following dress code). • Maintaining personal hygiene. • Using language and manners suitable for the workplace (e.g., adhering to respectful, polite and professional practices). **Instructional strategies may include:** • Research the values of dressing appropriately for a variety of settings including school and business. • Compare and contrast workplace dress versus personal dress. • Analyze different body languages to understand the messages they send. • Practice professional business etiquette and communications.
1.1.5	**Demonstrate diversity awareness by working well with all customers and co-workers** **Demonstration may include:** • Working in a respectful and friendly manner with all customers and co-workers (e.g., treating all with the same degree of professional respect) regardless of national origin, race, appearance, religion, gender, disability, or age. • Respecting cultural differences encountered in the workplace. **Instructional strategies may include:** • Define diversity. • Summarize the Civil Rights Act of 1964 and the American with Disabilities Act of 1990. • Explain the importance of cultural awareness in the global market. • Identify cultural differences that affect communication (e.g., hand gestures, body language, and customs).

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

1.1.6	**Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues** **Demonstration may include:** • Negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues). **Instructional strategies may include:** • Identify different types of conflicts. • Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts. • Introduce a problem-solving procedure and role play various conflict scenarios.
1.1.7	**Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative** **Demonstration may include:** • Contributing new and innovative ideas (e.g., for improving products and procedures). • Displaying initiative readily, independently, and responsibly. • Dealing skillfully and promptly with new situations and obstacles. • Developing operation policies and procedures that use resources in a sustainable manner. **Instructional strategies may include:** • Define creativity and creative thinking. • Research great inventors. • Analyze a problem, brainstorm solutions, and identify a solution. • Create a futuristic product.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

PERFORMANCE STANDARD 1.2:   DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.2.1	**Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions** **Demonstration may include:** • Communicating effectively with customers and co-workers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect). • Exhibiting public and group speaking skills. • Comprehending details and following directions. • Repeating directions or requests to ensure understanding (e.g., practicing active listening). **Instructional strategies may include:** • Define effective communication. • Participate in group discussions and oral presentations. • Compare and contrast the speaker's verbal and nonverbal messages. • Practice active listening.
1.2.2	**Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly** **Demonstration may include:** • Reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums). • Writing clear, correct language, appropriate to audience. **Instructional strategies may include:** • Utilize instructional manuals to solve a problem. • Interpret and complete work orders, invoices, and other workplace documents. • Create technical reports.
1.2.3	**Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks** **Demonstration may include:** • Recognizing, analyzing, and solving problems that arise in completing assigned tasks. • Identifying resources that may help solve a specific problem. • Using a logical approach to make decisions and solve problems. **Instructional strategies may include:** • Define critical-thinking and problem-solving skills. • Analyze a problem and predict a solution. • Utilize a problem-solving procedure to solve a problem.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

1.2.4	**Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health** **Demonstration may include:** • Managing personal health (e.g., setting short-, medium-, and long-term physical fitness goals; eating non- or minimally-processed foods). • Following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacture guidelines). **Instructional strategies may include:** • Explain importance/impact of personal health as it relates to employment and work. • Create goals to promote health behaviors. • Design a chart that illustrates safety guidelines. • Pass a safety test.
1.2.5	**Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace** **Demonstration may include:** • Identifying "big picture" issues and goals (e.g., the organization's structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community). • Acknowledging the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international). **Instructional strategies may include:** • Investigate corporate visions and identify their importance. • Illustrate the hierarchy of a company. • Define vision and mission statements. • Develop a business concept and its vision and mission statements.
1.2.6	**Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills** **Demonstration may include:** • Continually acquiring new industry-related knowledge. • Improving professional skills to stay current in the field and promote personal advancement. • Seeking education and experiences that enhance personal growth. **Instructional strategies may include:** • Describe the relationship of lifelong learning to financial success. • Develop an educational/career plan. • Create a portfolio.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

1.2.7	**Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion** **Demonstration may include:** • Preparing to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview). • Identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships). **Instructional strategies may include:** • Utilize different media sources to perform job searches. • Practice job interview skills. • Develop a résumé. • Complete a job application.
1.2.8	**Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work** **Demonstration may include:** • Organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals). • Working efficiently to make the best use of time. • Managing personnel to capitalize on their strengths while respecting professional desires. • Maintaining equipment to ensure longevity and efficiency. • Using resources in a sustainable manner. **Instructional strategies may include:** • Develop a plan of work to reach identified goals. • Develop and utilize a time-management plan. • Describe the importance of using natural resources effectively.
1.2.9	**Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks** **Demonstration may include:** • Using mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm). • Making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes). **Instructional strategies may include:** • Estimate manufacturing, repair of food costs. • Prepare a small business budget. • Calculate wage rates, paycheck deductions, and taxes.
1.2.10	**Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service** **Demonstration may include:** • Addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied). • Providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of profession respect, sharing information and knowledge honestly and forthrightly). **Instructional strategies may include:** • Identify the importance of internal and external customer service. • Explain the importance of achieving and maintaining customer satisfaction. • Role play good customer service.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS 2015

PERFORMANCE STANDARD 1.3: DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.3.1	**Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner** **Demonstration may include:** • Demonstration includes selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies. **Instructional strategies may include:** • Identify the appropriate tools to accomplish a task. • Describe safety procedures. • Identify local and federal regulations that affect safety and equipment.
1.3.2	**Demonstrate proficiency with information technology by using computers, file management techniques and software/programs effectively** **Demonstration may include:** • Working with hardware, file-management techniques, and IT software/programs effectively on various operating systems. • Working with equipment and software specific to occupation. • Seeking additional technology to improve work processes and products. **Instructional strategies may include:** • Identify the appropriate use of various software tools. • Utilize presentation software to communicate ideas to a group. • Utilize word processing software to produce workplace documents. • Utilize spreadsheet software to create meaningful workplace records.
1.3.3	**Demonstrate proper Internet use and security by using the Internet appropriately for work** **Demonstration may include:** • Using the Internet efficiently and ethically for work. • Identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites). • Taking measures to avoid Internet security risks (e.g., viruses, malware). **Instructional strategies may include:** • Review Internet use policies. • Define and describe risks associated with improper Internet use. • Compare and contrast the risks and benefits of social media sites. • Research laws and regulations associated with Internet content (e.g., copyright laws).

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   **2015**

1.3.4	**Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications** **Demonstration may include:** • Selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis) appropriate to work assignments. **Instructional strategies may include:** • Identify the appropriate usage of various devices in the workplace. • Create a timeline of the evolution of telecommunications. • Explain workplace uses of Web-based applications. • Describe the effectiveness and impact of telecommunications resources.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

CORRELATION AND ALIGNMENTS OF WORKPLACE SKILLS
FOR CAREER READINESS STANDARDS AND THE IDAHO
CORE STANDARDS
AND THE IDAHO SCIENCE STANDARDS

CORRELATION

The correlation of the Workplace Skills for Career Readiness Standards shows links to the Idaho Core Standards for English Language Arts; the Idaho Core Standards for History/Social Studies, Science, and Technical Subjects; and the Idaho Core Standards for Mathematics. The correlation identifies the performance indicators in which the learning objectives in the Workplace Skills for Career Readiness Standards support academic learning. The performance indicators are grouped according to their content standard and are aligned to the English Language Arts; History/Social Studies, Science, and Technical Subjects; and Mathematics Idaho Core Standards.

ALIGNMENTS

In addition to correlation with the Idaho Core Standards for Mathematics, many performance indicators support the Idaho Core Standards Mathematical Practices. The following table illustrates the alignment of the Workplace Skills of Career Readiness Standards Performance Indicators and the Idaho Core Standards Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning.

CORRELATION OF WORKPLACE SKILLS FOR CAREER READINESS STANDARDS
AND THE IDAHO CORE STANDARDS AND IDAHO SCIENCE STANDARDS

Performance Indicators	Idaho Core Standards and Idaho Science Standards	
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
1.1.3	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.4	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.5	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.1.6	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.2.1	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
	SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Performance Indicators	Idaho Core Standards and Idaho Science Standards	
1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	English Language Arts: Writing Standards	
	W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.
	W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   **2015**

	W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.2.3	**English Language Arts: Writing Standards**	
	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (E.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.8	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.10	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

Performance Indicators	Idaho Core Standards and Idaho Science Standards	
1.3.1	**English Language** SL.11-12.4	**Arts: Speaking and Listening Standards** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)
	English Language ST.11-12.5	**Arts: Reading Standards for Literacy in Science and Technical Subjects** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, identifying important issues that remain unresolved.
	RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.3.4	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS   2015

**ALIGNMENT OF WORKPLACE SKILLS FOR CAREER READINESS STANDARDS
AND THE IDAHO CORE STANDARDS MATHEMATICAL PRACTICES**

Idaho Core Standards Mathematical Practices	Employability Skills for Career Readiness Performance Indicators
1. Make sense of problems and persevere in solving them.	1.1.7 1.2.3, 1.2.8. 1,2.9
2. Reason abstractly and quantitatively.	1.1.7 1.2.3, 1.2.15, 1.2.8, 1.2.9
3. Construct viable arguments and critique the reasoning of others.	1.1.7 1.2.3, 1.2.8
4. Model with mathematics.	1.2.9
5. Use appropriate tools strategically.	1.2.3, 1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
6. Attend to precision.	1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
7. Look for and make use of structure	1.1.6, 1.1.7 1.2.5, 1.2.9
8. Look for and express regularity in repeated reasoning.	1.2.9

Appendix F4- Pedagogic Framework Sample

The Math-in-CTE Pedagogic Framework:

