Idaho Public Charter School Commission

PUBLIC CHARTER SCHOOL COMMISSION MEETING

December 15, 2011
700 W. State Street, Boise, Idaho
JRW West Conference Room

Thursday, December 15, 2011 – 700 W. State Street, JRW West, 9:00 a.m.

EXECUTIVE SESSION (Closed to the Public)

1. Pursuant to Idaho Code Section 67-2345(1)(d), to consider records that are exempt from disclosure as provided in chapter 3, title 9, Idaho Code.

EXECUTIVE SESSION ITEMS MAY BE DISCUSSED AND ACTED UPON, IF APPROPRIATE, IN OPEN SESSION.

Thursday, December 15, 2011 – 700 W. State Street, JRW West, 9:15 a.m.

1. Commission Work
2. Summit Public Charter School New Charter Petition
3. Rolling Hills Public Charter School Fiscal Status Update
4. Xavier Charter School Status Update and Proposed Charter Amendment
5. Taylor's Crossing Public Charter School Compliance Update
6. White Pine Charter School Annual Update
7. Blackfoot Community Charter Learning Center Annual Update
8. The Academy Annual Update
9. INSPIRE Connections Academy Annual Update
10. Palouse Prairie School of Expeditionary Learning Annual Update
11. Richard McKenna Charter High School Annual Update
12. Vision Charter School Annual Update and Proposed Charter Amendment

OTHER / NEW BUSINESS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the SBOE office at 334-2270 or PCSC staff before the meeting opens. While the PCSC attempts to address items in the listed order, some items may be addressed by the PCSC prior to or after the order listed.

650 West State Street • Room 307 • Boise, Idaho 83720-0037
208-334-2270 • 208-334-2632 FAX
http://www.chartercommission.id.gov • email: charter@osbe.state.id.us

1. Agenda Approval

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

2. Rolling Calendar

   COMMISSION ACTION

   The PCSC has approved February 9, 2012, and April 5, 2012, as the dates and Boise, Idaho as the location for its regularly scheduled meetings to follow the December 2011 meeting.

   To approve May 31, 2012, as the date and Boise, Idaho as the location for the following regularly scheduled PCSC meeting.

3. Minutes Approval

   COMMISSION ACTION

   To approve the meeting minutes from October 20, 2011, as submitted.

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DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
THURSDAY, OCTOBER 20, 2011
700 W. STATE STREET, BOISE, IDAHO
JRW WEST CONFERENCE ROOM

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Thursday, October 20, 2011, at 700 W. State Street, Boise, ID, JRW West Conference Room. Chairman Alan Reed presided.

The following members were in attendance:

Brad Corkill	Gayann DeMordaunt	Nick Hallett
Gayle O'Donahue	Wanda Quinn	Esther Van Wart

Chairman Reed called the meeting to order at 9:00 a.m.

1. Commission Work

Agenda Approval

M/S (Hallett/DeMordaunt): To approve the agenda as published.

Rolling Calendar

M/S (DeMordaunt/Van Wart): To approve April 5, 2012, as the date and Boise, Idaho as the location for the regularly scheduled PCSC meeting to follow the February 9, 2012, meeting. *The motion passed unanimously.*

Minutes Approval

M/S (Van Wart/DeMordaunt): To approve the meeting minutes from August 25, 2011, as submitted. *The motion passed unanimously.*

2. Liberty Charter School Annual Update

Rebecca Stallcop, Administrator; Sheila Bryant, Board Vice Chair; and Elaine McKnight, Board Clerk, represented Liberty.

Commissioner O'Donahue recused herself from the discussion due to her employment at Liberty Charter School.

Commissioner Van Wart said she was impressed by Liberty's extensive waiting lists for enrollment. She asked Liberty to share their business practices which contributes to their success.

Ms. Bryant said the school's success depends upon its adherence to the Harbor Method and following the original vision of that method with a self-contained K-8 school, operating the school frugally, creating a supportive work environment, and maintaining high expectations for teachers.

Commissioner DeMordaunt said she spent two days at Liberty as part of a reaccreditation visit with Northwest Accreditation team and was very impressed with every aspect of the school.

3. Commission Education: The Harbor Method

Ms. Rebecca Stallcop, founder of the Harbor Method, gave a presentation regarding the Harbor School Method including philosophy, academics, character education, role of the governing board, budgeting policies, self-contained classrooms, steward leadership, principal involvement, attendance policies, and teachers' duties.

Commissioner Van Wart asked what will occur with regard to schools that label themselves Harbor but are not following the Harbor Method.

Ms. Stallcop said she will need to pursue this matter via her legal counsel.

Commissioner Van Wart commended Ms. Stallcop for her energy, passion, and commitment. She inquired whether anyone could fill Ms. Stallcop's role if necessary.

Ms. Stallcop said there are seven individuals within Liberty that have administrative degrees. She noted that she would not consider hiring an administrator who was not an experienced Harbor Method teacher.

Commissioner Hallett commended Ms. Stallcop for a powerful presentation. He inquired regarding how Liberty addresses the need for science specialists in middle schools.