The Seven Elements of a Math-Enhanced CTE Lesson

The Seven Elements	Teacher Notes
1. Introduce the CTE lesson. • Explain the CTE lesson. • Identify, discuss, point out, or pull out the math embedded in the CTE lesson.	• *Make the objective of the lesson explicit.* • *Do not introduce as a "math" lesson.* • *Discuss/share introductory approaches at your PD sessions.*
2. Assess students' math awareness as it relates to the CTE lesson. • As you assess, introduce math vocabulary through the math example embedded in the CTE. • Employ a variety of methods and techniques for assessing awareness of all students, e.g., questioning, worksheets, group learning activities, etc.	• *Bridging of CTE content to math vocabulary should begin here.* • *During the PD sessions, share and/or develop methods for assessing awareness.* • *Involve all class members in assessment.*

3. Work through the math example *embedded* in the CTE lesson.
• Work through the steps/processes of the embedded math example.
• Bridge the CTE and math language. The transition from CTE to math vocabulary should be gradual throughout the lesson, being sure never to abandon completely either set of vocabulary once it is introduced.
	• *Use aids that illustrate the concepts and vocabulary. Examples:*
	  ○ *Posters*
	  ○ *PowerPoint presentations*
	  ○ *Handouts*
	  ○ *Resources*

4. Work through *related, contextual* math-in-CTE examples. Using the same math concept *embedded* in the CTE lesson: • Work through similar problems/examples in the same occupational context. • Use examples with varying levels of difficulty; order examples from basic to advanced. • Continue to bridge CTE and math vocabulary. • Check for understanding.	• *Develop examples of various levels of difficulty.* • *Develop separate worksheets for the various levels.* • *Locate/utilize resources that support bridging of vocabulary.*

5. Work through *traditional math* examples.
Using the same math concept as in the *embedded and related, contextual examples*:
• Work through traditional math examples as they may appear on tests.
• Move from basic to advanced examples.
• Continue to bridge CTE and math vocabulary.
• Check for understanding.
	• *Use samples from:*
	  ○ *Standardized tests*
	  ○ *State tests*
	• *Develop worksheets and create learning activities.*

6. Students demonstrate their understanding. • Provide students opportunities for demonstrating their understanding of the math concepts embedded in the CTE lesson. • Conclude the math examples and tie back to the CTE content; conclude the lesson on the topic of CTE.	• *Develop learning activities that allow students to demonstrate their understanding of both the math <u>and</u> the CTE lesson.*
7. Formal assessment. • Incorporate math questions into formal assessments at the end of the CTE unit/course.	• *Include math questions on any regularly-scheduled testing or unit exams.* • *Include math assessment as a part of major projects.*

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Appendix F5- Research Supporting Power 100 Curriculum

Introduction

There have been numerous theoretical and empirical articles about self-regulated learning (Dinsmore, Alexander, & Loughlin, 2008; Paris & Paris, 2001; Zimmerman, Bonnor, & Kovach, 2002; Zimmerman & Schunk, 2001), however few have explicitly linked components of self-regulated learning and the capacity to persevere as an intervention to improve academic achievement in mathematics and reading for at-risk students.

The United States has been on full throttle to address stagnant academic achievement for all students for several decades. Despite years of national school reform and a relentless focus on improving student achievement in both mathematics and reading, we still find students in the United States lag in the National Assessment of Educational Progress results and Programme for International Student Assessment comparisons. As part of school reform efforts, educators and school systems are obligated to provide educational opportunities that will more likely result in student achievement outcomes. Although this overarching goal is admirable, simply amplifying the amount and quality of test-related curricula might not lead to the greatest gains in achievement (Lemberger et al. 2015). This is particularly true for at-risk students who struggle to navigate the traditional education system. One method explored in this study was to dedicate school system resources, personnel, and time to directly implement a humanistic approach of teaching students self-leadership skills as an intervention

to improve academic outcomes for at-risk youth. Humanistic approaches to
education include an implication to empower students from their
phenomenological perspective and trust in their capacity to act and reflect on their
own inner resources (Best and Miller, 2010). The intervention was designed to
develop students' "inner resources" and become better leaders of their own
academic lives. The intervention that is the focus of this study was a specific class
that worked to implicitly build self-regulation, metacognition skills, and affective
or non-cognitive aspects of learning in at-risk students. The concepts and
theoretically background for the leadership course included the following topics:
Grit (Duckworth et al. 2007 and Duckworth 2013); Growth Mindset (Dweck et al.
2011); Strengths-based Leadership (Rath and Conchie, 2008); Vulnerability
(Brown, 2010); Self Respect (Farkas, 2003; Heckman, 2008); Trust (Sinek, 2014);
and Goal Setting (Sinek, 2011;Bandura, 1986). The underlying foundation of the
course is to build students awareness of and ability to engage in metacognition
about their learning, their mindsets, and the implications of their actions on their
futures, as they become leaders of their own lives. Beyond just identifying content
specific curricular or pedagogical strategies to improve mathematics achievement,
research needs to identify factors that support and motivate students in becoming
self-regulated learners thus improving their academic achievements. Self-
regulated learners are active participants in their own learning (Zimmerman,
1990).

Researchers concerned with academic-achievement gaps have begun to study a set of personal qualities - often referred to as non-cognitive skills—that may include resilience, conscientiousness, optimism, self-control, metacognition and grit. Farrington et al. (2012) defines non-cognitive skills as those that are not measured by commonly administered cognitive tests such as IQ tests or academic examinations. Tough (2012) further makes the claim that although non-cognitive skills generally aren't captured by the abundance of standardized tests they do seem to make a big difference in the academic success of children, especially low-income children. Recent research on non-cognitive skills has suggested that development of such skills will improve educational outcomes as well as reduce racial/ethnic and gender disparities in school performance and educational attainment (Duckworth and Seligman, 2005; Dweck, 2007; Farrington et al., 2012; Heckman, 2008; Walton & Cohen, 2011). Metacognition is defined as the conscious awareness and frequent self-checking to determine if one's learning goal has been achieved and, as necessary, selecting a more appropriate strategy to achieve that goal (O'Neil & Abedi, 1996). Metacognition involves knowledge of cognitive states and abilities, and the affective and motivational characteristics of thinking (Paris & Winograd, 1990). As stated by Hattie et al. (1996), metacognitive interventions are those that focus on the self-management of learning efforts, and affective interventions are those that focus on such non-

cognitive aspects of learning as motivation. This intervention class was developed to enable the most at-risk students—based on discipline issues, failure and retention rates, absenteeism, and probation or legal issues—to build a foundation for metacognition and self-regulation to improve their academic outcomes.

This study is one of the few that examines the role of developing self-regulation capacity as an academic intervention by teaching non-cognitive skills including perseverance and metacognitive strategies to at-risk high school students in grades 9 and 10. Although the effect of self-regulation on academic outcomes and addressing achievement gaps has been a topic of examination, the present study takes a novel approach of targeting self-regulation capacity as the academic intervention for at-risk high school age students attending an alternative high school. This study provides support for the usefulness of such practice. We hypothesized those students who received the class, as part of their course-taking sequence, will demonstrate significantly better performance on measures of academic achievement, specifically mathematics and reading achievement, than students who did not receive treatment of the intervention class.

Methods

Teachers at a Northwestern alternative high school administered math and reading tests to three cohorts of students (N=136) in grades 9 and 10. Cohort sizes were 45, 33, and 58 for cohorts 1 through 3, respectively. The math test was

administered in November 2015 and April of 2016; the reading test was administered October 2015 and March 2016.

Cohorts 1 and 2 also participated in the intervention classes, and cohort 3 did not, serving as the comparison/reference group. Participants in both treatment and comparison groups attended a large public alternative high school in the northwest and all three cohorts had similar demographic characteristics as the overall school population. Sixty percent of the overall student body is Hispanic, 38 percent White, 2 percent other races or two or more races. One hundred percent of the students at the school have been identified as being economically disadvantaged, as indicated by the number qualifying for free and/or reduced lunch. One hundred percent of the students in the study identify as at-risk, based on one or more of the following criteria: had repeated more than one grade; had absenteeism greater than 10% during the preceding semester; had failed one or more academic subjects; were two or more semester credits per year behind the rate required to graduate; had substance abuse behavior; were pregnant or a parent; were an emancipated youth; had serious emotional or medical problems; or had a court referral.

Participants in the treatment groups attended a twelve-week course titled "Leadership" as part of their required course taking sequence, and participants in the comparison group were not exposed to the Leadership course as part of their course taking pattern. Student selection for cohort 1 and 2 were based on

Elevate Academy

purposive sampling. Purposive sampling involves the researcher deliberately selecting participants or locations for the study in order to fully comprehend the problem and/or answer the research question (Creswell, 2009). Participants in the treatment group were purposefully selected for the intervention based on their high need and at-risk indicators (poor attendance, juvenile probation, low GPA, previous discipline incidents, low standardized achievement in the previous school year, and low credit completion in the previous school year).

Leadership classes were held in fall 2015 for cohorts 1 and 2. Each class was held for 63 days with 72 minutes per class, for a total intervention time of just under 76 hours. The same teacher taught both treatment groups. The Leadership class was taught to students identified as the most at-risk in the grade levels targeted (10th and 11th grade). Factors to determine "at-risk" included attendance, credit completion, discipline incidents, juvenile probation, and previous performance on standardized assessments.

The class content included initial efforts to build relationships with students, understand students current view of self, explicitly explain the standards and purpose for the course, and facilitate students creating group rules for class behavior and conduct. The course then moved into understanding the concept of grit as defined by Duckworth (2013) as the perseverance needed to accomplish long-term goals in the face of challenges and obstacles. According to some of Duckworth's research, it is possible to learn to be gritty. Students work to apply

learning from Angela Duckworth's research and Ted talk (2013) about how self-control and grit can predict both academic and professional success to their own lives. The course focused on building upon students' current view of self and their strengths rather than always trying to improve student weaknesses. The teacher instilled in students that their abilities could develop and grow through effort and deliberate practice. Students are reassured that difficulty and cognitive conflict are part of the learning process.

As part of the class all students took the online Clifton Strengthsfinder 2.0 assessment (Gallup, 2007) to identify and learn more about their natural talents, as well as learn strategies to capitalize on those identified strengths. Students also explored Brene Brown's research into vulnerability, courage, and worthiness as it relates to learning and school environments (Brown, 2010). Students were explicitly taught strategies to understand and cope with shame. They developed a common language to talk about their feelings, their learning, and the strategies to cope with setbacks. In addition to Brown's work, students also received instruction in several self-regulated learning strategies such as building trust with others, as well as learned skills such as maintaining eye contact and how to encourage others who are facing obstacles. Students worked to develop situational awareness allowing them to be productive in all situations, and self-regulate their behaviors and learning. Further, students learn about self-respect and the role of respect in communities. They developed awareness of their impact

on others, and strategies to improve their own self-respect and self-esteem.
Finally students in the Leadership class investigated goal setting, learning
strategies to visualize and achieve goals, and also the value of setting goals and
how the goal setting process leads to success in the future. Previous research
(Zimmerman, 1990; Neck & Houghton, 2006) established a link between aspects
of self-regulated learning, and academic performance in high school students.
Further, the previous research affirms that cognitive strategies help students
maintain positive thinking despite failures or setbacks. Therefore, the assumption
behind the development of the Leadership class curriculum including the previous
discussed topics is the belief that students with stronger skills in self-regulation
are able to endure and reach challenging goals across their academic
performances, including mathematics and reading.

This quasi-experimental study design with case and comparison student
groups compared student math and reading change scores from the November to
the February test administrations, and examined the influence of the leadership
classes on the tests' change scores.

Measures

STAR Reading and Math assessments were used to measure student
growth in mathematics and reading. The STAR (Standardized Testing and
Reporting) tests from Renaissance Learning are among the most widely used
assessments in U.S. public schools. They are computer adaptive tests and use

item response theory to validate items, and may be given repeatedly throughout

the school year. In 2009, the STAR assessments were among the first

assessments highly rated by the NCRTI (National Center on Response to

Intervention 2009) for progress monitoring (USDOE). In subsequent reviews, the

STAR assessments have maintained the NCRTI's highest ratings. Other

assessment experts confirm the reliability and validity of the STAR tests, and is in

agreement with NCRTI (Salvia, Ysseldyke, & Bolt, 2010). According to

Renaissance Learning (2011) information about the reliability of their

assessments they stated (pg. 3):

> *STAR Reading's reliability was estimated using three different methods (split-half, generic, and test-retest) when the test was first normed in spring 1999 with a sample of 30,000 students from 269 schools in 47 U.S. states. Schools and districts were selected based on their geographic location, per-grade district enrollment, and socioeconomic status. The reliability estimates were very high, comparing favorably with reliability estimates typical of other published reading tests. In spring 2008, STAR Reading was renormed, using national samples of 69,738 students in grades 1–12.*
> *STAR Math reliability was estimated using three different methods (split-half, generic, and test-retest) when the test was normed in the spring of 2002. Renaissance Learning obtained a nationally representative sample by selecting school districts and schools based on their geographic location, per-grade district enrollment, and socioeconomic status. The final norming sample for STAR Math included approximately 29,200 students from 312 schools in 48 U.S. states. The reliability estimates were very high, comparing favorably with reliability estimates typical of other published math achievement tests.*

The STAR math assessment assesses skills in multiple domains:

quantities; interpreting functions; interpreting categorical and quantitative data;

circles; conditional probability and the rules of probability; linear, quadratic, and exponential models; the real number system; similarity, right triangles, and trigonometry; seeing structure in expressions; congruence; making inferences and justifying conclusions; creating equations; building functions; arithmetic with polynomials and rational expressions; trigonometric functions; using probability to make decisions; expressing geometric properties with equations; the complex number system; geometric measure and dimension; reasoning with equations and inequalities; and modeling with geometry. The STAR reading test assesses skills in several domains: phonics and word recognition; fluency; reading literature for key ideas and details; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity; reading informational text; and vocabulary acquisition and use.

Data Analysis

The Northwestern high school provided both math and reading test scores for the three cohorts. In addition, to allow the investigation of other potential influential factors on math achievement, the school provided for each student in the study the number of days absent for years 2014-16, GPA for years 2014-16, and the number of discipline recordings for years 2014-16. The data were reviewed for validity, and any missing information was identified. Next, the data were imported into SPSS 22 for the statistical analyses.

Descriptive statistics were conducted on all variables to understand further the characteristics of the data and to check for statistical assumptions (e.g., normality, outliers). A dummy variable was created to identify student by cohort. Missing data exists in all variables but no pattern or bias was recognized. Therefore, listwise deletion was used in the analyses.

Following the initial review of the data, graphs were created to examine visually the distribution differences between the two sets of the math scores and the reading scores for students who participated in the leadership class (case groups 1 and 2) and those who did not (comparison group 3).

Next, new variables were created that represented the math and reading change scores from November to March, and graphs were created for visual inspection. Following this, one-way ANOVAs and post hoc tests were conducted to test for significant differences in the change scores among the cohorts. Finally, to examine the influence of GPA, two hierarchical regression analyses were conducted with the test change scores as the dependent variables. GPA for 2014, 2015, and 2016 were entered in the first block of independent variables, and the second block included a dummy variable for the three cohorts (1 and 2 having self-regulation training and 3 having no self-regulation training) with cohort 2 as the reference group.

Findings

To compare cohorts on math ability, it is important first to understand potential differences among the cohorts on variables other than math and reading scores. The *number of disciplinary events* variable had too many missing data to compare cohorts on that variable. No relationship was found in *absences* among the cohorts. One-way ANOVA found significant differences in GPA for 2015. Post-hoc comparisons assuming unequal variances found that GPA for cohort 3 was significantly higher than the other two cohorts, which might influence their overall test scores when compared with the other two cohorts. However, it will not influence change scores, which were the main focus of this study. In addition, cohort 2 had significantly lower November reading and math scores than cohort 1 and 3. Overall, a review of descriptive data and the post-hoc findings do not suggest significant cohort differences that will invalidate this study's findings.

Next, we examined the distribution of math test scores for the three cohorts. Figure 1 graphs the mean math test scores for the three cohorts from the November and March assessment periods. Table 1 provides the descriptive statistics for the math test scores for all three cohorts.
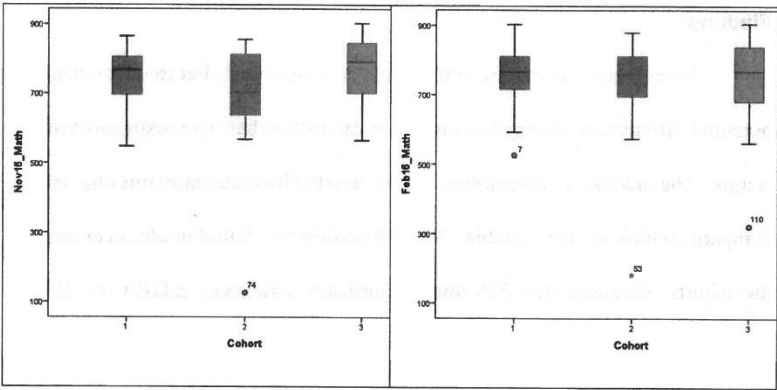
Figure 1. Nov and Feb math test scores for each cohort

Table 1. Nov and Feb math test scores for each cohort

Math Scores	Case Group 1		Case Group 2		Comparison Group	
	Nov	Feb	Nov	Feb	Nov	Feb
Mean	751.95	754.41	692.96	725.04	765.56	747.19
Std. Dev.	79.568	79.663	147.777	139.824	96.780	116.600
Minimum	547	526	126	181	566	321
Maximum	865	903	856	880	903	905

Our next step was to create change scores representing the difference from the November math test scores to the February math test scores. Figure 2 graphs the math change scores for all cohorts, and Table 2 presents the descriptive data.

Figure 2. Math test change scores for each cohort
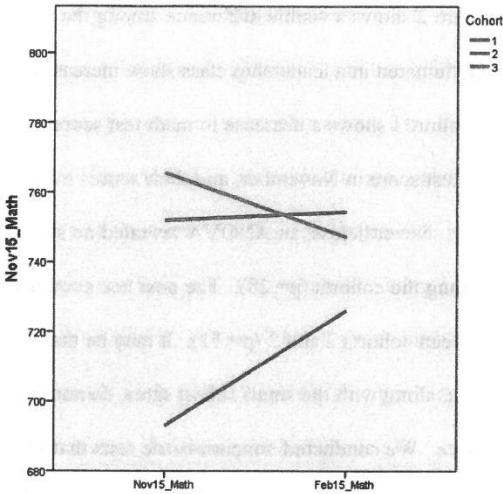
Figure 2. Math test change scores for each cohort

Table 2. Math test change scores for each cohort

Descriptive Information for Change_R_Nov_Feb				
	N	Mean	Std. Deviation	Std. Error
1	39	2.4615	87.17401	13.95901
2	26	33.0769	169.63323	33.26781
3	32	-18.3750	108.86415	19.24464
Total	97	3.7938	121.34849	12.32107

	95% Confidence Interval for Mean			
	Lower Bound	Upper Bound	Minimum	Maximum
1	-25.7970	30.7201	-331.00	200.00
2	-35.4394	101.5933	-442.00	650.00
3	-57.6247	20.8747	-492.00	166.00
Total	-20.6633	28.2510	-492.00	650.00

A review of Figure 2 shows a visible difference among the cohorts in that the two cohorts who participated in a leadership class show increases in their math test scores while cohort 3 shows a decrease in math test scores. In addition, cohort 2 has a very low test score in November, and their scores increase dramatically in February. Nevertheless, an ANOVA revealed no significant differences at $\alpha=.05$ among the cohorts (p=.28). The post hoc comparison closest to significance was between cohorts 2 and 3 (p=.11). It may be that the wide range of gains and losses, along with the small cohort sizes, do not offer enough power to find significance. We conducted nonparametric tests that often are successful with small sample sizes, but the Kruskal-Wallis one-way ANOVA and the median test also revealed no significant differences at $\alpha=.05$ in cohort math test scores.