Ms. Stallcop said Liberty has revamped its science program and has a full-time science teacher in place. This is the only subject at Liberty where a specialized teacher is involved.

Commissioner Hallett asked how Harbor teachers are trained now that the Harbor Institute is defunct.

Ms. Stallcop said the Harbor Institute used consultants, a model that proved ineffective. Only schools that commit to absolute adherence to the Harbor Method now have access to the level of expert training and modeling necessary to create a successful Harbor school.

4. Taylor's Crossing Public Charter School (TCPCS) Corrective Action Plan

Aaron Clegg, Board Chair; Andrew Meyer, Superintendent; and Amanda Ulrich, counsel with Holden, Kidwell, Hahn and Crapo, P.L.L.C., represented TCPCS.

Ms. Ulrich said that TCPCS takes the NOD very seriously and would like to reach a speedy and efficient resolution. She said TCPCS entered into the contract-plus-waiver agreements based on their interpretation of the new Luna laws and requested that the PCSC wait to proceed with further action against the school until a declaratory ruling can be obtained from the SDE.

Jennifer Swartz, PCSC counsel, said the PCSC's role is to ensure teachers are on contracts approved by the superintendent of public instruction, which TCPCS's teachers currently are not. She said the PCSC is not obliged to take any action at this point.
Tamara Baysinger, PCSC director, said the SDE has stated that they do not believe that the contract plus the waiver is, or can be, a form approved by the superintendent of public instruction. At this time, SDE has provided no indication that they will change their position.

Commissioner Van Wart asked why TCPCS feels this issue is so important.

Mr. Clegg said TCPCS is looking to provide the best educational environment for their students, and the concept of tenure can be counterproductive to providing quality education. He said he believes TCPCS is a Harbor school, but acknowledged the school is not meeting all the qualifications described by Ms. Stallcop. He said he is working with Ms. Stallcop to ensure that TCPCS properly implements the Harbor method.

Commissioner Hallett asked if SDE will withhold funding based on the teacher contract issue.

Ms. Baysinger said the PCSC will know the answer to that funding question well before the next PCSC meeting in December.

The PCSC and TCPCS representatives discussed the history of teacher contracts at TCPCS. Dr. Meyer said TCPCS has never offered tenure, and the PCSC noted this probably constituted past violation of the law.

Myrna Guthrie, teacher at TCPCS since the school opened in 2006, read an October 17, 2011, letter from the TCPCS board to the school's teachers. She noted that eight TCPCS teachers have continuing contract rights, and seven are in disagreement with the contract-plus-waivers. She confirmed that teachers were not permitted to sign the higher-salary contract without also signing the waiver of tenure rights.

Alan Dopp, former TCPCS teacher and interim high school administrator, testified that he had been released from his position at TCPCS. He cited documentation of questionable events at the school that occurred since Dr. Meyer was hired as superintendent. He expressed confidence in the teachers and concern about the board and administration.

The PCSC agreed to wait until the December meeting to take further action regarding TCPCS, in order to give the SDE time to respond to legal questions.

5. Wings Charter Middle School Corrective Action Plan and Proposed Charter Amendment

Letha Blick, Administrator; Misty Greco, Business Manager; Kathy Tanaka, Board Member; Erin Goodwin, Board Member; Melody Lenkner, founder; and Kristy Oberg represented Wings.

Ms. Tanaka read a letter of apology from Claire Major for her absence due to a family medical issue. She said board members Vera Redman and Brent Mollerup were unable to attend due to illness and employment obligations.

Ms. Blick described steps regarding segregation of duties to build internal fiscal controls. She also discussed the school's plans to update student IEPs, hire a math coach, and develop a strategic plan. She reviewed a proposed amendment to expand the primary attendance area of the school, which would make additional transportation reimbursement available.

M/S (Corkill/Van Wart): To approve the proposed charter amendment as submitted by Wings Public Charter School. *The motion passed unanimously.*

The PCSC expressed appreciation for Wings' progress but requested continued provision of monthly updates to staff.

6. North Valley Academy (NVA) Proposed Charter Amendments

Debra Infanger, Board Chair; Gayle DeSmet, Head Administrator; Cheri Vitech, Administrator; Betty Fredericksen, Special Education Teacher; and Cathy Thompson, Administrative Clerk, represented NVA.

Ms. Infanger reviewed the two proposed charter amendments presented in the meeting materials.

Chairman Reed noted the school's negative, three-year growth rate and said it does not appear that NVA has a need for increased enrollment caps.

Ms. Infanger said the increase would permit the admission of students in certain grades that are currently full, making it more likely that siblings will enroll in other grades that are not currently full.

Commissioner DeMordaunt verified with Ms. Infanger that the school has sufficient facility space to accommodate the expansion.

The PCSC questioned the NVA representatives regarding how ADA will be calculated for the proposed blended program.

In response to PCSC question, Ms. Infanger agreed to modify the proposed amendment to remove a change striking the language "in all aspects" from the MSES section.

M/S (DeMordaunt/O'Donahue): To approve the proposed enrollment cap increase charter amendment as submitted by North Valley Academy. *The motion passed 5-1, with Commissioner Hallett dissenting.*

Commissioner Hallett said the current waiting lists did not warrant an increase in the enrollment cap.