Further, a regression analysis with change scores as the dependent variable and a cohort dummy/independent variable found no significant relationships between having taken leadership classes and change in math scores. Because test scores are clearly linked to GPA in the literature (Casillas et al. 2012) and in this analysis, we conducted the same regression again, this time controlling for GPA. In this analysis, we discovered that cohort 3, the comparison group, was a significant predictor at $\alpha=.05$ with a beta of -81.49. This means that case groups 1 and 2, who received leadership training, have estimated math change scores about

80 points higher than the comparison group after controlling for GPA. See Table

3 for details.

Table 3. Hierarchical regression of math change scores on leadership cohorts

Coefficients[a]		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-4.902	50.990		-.096	.924
	GPA for 2014	13.459	12.972	.121	1.038	.303
	GPA for 2015	9.329	14.142	.079	.660	.511
	GPA for 2016	-14.134	22.838	-.074	-.619	.538
2	(Constant)	12.270	52.770		.233	.817
	GPA for 2014	12.722	12.835	.115	.991	.325
	GPA for 2015	17.335	14.577	.147	1.189	.238
	GPA for 2016	-11.827	22.621	-.062	-.523	.603
	Cohort_1	-34.090	32.896	-.132	-1.036	.303
	Cohort_3	-81.494	41.529	-.261	-1.962	.053

a. Dependent Variable: Change_Nov_Feb

Our next set of analyses duplicated the previous strategies, but

investigating reading scores and their relationship to leadership training.

We examined the distribution of reading test scores for the three cohorts.

Figure 3 graphs the mean reading test scores for the three cohorts from the

November and March assessment periods. Table 4 provides the descriptive

statistics for the reading test scores for all three cohorts.
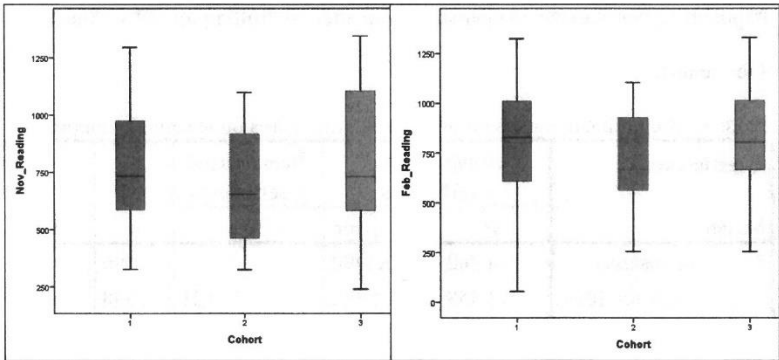
Figure 3. Nov and Feb reading test scores for each cohort

Table 4. Nov and Feb reading test scores for each cohort

Reading Scores	Case Group 1		Case Group 2		Comparison Group	
	Nov	Feb	Nov	Feb	Nov	Feb
Mean	795.16	817.95	695.00	726.10	787.50	823.23
Std. Dev.	279.223	270.673	237.125	227.501	310.616	294.170
Minimum	326	55	324	256	239	255
Maximum	1296	1325	1099	1105	1346	1321

Our next step was to create change scores representing the difference from the November reading test scores to the March reading test scores. Figure 4 graphs the reading change scores for all cohorts, and Table 5 presents the descriptive data.
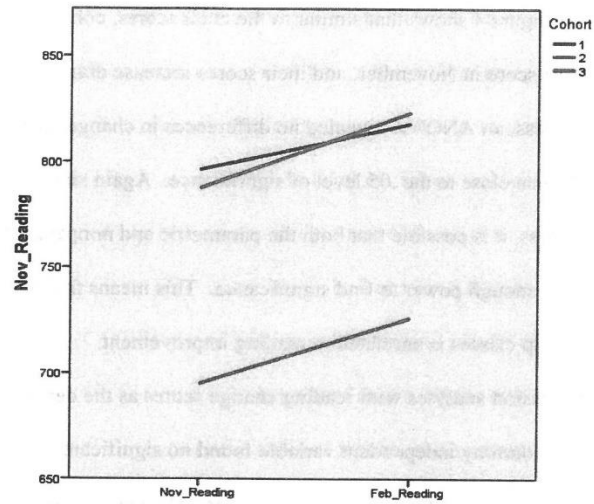
Figure 4. Reading test change scores for each cohort

Table 5. Reading test change scores for each cohort

Descriptive Information for Change_R_Nov_Feb

	N	Mean	Std. Deviation	Std. Error
1	37	21.7838	169.27790	27.82912
2	21	31.0952	131.21925	28.63439
3	30	35.7333	160.88804	29.37400
Total	88	28.7614	156.46923	16.67968

	95% Confidence Interval for Mean		Minimum	Maximum
	Lower Bound	Upper Bound		
1	-34.6563	78.2238	-590.00	-34.6563
2	-28.6350	90.8255	-341.00	-28.6350
3	-24.3432	95.8099	-328.00	-24.3432
Total	-4.3913	61.9140	-590.00	-4.3913

A review of Figure 4 shows that similar to the math scores, cohort 2 has a very low reading test score in November, and their scores increase dramatically in February. Nevertheless, an ANOVA revealed no differences in change scores among the cohorts even close to the .05 level of significance. Again similar to the analysis of math scores, it is possible that both the parametric and nonparametric analyses do not have enough power to find significance. This means that having experienced leadership classes is unrelated to reading improvement.

Finally, regression analyses with reading change scores as the dependent variable and a cohort dummy/independent variable found no significant relationships between having taken leadership classes and change in reading scores. This was also true when we controlled for GPA, confirming that reading improvement is unrelated to having taken a leadership course.

Conclusion

A variety of different statistical approaches were used to explore the potential influences of a class as an intervention to explicitly teach self-regulation and perseverance on improving at-risk student math skills. Our exploratory analysis did not identify any statistically significant increases in reading scores for students who participated in the intervention classes. We also did not find any significant increases in math scores for student who participated in intervention classes until we controlled for the influence of GPA, and when we did, we found substantial benefits for students who participated in the intervention course. The

graphic data support this conclusion, and Table 1 reveals that the comparison group not receiving the training was the only group to experience a decline in math scores.

These findings need to be considered in light of the limitations to this study. The sample size provided limitations to the study and may have impacted on the results, which are more indicative than definitive. As previously mentioned, the small sample size limits the power available to find statistical significance in any of our analyses. In addition, other variables might be important in understanding these relationships more completely.

A follow-up study with a larger sample and more student data is needed to verify and extend our findings.

Implications

This study supports the importance of teaching non-cognitive skills, such as self-regulation and perseverance as an intervention strategy to close the achievement gap for at-risk high school students, specifically in mathematics. The findings also support previous research on non-cognitive skills and self-regulation that suggested the development of such skills would improve educational outcomes. It further verifies that schools play a role in the development or enhancement of non-cognitive skills; therefore schools, districts, and states should consider ways to develop or enhance these skills in students. The study provides limited understanding of the non-cognitive skills that

specifically correlated with the improved outcomes for students. The intervention class provided nearly 76 hours of intervention time, however it is unclear if some components of the class were more or less important than other components, or if the sequence of course components were critical to the outcomes observed in this study. Further, we were not able to test the dosage of the intervention to determine effects on student learning. Therefore, further research could elicit the best way for schools to develop students' self-regulation skills, and at what dose is most effective for this type of intervention.

The initial findings from this study hold promise for classroom teachers and for school improvement work for those school systems facing wide achievement gaps. However, which skills studied are the most critical for at-risk student academic attainment remains unknown. As policymakers consider which non-cognitive factors to include in their accountability systems under Every Student Succeeds Act, they have reason for hope and also reason to pause and seek additional evidence before allocating resources to the teaching of self-regulation and non-cognitive skills.

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INFLUENCE OF SELF-REGULATION CLASSES ON ACADEMIC

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Appendix F6- Map Attendance Boundaries

Elevate Academy Proposed Site
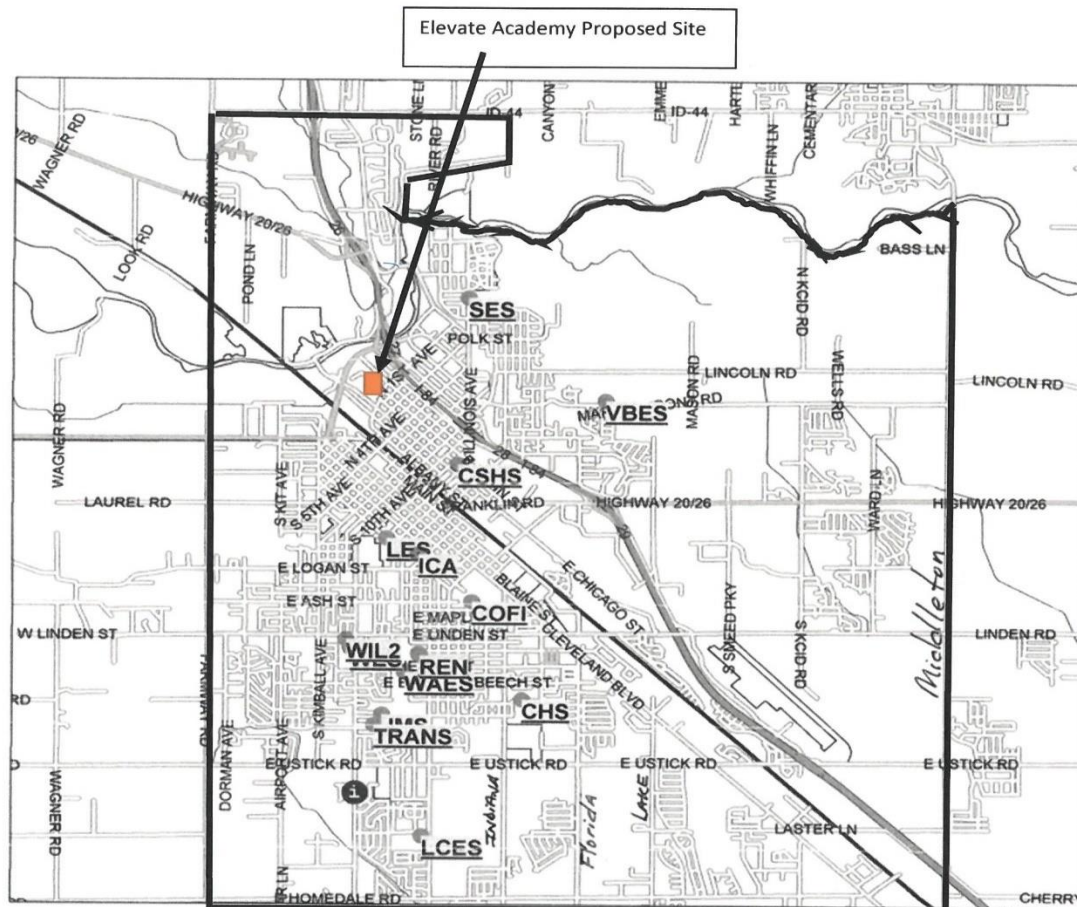
In addition to the continuous boundaries, Elevate Academy will also collaborate with the Idaho Youth Ranch as a source of education for students that are residents of the Youth Ranch, located on 28371 El Paso Road.

Appendix F7- Sample Power 100 Curriculum

Power 100 Class

Iam
Self Respect
Why
Tools
Community
Inspire
Activator
Growth
Awareness
Communication
Success
Action
Leader
Collaborate
Results
Values
Curriculum
Empower
Individual
Vulnerability
Determination
Courage
Passion
Achieve
Learner
Produce
Practice   Mentor
Encourage   **Grit**
Trust   Respect
Goals   Strength
Engagement
C ognitive
  onflict

<u>Power 100 Sample</u>
<u>Design</u>

INTRO-

- Scavenger
    - o Student teams complete tasks related to class units throughout the school. Students create a presentation about the information they learned and their experience to present to the class. **Prior to students creating their presentation with their group create a collaboration chart: What is collaboration? What does it look like? What does it sound like?
- Intro Learning Hook
    - o What it is, why we use it, science behind it, examples
- Class Rules
    - o Create rules for our specific class. What is important? What are examples of behavior associated with each rule? Students sign contract agreeing to abide by the rules.
- Cube making
    - o Students are given paper, scissors, rulers, glue and tape and the instruction to make a cube. After students complete the cube building have them complete the following statements:

        My cube is_____

        I feel _____ about my cube.

        If I could redo my cube I would _ _ _ _ _

        After completion students then replace cube with myself/I am.
- "I AM" video and discussion
    - o Students create their own I am statements after watching a discussing the video.
- Cube Visualization
    - o Students listen to the visualization directions and write/draw what they see. Discuss the results with the class.

GRIT/MINDSET-

- Intro/ Learning hook
    - o What is grit? Why are we studying grit?
- Cuddy video (4 days)
    - o Students read the TED talk transcript and highlight words that they are unfamiliar with.
    - o Introduce the inference chart
    - o Students make inferences about words that they are unfamiliar with and check them against the actual definitions. How close were they? What other clues would have helped them to be more accurate?
    - o Students watch the video and discuss. What is a power pose? Why would we use it? When is it more beneficial? Where should you do it? How long?
    - o Students find images online demonstrating the differences between high and low power poses. Students must be able to justify their answers with specifics.

- Paired trust activities
  - Students are partnered up and given the task to complete a trust activity of their choice.
- Presentation
  - Students create an individual presentation about what activity they did, how they felt, and where their trust levels were.

SELF RESPECT -
- Intro/ Learning Hook
- Definitions
- Personal Mission Statement
  - Students read samples of different organizations mission statements and then create their own.
  - Students create an index card sized image with their mission statement, something that looks appealing and that they would be proud to display.
- Class Discussion
  - What is self-respect? How do we know when someone has self-respect?
- Presentations (others in high/low self-respect)
  - Students find images of examples of others showing high self-respect and low self-respect.
  - Students create a presentation
  - Students present to the class
- What can the student do moving forward to display (have) high self-respect

GOALS- Academic and Personal
- Intro/ Learning Hook o
  - Why set goals
  - What are goals (categories)
  - Strategies for setting
  - Strategies for achieving
- Read through Goal categories and set goals in each

CLOSING -
- Review
- Project (essay or video): how are they going to use what they learned in this class in their life to create success
- Field Trip
  - Menu selection
  - Behavior

- o Trip
- o Review and thank you letters

I

Objective: VULNERABILITY

Apply: I embrace opportunities to be vulnerable.

Teach: I can explain how being vulnerable requires courage and why being vulnerable is important to live wholeheartedly

WHY:
So I can live courageously and wholeheartedly

Do: I can identify how being susceptible to physical or emotional attacks or harm (vulnerable) will enhance my journey through life.

Define: Vulnerability, susceptible, wholehearted, guilt, shame, courage, and journey

C^2

Vulnerability

Vulnerability	Susceptible to physical or emotional attack or harm. "It is our accurate measure of courage. It is the key to wholehearted living." –Brene Brown
Susceptible	A person easily influenced by feelings or emotions. Likely or liable to be influenced or harmed.
Wholehearted	Showing or characterized by complete sincerity or commitment. I accept myself, all parts of me, including my successes and perceived shortcomings.
Guilt	A feeling of having done wrong or having failed an obligation.
Shame	A painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behavior.
Courage	The ability to do something that frightens one. Latin root *cor*, meaning heart
Journey	A long and often difficult process of personal change and development.

Objective: STRENGTHS

Apply: I can apply my strengths in my relationships, education, and work to increase my self-efficacy, attitude, and motivation.

Teach: I can understand how others strengths compliment my strengths and understand the role I play based on my strengths.

WHY: People who use their strengths every day are 6x more likely to be engaged in their work and 3x more likely to say they have an excellent quality of life.

Do: I understand what my top 5 strengths are and am aware of potential consequences associated with my strengths.

Define: I can define my strengths and how they apply to my everyday life.

C^2

Strengths

Strengths	The quality or state of being strong. The emotional or mental qualities necessary in dealing with situations or events that are distressing or difficult.
All the Strength Finders	
Collaboration	The action of working with someone to produce or create something.
Group	A number of people or things that are located close together or are considered classed together. A number of people who work together or share certain beliefs.
Situational Awareness	Situational- Relating to or dependent on a set of circumstances. Awareness- Knowledge or perception of a situation or fact. The ability to identify, process, and comprehend elements of information. Knowing what is going on around you.

Appendix F8: Allowable Use of Added-Cost Funds CTE

IDAHO Career & Technical Education

Allowable Uses of Added-Cost Funds

State added-cost funds are provided for districts to support professional-technical education programs at the secondary level to cover expenses beyond those normally encountered in a high school classroom. These are the only allowable uses of these funds. The Division recommends that **first consideration** be given to operating expenses (supplies and services) and capital outlay (equipment), then to salaries and benefits. Added-cost funds may be used in the five categories identified below and must be used for expenses directly related to program outcomes.

Through the support of the Legislature, the Division has been able to obtain additional added-cost funds for secondary PTE programs. The Legislature's intent for the additional funds was for program improvement. These increased added-cost funds are to be used to supplement, not supplant, other district funding resources.

1. **Instructional Materials and Supplies**:

   a. Single copy reference materials, including single-user electronic reference materials
   b. Consumable student laboratory manuals (e.g. accounting workbooks)
   c. Consumable materials and supplies that support the instructional program
   d. Technical skill assessment instructional materials and administration cost
   e. Electronic-based curriculum that supplements content when the curriculum cannot be reused and/or shared (e.g.: an individual student's access to a program or testing software)

   Not Allowed:

   1. Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
   2. Professional dues
   3. Technology related to basic instructional delivery, e.g., Smart Boards, cell phones, etc.
   4. Fundraising equipment and supplies

2. **Other Expenses**:

   a. Outside services contracted by the district for PTE equipment and laboratory maintenance (e.g. equipment
   b. service contracts and hazardous waste disposal)
   c. Up to ten percent (10%) of the PTE added-cost funding for student transportation to a state-approved, in state, Idaho PSTO leadership conference or event
   d. For health professions programs only, supplemental staff for clinical or lab supervision of students
   e. Fees and expenses for supplemental specialized instruction (e.g. Red Cross certified CPR instructor for short-term, specialized instruction in a health professions program)

   Not Allowed:

   1. Contracted salaries or benefits to provide the basic instructional program

3. **Equipment**:

   a. Equipment costing more than $500 or more per unit cost and an expected life greater than two years. Software is not considered equipment.

b. Computers and peripherals necessary for professional-technical education software

   Not Allowed:

   1. Equipment not related to program outcomes
   2. Fundraising equipment and supplies
   3. Technology related to basic instructional delivery, e.g., Smart Boards, cell phones, etc.