M/S (Hallett/Corkill): To approve the proposed blended program charter amendment as submitted by North Valley Academy. *The motion passed unanimously.*

7. Xavier Charter School (XCS) Status Update

Debbie Burr, Board Chair; James Wallace, Board Member; Joan Hurlock, Board Vice Chair; Mark Lambert, Board Member; Kelley Murphy and Mel Wiseman, Interim Administrators; and Justin Lanting, Business Manager, represented XCS.

Ms. Burr updated the PCSC regarding XCS's financial situation, noting the use of GASB accounting procedures and new policies to ensure proper segregation of duties. Payroll is now being done in-house rather than by the previous management company, Paragon, and a non-certified pay scale schedule has been instituted. The budget for this fiscal year is based on an enrollment of 635, and current enrollment is 648. Teacher salary cuts were implemented in order to balance the budget.

Ms. Burr expressed confidence that the school is current on all bills. Last year, $54,000 in expenses were not taken care of by Paragon as the school believed; XCS has made the necessary payments. Mr. Lanting negotiated a three year payment plan for the Skyward program.

Ms. Burr said the most significant financial issue faced by the school is the lease of the current facility which, at 30% of the total budget, is unsustainable. XCS is investigating possible renegotiation of the lease or a move to a different property. The school has recovered $200,000 which was accumulating in an account established by Paragon, for which the school's board did not receive any statements during the last school year.

Ms. Burr said there is a need for more technology and a computer lab at the school. Students have very little access to technology. New monies coming from the state will be used to increase this access.

Ms. Burr noted that the school's librarian and counselor positions have been eliminated, but seniors have access to certified staff members who can assist with college plans and applications.

Ms. Burr acknowledged that XCS is not now able to determine its carryover balance from the last school year, and has retained an accountant to assist with clarification needed due to inadequate record keeping by last year's board, employees, and management company. A new, independent audit is scheduled and results are expected at the end of November; the board does not have confidence in the reliability of the independent audit performed by the vendor Paragon selected.

With regard to enrollment, Ms. Burr said, waiting lists are in place for grades K-6. Ad hoc exit interviews indicate that students leave XCS due to family moves, lack of athletic programs and dual credit opportunities, the dress code, and strong academic rigor. Some students have left due to the school's continued administration problems, but this does not appear the main cause of attrition.

Ms. Burr said that XCS accepted the resignation of its administrator, new this school year, on October 6, 2011. The school has contracted with Murphy Consulting on a month-to-month basis to provide administrative services while the board develops job descriptions for its administrative positions and seeks a new, permanent administrator. Interviews should begin in January 2012.

Additionally, Ms. Burr said the XCS board is participating in training to improve its ability to evaluate candidates and create a strategic plan. The board has created a marketing and public relations committee to focus on positive media attention for the school. XCS made AYP in Spring 2011, and parent surveys reflect support for the school.

Commissioner Hallett asked if any of the school's budget problems came up in audits.

Ms. Burr said the auditors, selected by Paragon, were not local and gave a completely clean audit report that the school's new board does not believe is accurate.

Commissioner Hallett asked if the building lease contracts were approved by the school board.

Ms. Burr said the board gave that authority to the board chair, and she was unsure whether contracts were ratified by the full board. The person in charge of taking board minutes was an employee of Paragon. All but one of last year's board members have been replaced. Currently, the board ratifies all contracts and reviews all invoices. XCS is coming from a full year of inadequate fiscal oversight and is taking a careful look at all financials. The current board is comprised of experienced business professionals.

Commissioner Corkill asked how the school can be assured that its persistent failure to hire a successful administrator will not recur.

Ms. Hurlock said the board recognizes the significance of the administrator selection and will take the time necessary to hire well.

Ms. Burr said XCS recognizes that a clear, hiring process needs to be in place and include the input of school founders.

Commissioner Quinn commended the board for its professional presentation. She inquired who is examining Paragon's records to determine the school's actual, financial status.

Ms. Burr indicated one individual from a CPA firm is doing the accounting cleanup and a different individual is performing the audit.

Mr. Lanting added that XCS received six boxes of documentation from Paragon, which was not organized in any logical way. XCS is hoping the audit cleans up records and provides a complete list of liabilities.

Commissioner DeMordaunt said fall attrition was a concern. She inquired how current attrition compares to last year's attrition.

Ms. Burr said that attrition over the two years is comparable.

Mr. Wiseman noted that most seats have been refilled from the school's waiting list. He said the school intends to implement a formal exit survey. He also indicated that XCS will obtain SDE assistance with budgeting and should have reliable budgets in November.

Commissioner DeMordaunt requested enrollment updates over the next six months to ensure that enrollment remains stable.

Commissioner Van Wart asked what XCS plans to do to address technology access.

Ms. Burr said a plan will be developed.

Mr. Wiseman said planning will need to be done to determine how space can be allocated for a computer lab.

Commissioners Hallett and Reed noted that the XCS charter specifically commits to the provision of a technology-rich environment, which is not in place. Stakeholder surveys indicate dissatisfaction in this regard.