4. **Salaries and Benefits**:

   a. Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year. All instructors with time beyond the normal academic year must have an approved "Plan for Time beyond the Normal Academic Year."
   b. For PTE advisors who travel and stay in hotels to attend state and national leadership conferences with their students during the normal academic year only, time beyond the normal school week to include one (1) day for SLC and two (2) days for NLC.
   c. For health professions programs only, time beyond the normal school day, i.e. evenings and weekends, for licensed professional teachers delivering instruction for students at clinical sites.

   Not Allowed:

   1. Salaries and benefits; certified employees (i.e. teachers who hold certification) and classified employees (i.e. employees other than certified or professional teachers)
   2. Salaries and benefits to replace furlough days
   3. Salaries and benefits for district preservice and/or inservice days
   4. Salaries and benefits for substitutes

5. **Travel**:

   a. Instructor travel costs relating to professional development, specialized instruction and supervision of student contests and conferences (e.g. professional seminars, workshops, state sponsored meetings, summer conference, and back-to-industry experiences related to the PTE program, and workshop fees)
   b. Instructor travel costs (e.g. conference registration fees, mileage, per diem, and lodging) for supervision of student conferences and contests)

   Not Allowed:

   1. Professional dues
   2. Tuition costs
   3. Students' costs to attend conferences and contests

Clarification Regarding Licensure Exams for TSA's

As uniform program outcomes assessments are developed over time, the use of industry certification and licensure exams will gradually be phased out for use as Technical Skill Assessment. This action is prompted for two primary reasons: 1) these credentials are owned by the students and 2) the performance data is not always available for purposes of program improvement. Schools and programs in those schools may continue to offer certification exams at their discretion, but at some future point in time, neither added-cost funding nor Perkins funding will be available to pay for the exam.

Idaho Career & Technical Education: Allowable Uses of Added-Cost Funds
G:\Secondary Programs\SECONDARY\Secondary Forms\Allowable_Uses_of_Added_Cost_Funds_8.13.2015.doc

P a g e | **2**

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Appendix F9- Elevate Academy Draft Calendar and Hours

August

	Monday	Tuesday	Wednesday	Thursday	Friday		
				1	2		
16	5	6	7	8	9	A	Aug 5: First Day of School 6-7th Grade
	12	13	14	15	16	B	August 6: First day of School 8th Grade
	19	20	21	22	23	C	August 7: First Day of School 9-10th Grade
	25	27	28	29	30	PD	

September

	Monday	Tuesday	Wednesday	Thursday	Friday		
	2	3	4	5	6	A	Sept. 2: Labor Day No School
	9	10	11	12	13	B	
	16	17	18	19	20	C	
	23	24	25	26	27	PD	
	30						

October

	Monday	Tuesday	Wednesday	Thursday	Friday	
		1	2	3	4	A
	7	8	9	10	11	B
	14	15	16	17	18	C
	21	22	23	24	25	PD
	28	29	30	31		

November

	Monday	Tuesday	Wednesday	Thursday	Friday		
					1	A	
	4	5	6	7	8	B	
	11	12	13	14	23	C	
	18	19	20	21	22	PD	Nov 25-29 Thanksgiving Break
	25	26	27	28	29		

December

	Monday	Tuesday	Wednesday	Thursday	Friday		
	2	3	4	5	6	A	
	9	10	11	12	13	B	
	16	17	18	19	20	C	
	23	24	25	26	27		Dec 23-Jan3 Christmas Break
	30	31					

January

	Monday	Tuesday	Wednesday	Thursday	Friday	
			1	2	3	
	6	7	8	9	10	A
	13	14	15	16	17	B
	20	21	22	23	24	C
	27	28	29	30	31	PD

February

	3	4	5	6	7	A	
	10	11	12	13	14	B	
	17	18	19	20	21	C	
	24	25	26	27	28	PD	
March	2	3	4	5	6	A	
	9	10	11	12	13	B	
	16	17	18	19	20	C	
	23	24	25	26	27		March 23-27 Break
	30	31					
April			1	2	3	A	
	6	7	8	9	10	B	
	13	14	15	16	17	C	
	20	21	22	23	24	PD	
	27	28	29	30			
					1	A	
May	4	5	6	7	8	B	
	11	12	13	14	15	C	
	18	19	20	21	22	PD	
	25	26	27	28	29	PD	May 25: Memorial Day
June	1	2	3	4	5	A	
	8	9	10	11	12	B	
	15	16	17	18	19	C	June 26th Last day of school
	22	23	24	25	26	PD	June 29th Graduation for Seniors
	29	30					
July			1	2	3		Off for building maintenance.
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31		

Total Instructional Hours

	Teacher Days	Monday-Thursday	Total Hours	Friday	Total Days	Maximum Student Days	Maximum Student Hours Offered
August	20	16	112	4	28	20	140
September	18	16	112	4	28	20	140
October	21	19	133	4	28	23	161
November	14	12	84	4	28	16	112
December	13	12	84	3	21	15	105
January	18	16	112	4	28	20	140
Februaury	18	16	112	4	28	20	140
March	15	14	98	3	21	17	119
April	20	18	126	4	28	22	154
May	20	15	105	5	35	20	140
June	18	16	112	4	28	20	140
Total	195	170	1190	43	301	213	1491

*Teachers will work 191 Student Contact days and 4 teacher work days at the beginning and end of the school year.

* Total Hours are calculated on a 7-hour instructional day. This does not include Lunch or passing time for students.

Appendix F10: Letters to Impacted Districts

ELEVATE ACADEMY

Engage! Inspire! Ignite!

Board of Directors

Randy Schrader
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Brad Ward
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January 30, 2018

Dr. N. Shalene French
Superintendent of Schools
Caldwell School District
1502 Fillmore St.
Caldwell, ID 83605

Dear Dr. French,

Elevate Academy will be a 6-12 At-Risk Technical Charter School. The school will open in the fall of 2019 and primarily serve students within the Caldwell School District boundaries. Additionally, Elevate Academy's area of service will also extend into the Vallivue School District and students residing at the Idaho Youth Ranch in the Middleton School District.

Elevate Academy's founders, Monica White and Matt Strong met with Dr. French December 20, 2017, to share the vision of Elevate Academy. Under Idaho Code, section 33-5202A Elevate Academy is submitting a copy of the completed charter to Dr. French and the Caldwell School Board. The purpose of this letter is to inform the Caldwell School District of the primary attendance area and to let the district know Elevate is seeking an authorizer. Elevate Academy's founders would like to offer to attend a district board of trustees meeting upon Dr. French's request to share the vision of Elevate Academy.

If you have any questions please email Monica White at mwhite@elevate2c.org or Matt Strong at mstrong@elevate2c.org.

Thank you,

Monica White

Matt Strong

Founders

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ELEVATE ACADEMY

Engage! Inspire! Ignite!

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kellie.foreman@hcahealthcare.com

Brad Ward
brad@mgcidaho.com

Founders

Matt Strong
208.869.7458
mstrong@elevate2c.org

Monica White
208.407.4963
mwhite@elevate2c.org

January 30, 2018

Dr. Pat Charlton
Superintendent of Schools
Vallivue School District
5207 S. Montana Ave
Caldwell, ID 83607

Dear Dr. Charlton,

Elevate Academy will be a 6-12 At-Risk Technical Charter School. The school will open in the fall of 2019 and primarily serve students within the Caldwell School District boundaries. Additionally, Elevate Academy's area of service will also extend into the Vallivue School District and students residing at the Idaho Youth Ranch in the Middleton School District.

Under Idaho Code, section 33-5202A Elevate Academy is submitting a copy of the completed charter to Dr. Charlton. The purpose of this letter is to inform the Vallivue School District that Elevate Academy will extend into Vallivue School District attendance zone. Elevate Academy's founders would like to offer to meet with Dr. Charlton to share the vision of Elevate Academy.

If you have any questions please email Monica White at mwhite@elevate2c.org or Matt Strong at mstrong@elevate2c.org.

Thank you,

Monica White   Matt Strong

ELEVATE ACADEMY

Engage! Inspire! Ignite!

Board of Directors

Randy Schrader
rschrader@elevate2c.org

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sramirez@elevate2c.org

Kelly Culver
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Amaia Vicandi-Bow
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Founders

Matt Strong
208.869.7458
mstrong@elevate2c.org

Monica White
208.407.4963
mwhite@elevate2c.org

January 30, 2018

Dr. Middleton
Superintendent of Schools
Middleton School District
5 S. Viking Ave
Middleton, ID 83644

Dear Dr. Middleton,
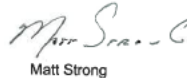
Elevate Academy will be a 6-12 At-Risk Technical Charter School. The school will open in the fall of 2019 and primarily serve students within the Caldwell School District boundaries. Additionally, Elevate Academy's area of service will also extend into the Vallivue School District and students residing at the Idaho Youth Ranch in the Middleton School District.

Under Idaho Code, section 33-5202A Elevate Academy is submitting a copy of the completed charter to Dr. Middleton. The purpose of this letter is to inform the Middleton School District that Elevate Academy will serve students residing at the Idaho Youth Ranch in the Middleton School Districts zone. Elevate Academy's founders would like to offer to meet with Dr. Middleton to share the vision of Elevate Academy, additionally upon request, we are willing to attend a school board meeting.

If you have any questions please email Monica White at mwhite@elevate2c.org or Matt Strong at mstrong@elevate2c.org.

Thank you,

Monica White

Matt Strong

Appendix F11: Draft Contract for Back Office Support

AGREEMENT
for
Back Office Support Services

between

ELEVATE ACADEMY

and
IDAHO CHARTER SCHOOL NETWORK

This Agreement is made and entered into between the Idaho Charter School
Network ("NETWORK") and Elevate Academy ("SCHOOL") this First day of July,
2018.
In consideration of the mutual promises herein contained, the SCHOOL and NETWORK agree
as follows:

1.   SCOPE OF SERVICES

During the term of this Agreement, NETWORK shall furnish to SCHOOL the services
identified on Exhibit A. Such services shall be performed by individuals as employees or
independent contractors of NETWORK and not as employees of the SCHOOL.

2.   TERM

The Agreement shall commence on March 1, 2019 and shall end on June 30, 2020.
NETWORK will perform services with due and reasonable diligence consistent with
sound professional practices. Any services identified by Task Order are expected to be
completed by NETWORK, even if after June 30, 2020.

3.   COSTS

3.1   Basic Services. As compensation for Basic Services to be performed by
        NETWORK, the SCHOOL will pay NETWORK for services as selected in the
        attached scope of work document, **Attachment "A". The scope of work annual
        cost of $45,000 equals $3,750 per month, payable monthly.**

3.2   Additional Services. The NETWORK shall not take any action hereunder which
        could cause the amount for which SCHOOL would be obligated to NETWORK to
        exceed the costs defined herein. However, this sum may be increased or
        decreased from time to time by the NETWORK if Additional Services are
        required or the scope of work is adjusted for any reason, through an Addendum to
        this Agreement.

3.3   Reimbursable Expenses. The SCHOOL shall pay for items specifically agreed
        upon as Reimbursable Expenses.

AGREEMENT – Page 1 of 6

3.4   Invoices and Payment. NETWORK will submit invoices on a monthly basis. SCHOOL will make payment within 30 calendar days of the invoice date. NETWORK shall keep accurate records of services rendered and expenses incurred, and provide detailed invoices to SCHOOL.

3.5   Interest. If payment is not received by the NETWORK within 30 calendar days of the invoice date, SCHOOL shall pay interest at a rate of 1.5% of the past due amount per month.

3.6   Suspension of Services. If the SCHOOL fails to make payments when due without a good faith reason, the NETWORK may suspend performance of services until payment is received. The NETWORK shall have no liability to the SCHOOL for any costs or damages as a result of such suspension.

4.   OWNERSHIP OF INFORMATION

All deliverables resulting from this Agreement, including hard and digital copies of information, data, graphics, exhibits and other documents, are the property of the SCHOOL. The NETWORK shall not reuse or modify said deliverables without the SCHOOL'S written permission.

5.   TERMINATION

The SCHOOL and NETWORK may terminate this Agreement by giving thirty (30) days written notice thereof. If terminated by SCHOOL, NETWORK shall be paid by the SCHOOL for the portion of the work completed prior to termination. If terminated by NETWORK, SCHOOL shall be reimbursed by the NETWORK for any costs associated with finding a replacement for the NETWORK.

6.   MODIFICATIONS

The SCHOOL may request to modify this Agreement at any time and the SCHOOL and NETWORK shall agree to an equitable adjustment in cost and schedule.

7.   DISPUTE RESOLUTION

Should a dispute arise, SCHOOL and NETWORK agree to negotiate all disputes between them in good faith for a period of thirty (30) calendar days from the date the dispute is raised in writing by either the SCHOOL or NETWORK. If the parties fail to resolve the dispute through negotiation, then prior to litigation the dispute shall be decided through non-binding mediation or other mutually agreed alternative dispute resolution technique, the fees and expenses of which shall be split equally. This Agreement shall be governed by the laws of the State of Idaho.

8. INDEMNIFICATION

The SCHOOL agrees to indemnify and hold the NETWORK, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising out of Firm's breach of any of the above representations and warranties, or arising from any injury to person or property caused by any Services or Deliverables provided by NETWORK under this Agreement.

NETWORK agrees to indemnify and hold the SCHOOL, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising from any injury to person or property caused by willful action on the part of the NETWORK during the course of this Agreement.

9. SUSPENSION OF SERVICES

If the SCHOOL suspends services of the NETWORK for any reason for more than thirty (30) days, the SCHOOL and the NETWORK shall agree to an equitable adjustment in cost and schedule.

10. INSURANCE

NETWORK shall procure and maintain insurance as set forth below. NETWORK shall cause SCHOOL to be listed as an additional insured on any applicable general liability insurance policy carried by NETWORK.

Workers' Compensation	Statutory
Employer's Liability	
Each Accident	$100,000
Disease, policy limit	$500,000
Disease, each employee	$100,000
General Liability	
Each occurrence (Bodily Injury and Property Damage)	$1,000,000
General Aggregate	$2,000,000
Automobile Liability	
Combined Single Limit (Bodily Injury and Property Damage)	
Each Accident	$1,000,000
Professional Liability Insurance	$1,000,000
Each Claim Made	$1,000,000

AGREEMENT – Page 3 of 6

Annual Aggregate	$1,000,000
Errors and Omissions	$1,000,000

11.	ESTIMATES

The NETWORK cannot and does not guarantee that proposals, bids or actual service costs will not vary from opinions of estimated project costs prepared by the NETWORK.

12.	SCHOOL FURNISHED SERVICES

The SCHOOL shall provide access to SCHOOL'S records, data, and other information needed by the NETWORK to perform the SCHOOL'S requested services. NETWORK agrees to maintain all SCHOOL records, data and information in a confidential manner and will comply with all rules of confidentiality as required by State and Federal law and school policy, including but not limited to FERPA, HIPPA, et al.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

SCHOOL: _____	NETWORK: Idaho Charter School Network

By: _____	By: _____
_____	 Marc Carignan, CFO

Address: _____	Address:	1010 W. Jefferson, Suite 201
_____	Boise, Idaho 83702

AGREEMENT – Page 4 of 6

Attachment "A"

Back Office Services				Monthly Fee	Annual Fee

Human resources

Maintain employee files throughout the year, including education credentials, fingerprinting, perform background checks through the SDE, benefits documentation, contracts, demographic data, work assignments, timesheets, tax elections, I-9, direct deposit election, and contract.					$ 5,200

	# of EE's	Annual Fee	Subtotal
Per New Certificated Employee	23	$ 200	$ 4,600
Per Existing Certificated Employee	-	$ 75	$ -
Per new classified employee	12	$ 50	$ 600
Per existing classified employee	-	$ -	$ -
	35		$ 5,200

Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices are considered part of accounting services fees below

Payroll

				Monthly Fee	Annual Fee
Monthly payroll processing, Including:				$ 900	$ 10,800
Tax payment and quarterly/annual reporting including W-2, W-3, 1099, 1096, Idaho income tax					

	# of EE's	Check Box	Monthly Fee	
Quarterly ID unemployment reporting	0 - 25		$ 750	
PERSI reporting and payment	25 - 50	x	$ 900	$ 900
Sick-time tracking	50 - 100		$ 1,250	
Monthly payroll transactions report ready tp post to school website (we can post if provided credentials)	100 +		$ 1,500	

Revenues, Expenditures, Federal Title I, II, II, IV, and Federal IDEA

				Monthly Fee	Annual Fee
Revenue processing tasks consisting of:				$ 1,200	$ 14,400
Process cash and check transactions, prepare deposits (to be deposited by school staff)					

	# of EE's	Check Box	Monthly Fee	
Record transactions to correct G/L codes	0 - 25		$ 800	
Provide donation acknowledgements for monetary donations	25 - 50	x	$ 1,200	$ 1,200
Report sales tax for taxable sales	50 - 100		$ 2,000	
Review and reconcile electronic payments from state department of education	100 +		$ 3,000	

Prepare all adjusted journal entries when applicable
Federal programs– recognition of revenue and accompanying receivable when expenditure is recorded
Federal programs – complete monthly posting of funds draw-down using Idaho SDE's CSFGA web site

Expenditure processing tasks consisting of:
Electronic storage of all backup to expenditures
Place orders, issue purchase orders when required
Process checks semi-monthly
Track capital expenditures for auditor / SDE
Loans / Bonds - accurate posting of P&I, monitoring against amortization schedule
Loans / Bonds - Compute covenant compliance quarterly, include in board reports

Federal Funds - draw downs to be processed
Complete compliance review of each expenditure, feedback for questionable expenditures
Post expenditures to correct G/L
Electronically maintain all expenditure backup and approvals

High-dollar procurement:
For expenditures exceeding $25,000, issue, receive, and catalog bids; provide for Business Manager/Administration review — *Per project, hourly fee, $50/hr rate*

Accounting

				Monthly Fee	Annual Fee
Monthly Financial Statements				$ 200	$ 2,400
Standard 2M Reports ("Budget Report")					
Detail report by G/L code					
Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices					
Monthly A/P transaction report posted to school website					
Financial Audit Support – Prepare all CPA firm-requested items and follow-ups					$ 4,000
Monthly bank reconciliations				$ 150	$ 1,800
Assist with annual budget preparation					$ 1,500
Accounting for classroom/sports/activities funds, simplified to posting to G/L				$ 30	$ 360