The XCS representatives said that all classrooms have projectors, many are using Moodle for assignments, English classrooms have computers, and there are two, rolling carts with laptops available for students.

The PCSC asked XCS to provide additional information regarding their provision of a technology-rich environment, as described by the charter, for presentation at the next commission meeting. The school was also asked to provide their new fiscal audit, updated budgets and enrollment information, and an exit survey process.

8. Victory Charter School Annual Update

Leslie Mauldin, Board Chair; Dr. Marianne Saunders, Administrator; and Niki Crow, Board Clerk, represented Victory.

Commissioner O'Donahue recused herself from the discussion due to her employment with Victory Charter School.

Ms. Mauldin and Ms. Saunders reported that Liberty will continue to model the Harbor Method. Sports teams are doing well and winning championships. Victory met AYP in spring 2011, waiting lists continue to increase, Free and Reduced Lunch is at 53%, and a new science program is in place.

9. Commission Discussion: Student Fees

Ms. Swartz provided information to the PCSC regarding appropriate and inappropriate student fees in public schools. She concluded that student fees may not be assessed for mandatory aspects of a student's education.

The PCSC asked staff to provide to all PCSC authorized schools a letter providing guidance with regard to appropriate and inappropriate student fees.

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

The meeting was adjourned at 2:42 p.m.

SUBJECT

Summit Public Charter School New Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

BACKGROUND

Summit Public Charter School (Summit) is a proposed new public charter school to be located in Pocatello, Idaho. The petition was referred to the Public Charter School Commission (PCSC) by the Pocatello/Chubbuck School District 25.

Summit's petition was first submitted to the PCSC office in July 2011, but due to administrative incompleteness and missed deadlines, it was not considered received until October 20, 2011. This delay has permitted time for PCSC staff to review multiple revisions of the petition, which includes several sections now required by the PCSC as part of the oversight restructuring plan whose implementation began in Spring 2011.

DISCUSSION

Summit's petition is for the establishment of a new public charter school serving Pocatello/Chubbuck area students in grades K-8, with no intention to add classrooms or expand into high school grades. The proposed school will be a companion school to the Academy at Roosevelt Center in Pocatello and will to focus on high expectations, consistent reflection on student learning, data-driven decision making, and purposeful contribution to a culture of safety, accountability, engagement, and responsibility.

Staff has reviewed Summit's petition and notes the following, primary concerns:

1. Facility: The petition includes four facility options. The petitioners' preferred facility option is in a section of the Westwood Mall previously used by Pocatello Community Charter School. Some renovations are required. The lessor will share the costs of new carpeting and interior paint, covering labor but not supplies. Summit will bear the costs of other renovations, including creation of additional space any required upgrades identified by code/safety reviews. The costs of these renovations and upgrades are not known.

   Additionally, Summit must pay up to $65,000 to cover costs associated with moving the current tenant to a new location. To help offset this expense, the school will receive a rent concession for the first 3 months if the parties agree on a 7-year lease.

The budgets included with the petition assume use of the Westwood Mall facility, but do not appear to account for the $65,000 needed to relocate the current tenant, unknown renovation expenses, or the $7,100 security deposit. Furthermore, projected operating costs associated with this facility have been reduced by about $12,000 compared to prior submissions of the petition, for reasons not identified by the petitioners.

Uncertainty remains regarding whether the budget can support the other three facility options. The modular option would cost approximately $59,000 more per year than Westwood Mall, and the Roosevelt Center would cost an additional $85,000. The Cre-Act facility roughly matches the cost of Westwood Mall, but extensive renovation may be necessary.

2. Budget and Enrollment: Summit's projected year one ending balances for the worst case, most likely case, and best case budget scenarios range from $46,000 to $197,000. The budgets are based on enrollment of between 246 and 288 students, with 100% ADA.

   Summit's enrollment estimates rely heavily on The Academy's waiting list, which comprises of 214 total students, 45 of whom are in grades 5-8. This raises questions regarding not only Summit's ability to enroll a sufficient number of students to ensure fiscal viability, but also whether Summit's existence will have a negative fiscal impact on The Academy.

   The petitioners have implemented numerous marketing efforts to raise community interest in the school. Community survey results reveal that 212 students may be interested in attending Summit, though some of these students could not be enrolled due to class size caps.

3. Measurable Student Educational Standards (MSES): The petition requires additional revision to meet PCSC requirements for the MSES in Tab 4, which should include standards comparing Summit's results to district and state results, with consideration given to the student demographic of the school.

4. Bylaws: The Summit bylaws require extensive revision to provide clarity regarding board member and officer selection, compliance with open meeting law, another other matters.

Additional concerns are cited in the petition review memo and imbedded in the petition text.

IMPACT

If the Public Charter School Commission (PCSC) approves the petition, Summit will be responsible for notifying the State Board of Education of such approval, seeking authorization to begin operations for the 2012-2013 school year, and seeking authorization for LEA status. The PCSC will be responsible for the general oversight of the school.

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

The PCSC may elect to delay a decision on the petition for up to 60 days.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC delay a decision on the Summit petition to allow time for further revisions in accordance with PCSC and staff guidance.