Compliance Reporting

				Monthly Fee	Annual Fee
Prepare all requested financial reports (see table, next tab / attachment A) and submit to Finance Manager for review and submission, or submit directly with Finance Manager approval				$ 500	$ 6,000

Discount					$ (1,460)

Grand total - Annual Cost, based on 12-month contract: $ 45,000

Attachment "B"

Idaho Charter School Network

1010 West Jefferson, Suite 201
Boise, ID 83702

ATTACHMENT "B"

Compliance Reporting Schedule:

Due Date	Dept.	Item
15-Jul	SDE	School District Budgets*
30-Jul	SDE	School Building Demographics Building Additions, Reconfigurations, Deletions*
30-Jul	PCSC	Dashboard (update of school contact info & copy of Support Unit Computation spreadsheet)*
30-Jul	Lender	Quarterly Financial Statements
30-Jul	PCSC	SDE Budget Worksheets*
17-Oct	SDE	District and Charter School Salary Schedules
17-Oct	SDE	ISEE Staff Data Reporting*
17-Oct	SDE	Application and Budgets for IDEA Part B and Preschool Special Education Funds*
17-Oct	PCSC	Independent Audit Report*
28-Oct	SDE	Annual Statement of Financial Condition*
31-Oct	SDE	IFARMS Annual Financial Report*
31-Oct	SDE	Leadership Premiums*
31-Oct	Lender	Quarterly Financial Statements
10-Nov	SDE	Independent Audit Report
10-Nov	Lender	Independent Audit Report
18-Nov	SDE	ISEE Staff Data Reporting*
9-Dec	SDE	ISEE Staff Data Corrections*
19-Dec	SDE	School Facility Maintenance Report*
15-Jan	SDE	Title I-A, Application for Reallocated Funds*
31-Jan	PCSC	2nd Quarter Reporting (Balance Sheet & Budget/Income Statement), Revised Budget if Applicable
31-Jan	Lender	Quarterly Financial Statements
28-Feb	SDE	Indirect Cost Worksheet*
18-Mar	SDE	Certification of Low-Income Student Count for Charter LEAs*
30-Apr	SDE	Notify County Clerks of Budget Hearing
30-Apr	Lender	Quarterly Financial Statements
30-Jun	SDE	Updated Square Footage Numbers for following year*
23-Jun	SDE	Continuous Improvement Plans and Training Reimbursement Request*
26-Jun	SDE	Court-Ordered Tuition Equivalency Report*
30-Jun	SDE	Consolidated Federal and State Grant Application*

SDE – Idaho State Department of Education
PCSC – Idaho Public Charter School Commission
Lender - any lending insttitution requiring reports
* Based on required formats

AGREEMENT – Page 6 of 6

CALDWELL SCHOOL DISTRICT #132

1502 Fillmore St.
CALDWELL, IDAHO 83605
(208) 455-3300 *FAX (208) 455-3302
www.caldwellschools.org

June 5, 2018

Idaho Public Charter School Commission
Director Tamara Baysinger, Public Charter School Commission
304 North 8th Street, Room 242
Boise, ID 83720-037

RE: Elevate Academy Charter Petition

Dear Director Baysinger,

As the Caldwell School District Board of Trustees, we have serious concerns about the impact that another alternative school would have on our district and our community. After reviewing the petition from Elevate Academy, we feel it would be a great disservice to the community of Caldwell and the State of Idaho if we did not speak out in opposition to their request. First and foremost, Elevate Academy is an unnecessary expense to the tax payers of Idaho. It is a duplication of services already provided by the Caldwell School District and by neighboring school districts. In addition, building another alternative school in our community will not only divide community partners and resources, but will put additional strain on our ability to recruit highly-qualified educators for these already identified "hard-to-fill" positions.

Through the Caldwell School District, at-risk students (as defined by IDAPA Code: 08.02.03.110), are able to attend Indian Creek Alternative Middle School for grades 6 – 8 and Canyon Springs Alternative High School for grades 9 - 12. Our alternative schools are focused on providing safe, caring, and supportive environments where learning is intentional and our young adolescents receive a meaningful education. The proposed Elevate Academy claims to be bringing an enhanced program for at-risk students including a CTE strand. We are aware of the need to connect Idaho students with Idaho jobs. We have researched and will continue to research careers in order to prepare our students for life after high school. For this reason, Canyon Springs Alternative High School and Caldwell High School, with its already established, outstanding CTE programs, will partner to provide CTE opportunities to Canyon Springs' students.

Mrs. Monica White and Mr. Matt Strong, founders of the proposed Elevate Academy, are former long-term employees of the Caldwell School District. They served as Principal and Vice Principal of Canyon Springs Alternative High School and often spoke of the excellent program

they felt they helped create. It is puzzling that they wish to locate an alternative school in our community where a quality, innovative alternative school is already established and is able to offer CTE coursework for at-risk students. We question why they left the District, given their self-described success, and why they would have a desire to bring another alternative charter school to duplicate the services they helped develop at Canyon Springs Alternative High School. If they believe in Canyon Springs' success, we would recommend they implement an alternative charter school in another community that does not already offer this level of opportunity for at-risk youth.

As a Board of Trustees, we also see several points of concern in their petition that we feel need to be addressed by the Idaho Public Charter School Commission:

FUNDING AFFECTING SURROUNDING DISTRICTS
P. 18 -- "Students will have the option to attend school during the school day, and or in collaboration with high school classes when available."

There is concern that staff funding levels at surrounding school districts impacted by Elevate Academy, which seeks 330 students as its opening enrollment estimate, will be drastically affected. How will Elevate Academy "collaborate" with local area high schools when it comes to maintaining adequate funding levels?

ONLINE LEARNING FOR AT-RISK
PP. 18-19 -- CREST PROGRAM: Concern for "students over the age of 17 that are seriously deficient in earning credits towards graduation" will be using a "personalized learning platform."

Educational research is very clear that having at-risk students rely heavily on online learning through this proposed "personalized learning platform" is not destined to do well. In other words, there is serious concern that students who already do not do well at school are somehow going to be motivated to do better by taking online classes. In fact, at-risk students statewide, and across the country, have a high fail rate with internet-based classes.

SPECIAL EDUCATION
PP. 21-22 -- "Elevate Academy will implement best practices, research-based special education curriculum, and instructional materials specific to each student's needs."

What will guarantee that Elevate Academy will be able to offer special education services for students with an IEP, 504, or ELL accommodations? How will they meet the various accommodations required by IDEA? Will they contract services for specialists such as Occupational Therapists, Speech Language Therapists, School Psychologists, etc.?

DUAL ENROLLMENT
P. 28 –This appears to be a funding issue. A student might choose to attend Elevate Academy part-time, and another area high school in the recruitment zone, but how will funding transfer to/from the already established public school? What is the State of Idaho's equitable funding mechanism that is flexible enough to follow the student around from school to school?

BUSING
P. 31 -- Concern about minimal public transportation services. Public transportation options are limited in the Caldwell, Nampa, Middleton, Vallivue and Notus areas. With limited public transportation, the vast majority of Elevate Academy students will need to be bused. There is concern that the estimated cost to bus students into Caldwell has not been accurately considered in the overall budget.

SUMMER SCHOOL
P. 32 -- "All students are required to attend summer school."

There is apprehension about the rigidity of this requirement. Will instructors at local colleges, who will be assisting with instruction, be able to follow this year-round schedule? Have the staffing issues been considered? What commitment or contracts have been entered into with instructors at our local colleges? This potentially looks good on paper, but there are questions about its feasibility.

CITY OF CALDWELL / CONSTRUCTION COSTS
P. 33 -- "The City of Caldwell intends to purchase land for Elevate Academy."

There is concern that a charter will be granted, but with increased construction costs, a school will not be built on time. We are currently experiencing a worldwide trade war. Steel prices, for example, have gone up notably the past several months. Construction costs will only be exacerbated. This includes building materials from wood to steel. Will Elevate Academy be able to come through on their commitment to construct a building within their projected budget?

BREAK-EVEN ENROLLMENT
P. 40 -- "Break-even enrollment for year one will be 330 students."

This is a significant hurdle. There is no margin for error. It appears to be an all-or-nothing proposition. Page 41 says that "Elevate must enroll 310 students in year one," so there is some ambiguity as to the actual, initial enrollment expectation.

SURROUNDING DISTRICTS
P. 41 -- "The school may also draw students from the remainder of the Caldwell School District, or from the Vallivue, Middleton, Nampa and Notus school districts."

What is the plan to work with these already established districts? How will Elevate "collaborate" with them? What specifically does Elevate have that surrounding districts do not have? The Elevate application hinted at a few things but did not appear to draw a strong contrast between itself and the programs at the Caldwell, Vallivue, Middleton, Nampa and Notus school districts. In fact, there was essentially nothing mentioned with regard to the many programs currently offered by the surrounding districts, which would be affected by the opening of Elevate Academy. The proposed Elevate Academy would duplicate almost all of the courses and programs offered by Caldwell School District and the surrounding districts as mentioned.

Duplicating services and busing students across town past schools with established programs may not be the best option for the youth of our community.

As Trustees, we feel it would be a great disservice to the community of Caldwell and the State of Idaho if we did not speak out in opposition to the Elevate Academy petition. To reiterate, we believe Elevate Academy is an unnecessary expense to the tax payers of Idaho. It is a duplication of services already provided by the Caldwell School District and by neighboring school districts. We would suggest that Elevate Academy consider locating their charter school in a community which does not already offer the many programs and options for at-risk students found in Caldwell.

Sincerely,

Board of Trustees
Caldwell School District

Charles Stout, Chairman
Tom Briten, Vice Chairman
Lisa Bevington, Treasurer
Travis Manning, Trustee
Marisela Pesina, Trustee