COMMISSION ACTION

A motion to hold the decision on the Summit Public Charter School petition until the next meeting of the PCSC and to direct staff to work with the petitioners to address concerns in item(s) _____.

OR

A motion to approve the petition for Summit Public Charter School.

OR

A motion to deny the petition for Summit Public Charter School based on item(s) _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PUBLIC CHARTER SCHOOL COMMISSION STAFF REVIEW OF PUBLIC CHARTER SCHOOL PETITION

Name of Proposed Public Charter School: ***Summit Public Charter School***
Date: **12-8-11** ***(additional reviews dated 7/7/11, 8/22/11, 10/27/11)***

Petition Delivered to Commission Staff: ***original draft submitted 7-7-11; petition considered received on 10-20-11***

File Number: **2011-02**

Proposed school year: ***2012-2013***
Proposed grades to begin operations: ***K-7 or K-8 depending on interest; expanding to K-8 in Year 2 if grate 8 enrollment is insufficient to open all grades in Year 1***
Proposed attendance area: ***Pocatello/Chubbuck School District #25 boundaries***

Means by which petition came to Commission:

- ☐ Virtual school
- X Referred by school district
  - Reason for referral: ***Failure of petition to address Common Core State Standards; dissatisfaction with measurable student educational standards; failure of petition to address continuous school improvement planning; dissatisfaction with petition contents related to special education services; determination that the population does not need a replication school, and; lack of district resources for adequate oversight.***
- ☐ Filed by petitioner after withdrawal from school district
  - Date of filing with board of trustees:
- ☐ SBOE re-directed petition for consideration by commission?
  - Reason for referral:
- ☐ Transfer of district-authorized charter school
  - Reason for request:
    - ☐ Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

REQUIRED ELEMENTS OF THE PETITION IN FORMAT REQUIRED BY THE PUBLIC CHARTER SCHOOL COMMISSION

IDAPA 08.03.01.401

COVER PAGE & TABLE OF CONTENTS

- X Name of proposed charter school
- X School year petitioning to open the school

X Name of the school district(s) affected by the attendance area
X Where the public charter school building will be physically located or the physical location of the main office of a virtual school
_ Name, address, telephone number, fax number, and email address of the petitioner's authorized representative
X Table of contents

Comments:
Missing address and fax # for representative. (Fax requirement is outdated and may be eliminated if it is not available.)

TAB 1

X Articles of Incorporation, file-stamped by Secretary of State's Office *I. C. § 33-5204(1)*
X Adopted Bylaws *I. C. § 30-3-21(1)*
X Signatures of at least 30 qualified electors of designated service area? *I. C. § 33-5205(1)(a)*
X Mission and vision statements

Comments:
Many concerns remain with regard to the Articles and Bylaws:

- ***The Articles refer to the name of the corporation as Mountain View Public Charter School Inc., while the Bylaws refer to Summit Public Charter School Inc. Note that amendments to the Articles must be submitted to the Secretary of State. Amendments to both Articles and Bylaws must be signed by a representative of the board.***

- ***The list of board members requires updating, particularly as the Bylaws (section 3) indicate that the individuals on this list will serve on the board until the first annual meeting, schedule for May 2013.***

- ***Only a minimum number of board members is provided; what is the maximum number?***

- ***Article VIII of the Articles must be amended to reflect that, upon dissolution, remaining assets will be distributed to the ACE. Bylaws III.3.d: How will the number of seats that constitutes 1/3 be determined if the number of directors is not divisible by 3? How will the other 2/3 of the directors be selected? Is allowance made for voting by guardians other than parents?***

- ***Bylaws III.3.e: The seats to be elected by parents should be consistent, not determined by the board on an annual basis.***

- ***Bylaws III.3.f: How is "stakeholder" defined? It appears that prospective board members will be nominated and voted on during***

the course of a single meeting. This does not permit time for board members or stakeholders to examine the qualifications of the nominees.

- ***Bylaws III.5: Is there a means by which stakeholders my initiate the removal of a board member?***

- ***Bylaws III.9: No meetings, regular or otherwise, may be held without notice. It appears this section may be intended to reference notice to board members, as opposed to public notice required by open meeting law, but it should be edited for clarity.***

- ***Bylaws III.9: Edit reference to "company" for consistency with the rest of the document, which refers to "corporation."***

- ***Bylaws III.10: Again, edit for clarity. Notice of all meetings, special or otherwise, must be posted in accordance with open meeting law.***

- ***Bylaws III.11: The public must also be able to hear the proceedings.***

- ***Bylaws III.12: Edit for clarity. If a meeting begins with a quorum but members leave, so that a quorum no longer remains present, action may not be taken by the remaining members.***

- ***Bylaws III.16: Edit for typographical error.***

- ***Bylaws III.20: Review I.C. 33-5204(4)-(6) and edit accordingly. Conflict of interest is a significant concern.***

- ***Bylaws IV.7: Note that, if a committee comprises a quorum of the board, said committee may not take board action outside a public meeting posted in accordance with open meeting law.***

- ***Bylaws V.1: Note that most charter schools do not have COOs or CFOs. This and other sections of the Bylaws give the appearance that Summit's developers drew the Bylaws language from standard, non-profit bylaws and did not revise them adequately to reflect the context of a public charter school. The Bylaws should be edited to exclude irrelevant information.***

- ***Bylwas V.2: This annual election schedule means that new board members will be voting on, and eligible for, offices before they have any experience or training as part of the school's board. Is this Summit's intent?***

- ***Bylaws V.3: By what process will vacancies be filled?***

- ***Bylaws V.4: To what contract rights is this section intended to refer?***
- ***Bylaws V.6.a: This section conflicts with the charter, which states that the principal will be the CEO.***
- ***Bylaws V.6.b: Note that the chairman may not act except upon the will of the board.***
- ***Bylaws VI: Given the extensiveness of the indemnification commitments, it is strongly recommended that the board purchase adequate E&O, governors/officers, and liability coverage.***
- ***Bylaws VI.3: Again, edit to exclude irrelevant information.***
- ***Bylaws IX.1: The board is advised to retain a fiscal year of July 1 – June 30 in order to track with the state's fiscal year.***
- ***Bylaws X: Following authorization of the charter, authorizer approval is required prior to finalization of amendments to the Bylaws, which are considered part of the charter.***

Mission/Vision: Though this section has been edited using synonyms, the additional revision does not necessarily resolve the question of possible copyright infringement. Has Summit obtained legal counsel and/or discussed with Becky Stallcop the right to use a variation on the Harbor philosophy verbiage and concept, as advised by PCSC staff on multiple occasions?

TAB 2

X Proposed operation and potential effects of the public charter school *I.C. § 33-5205(4)*

- X Facilities to be used by the public charter school
- X The manner in which administrative services will be provided
- X Potential civil liability effects upon the public charter school and the authorized chartering entity
- X Commitment to secure property and liability insurance. *I. C. § 33-5204(4)* Errors and Omissions insurance is not required by statute but is recommended.

Comments:

TAB 3

X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled *I.C. 33-5205 (4)(a)*

X Description of what it means to be an "educated person" in the 21st century and how learning best occurs *I.C. 33-5205 (4)(a)*

X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. *I.C. § 33-5205(3)(q)*

X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. *I.C. § 33-5205(3)(r)*

X The manner in which gifted and talented students will be served.

Comments:

TAB 4

X Measurable student educational standards, which means the extent to which all students demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. *I.C. § 33-5205(3)(b)*

X The method by which student progress in meeting the student educational standards is to be measured. *I.C. § 33-5205(3)(c)*

X Provision by which students will be tested with the same standardized tests as other Idaho public school students. *I.C. § 33-5205(3)(d)*

X A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education. *I.C. § 33-5205(3)(e)*

X A provision describing the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act

Comments:

The petition must include MSES directly addressing how Summit's academic performance will compare with that of the surrounding district(s), with consideration given to student demographics.

Make sure the levels of achievement you set are challenging but also realistic, as you will be held accountable for meeting them. Since the state benchmarks are moving targets that become outdated, you may not want to state the current target in your MSES but rather include language stating Summit students will meet or exceed the state target. Once again, even though this may be the requirement for meeting AYP, if this is an unrealistic target for your school, you may want to set the target lower.

You may want to try to consolidate some of the MSES you have, so there is a manageable number. There are no requirements regarding a set number. Each MSES should be specific, measureable, ambitious and achievable, reflective of your mission, and time specific.

TAB 5

X The governance structure of the school including, but not limited to, the person or entity that shall be legally accountable for the operation of the public charter school? *I.C. § 33-5205(3)(f)*

X The process to be followed by the school to ensure parental involvement? *I.C. § 33-5205(3)(f)*

X The manner in which an annual audit of the financial operations of the public charter school is to be conducted. *I.C. § 33-5205(3)(k)*

Comments:

TAB 6

X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*

X The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*

X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*

X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*

X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*

X A statement that all teachers and administrators will be on written contract. *I.C. § 33-5206(4)*

Comments:

TAB 7

X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. *I.C. § 33-5205(3)(j)*

X The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*

X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or

being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*

X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*

X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. I.C. *§ 33-5205(3)(s)*

X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. *I.C. § 33-5205(3)(i)*

X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments:

TAB 8

X A detailed business plan including:

i. Business description
ii. Marketing Plan
iii. Management plan
iv. Resumes of the directors of the nonprofit corporation
v. The school's financial plan
vi. Start-up budget with assumptions form
vii. Three year operating budget form
viii. First year month-by-month cash flow form

X A proposal for transportation services. The budget should reflect estimated cost. *I.C. § 33-5205(3)(t)*

X Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made

Comments:

TAB 9 -- VIRTUAL SCHOOLS

☐ If the petition is for a virtual school, a brief description of how the school meets the definition of a virtual school as defined by I.C. § 33-5202A(6)

☐ The learning management system by which courses will be delivered;

☐ The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of

individualizing learning in the online course, and the means by which student work will be assessed;

☐ A plan for the provision of professional development specific to the public virtual school environment;

☐ The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;

☐ The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho State Thoroughness Standards.;

☐ A plan for the provision of technical support relevant to the delivery of online courses;

☐ The means by which the public virtual school will provide opportunity for student-to-student interaction; and

☐ A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

Comments: ***N/A***

TAB 10

X A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations, and copies of any contracts or lease agreements.

Services identified as being contracted:		
Curriculum	☐YES	X NO
Special education	X YES	☐NO
Transportation	☐ YES	X NO
Meals	X YES	☐NO
Legal	X YES	☐NO
Accounting	☐YES	X NO

X Copies of contracts/estimates/letters of intent included in appendices
Letter of intent included for meals only.

X Additional information the petitioners want the authorized chartering entity to consider as part of the petition

X A plan for termination of the charter by the board of directors, to include:

(i) Identification of who is responsible for dissolution of the charter school;

(ii) A description of how payment to creditors will be handled;

(iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and

(iv) A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:
Your petition states that you will contract out special education and legal services. No contract or letter of intent is provided for either service. Additionally, the letter of intent for professional development assistance by The Academy fails to specify cost.

APPENDICES

X State Department of Education sufficiency review. *I.C. §33-1612 ; IDAPA 08.02.04.200.03*
X Written response to the findings of the sufficiency review.
X Written comments from an authorized representative of the school district.

Comments:
Appendix A: It appears that the members listed as the Board of Directors needs to be updated. Also in Article VII.

Appendix E: As requested previously, please provide the <u>results</u> of the interest survey rather than the survey itself. Provide a summary of data gathered using this form, rather than the form itself. We don't need to see answers to questions about open house topics, etc.; prospective enrollment is our primary interest.

Appendix G: Please make sure all current Board member resumes are included. It appears that some of the Board members have changed.

Appendix H & J: These documents refer to "Summit Charter School," while the rest of the petition refers to "Summit Public Charter School." Please edit for consistency.

Appendix K – BUDGET:

When does Summit anticipate that Albertsons grant funds will be available? Typically, these funds are not disbursed until non-profit status is confirmed, but it appears Summit is relying on the funds for pre-opening activities beginning early in 2012.

Why are the operating expenses for Westwood facility decreased by about $12,000 since the last review? Estimated building maintenance expenses decreased from $12,000 to $3,500. Why is this?

The budgets do not appear to include the previous tenant relocation costs of up to $65,000. This issue must be addressed, as it could make a significant difference to the school's bottom line.

Why are the wall change expenses of $10,000 no longer included in the facility expenses?

In the previous version of this budget, operating expenses reflected that water, sewer, and garbage were included with the lease. The current budget's operating expenses indicate that these costs will be assumed by the school directly. What has changed?

Where is the $7,100 security deposit for Westwood reflected in first year budget?

According to the lease agreement, the tenant will pay all remodel costs. Where are these reflected? What remodeling needs to be completed and how much will it cost? Please provide documentation, such as contractor estimates.

In the column notes section of the budget, please include FTEs you are including in the salary expenses.

The budgeted amount set for Gas/Electric costs seem to be viable for all facility options except the Cre-Act option. Similarly, the property insurance allocation is not adequate for the Cre-Act facility.

The outlined costs for the modular facility do not seem to include the cost of the land, which is stated as being $24,000 per year. This would bring the total cost of the modular option to $187,600 per year ($129,600 rent + 34,000 Operating costs + 24,000 land).

Richard Kirkham appears to be the agent of the land for the modular option and the lessor for both the Cre-Act and Roosevelt Centers. If these options are pursued, he may not remain on the board of directors. Please refer to I.C. 33-504(2)(a) which states that a member of a board of directors is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school.

What renovations are needed for the Cre-Act facility? They could be extensive if there is water damage among other issues. Can your budget support the necessary renovations if this facility must be utilized?

The "most likely" 3-year budget shows enrollment as being 263 for the first year. This number reflects about 30 students per grade in grades K-6 and 25 in 7 and 8. Are these realistic numbers? The Academy wait list shows only 45 total students in grades 5-8, and it should not be assumed that all of them will choose to enroll at Summit. Furthermore, survey results indicate that fewer than 30 students are interested in attending Summit in grades 2-6; only 12 are interested in attending 7th grade; and 14 are interested in 8th grade.

Summit appears to rely heavily on The Academy's and PCCS's waiting lists to fill the new school's enrollment. Have families on these waiting lists been surveyed to assess their level of interest?

The petition refers to the probability of using contracted services to provide special education; where is this expense reflected in the budget?

The budget does not appear to include sufficient expenditures for all activities to which the board is committed, such as those included in meeting the goals in Appendix T.

The Albertson's startup budget reflects a start up director salary for 10-12 months of $60,000. The first year budget reflects administration expenses as $80,000. Our understanding is that the startup director and principal will be the same individual (Mr. Braack), and the timeframes in which Summit will need the start up director and principal overlap. Please explain this situation. Will this person be drawing two salaries, one for start-up director and one for administrator?

The 2M expenses in the Albertsons start-up budget are $3,200 and in years 2 and 3 of the 3 year budget the cost goes down to $500. Likewise, the Powerschool student management system budget is $3,200 in the start- up budget and goes down to $1,000 in years 2 and 3. Explain in notes column on budget. Are these amounts sufficient to maintain the two systems?

Appendix M: This section appears to reflect lack of understanding of the term "dual-enrollment." Please discuss with PCSC staff for clarity. Most of the information included is not relevant to dual enrollment. Furthermore, the document refers to part-time enrollment of non-public school students. Summit may not base enrollment decisions on a student's previous/contiguous school choice, and the filling of a limited number of seats with part time students represents an unwise financial decision. (The "priority" section of the document attempts, but fails, to solve this problem.)

Appendix N & X: Most of these documents demonstrate inputs (that is, efforts made by the petitioners) rather than outcomes (that is, quantifiable results of those efforts). This is not particularly useful to the PCSC's purpose of determining the likelihood that Summit will be able to enroll a sufficient number of students to ensure fiscal viability.

Appendix Q & W: These documents are unnecessary and should be excluded.

Appendix S: The facility description sheets require extensive proofreading.

GENERAL COMMENTS

IMPORTANT: Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as ~~stricken~~, and text to be added should be <u>underscored</u>. Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting.

Please note that <u>only the most recent changes should be shown in legislative format</u>. Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed. Entirely new or moved sections within the body of the petition should be marked as such.

As requested previously, <u>please add tab numbers to headers or footers</u> for ease of navigation.

Petition

Proposed Opening Date:
August 2012

Within the Boundaries of:
Pocatello/Chubbuck School District #25

Revised:
Sunday, December 3, 2011

Facilities to be Utilized:
West Wood Mall

Authorized Representative:
Jonathan Braack, M.Ed
Chairman of the Board
208-220-7371/j.braack@theacademyarc.com

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Appendix L. *Revised Budget Pro-Formas: 3 Year Best Case, 3 Year Most Likely Case, 3 Year Worst Case; Year 1 Cash Flow Best Case, Year 1 Cash Flow Most Likely Case, Year 1 Cash Flow Worst Case* ~~*K-7 Years 1-3 and Monthly Cash Flow, K-8 Years1-3, and Monthly Cash Flow*~~

Appendix M. *Dual Enrollment Policy*

Appendix N. *Bart Ward Letters: Letter of Discount/Donation for Supplies and Equipment, Letter of Fundraiser Event Planned for August 11-13; Letter Describing Future Fundraising*

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Appendix R. *Letter of Intent Regarding Board Governance Training*

Appendix S. *Four Complete Facilities Plans*

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Appendix U. *Tables as of October 2011 for Interest Surveys and Waiting List for The Academy as of September October 2011*

Appendix V. *Letter of Intent for Professional Development Contract with The Academy*

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Appendix X. *Open House #2 Plans for December 6, 2011*

Appendix Y. *Introduction and Narrative of the Board of Directors*

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TAB 1

1. ARTICLES OF INCORPORATION

See Appendix A.

2. BYLAWS

See Appendix B.

3. SIGNITURES OF QUALIFIED ELECTORS

See Appendix C.

4. STATEMENTS OF MISSION, VISION, PHILOSPHY

OUR MISSION

The mission of Summit Public Charter School is to enable students, within a safe learning environment, to become competent, productive, confident, and responsible young citizens who possess the character, attitude, skills, and habits necessary to contribute to their various life communities and to succeed in their lives. These approaches function as scaffolds to prepare our students for successful learning in their secondary and post-secondary education, and for satisfying lasting employment. We envision students capable of functioning in a wide spectrum of subject areas because they understand *how* to learn and they *enjoy* the process of learning. Educators at Summit Public Charter School will fulfill this mission by:

- Holding students to clear and consistent high expectations for learning and behavior, and making learning *personal* to and *important* to students
- Consistently reflecting on student learning, teaching practices, and research driven high-yield strategies
- Making intentional data-driven decisions using multiple forms of assessment without creating anxiety for either students or staff
- Purposely contributing to and safeguarding an environment of safety, accountability, engagement, participation, and responsibility of and for children

OUR VISION

Our vision is to provide a safe environment where *all* children are capable of learning, developing, and succeeding. Thus, we envision all stakeholders having high expectations for their children or students in the school that will develop students' intellectual, social, interpersonal, and character growth. We envision a comprehensive education consisting of a solid, proven, and rigorous fast-paced curriculum coupled with meaningful, consistent parental partnerships/involvement, and a dynamic character development model centered in teaching and shaping students' attitudes and dispositions about what kindness, respect, and responsibility truly are, and how students cultivate, embrace, and weave these attributes into their characters.

OUR PHILOSOPHY

When children do not feel endangered physically, emotionally, or academically, and the curriculum is advanced, rigorous, and data driven, the quality of their learning is magnified, as are ~~as does~~ the levels at which they learn. Every child has the right to attend free public school without

the fear of being taunted, teased, bullied, or exposed to violent behavior, and has the right to be taught using research-driven best practices. Parents have the right to expect a safe, kind, and respectful school learning environment for his/her child. Each staff member has the right to teach without fear of violence, gossip, bullying, professional isolation, or lack of administrative support in the classroom. Students, parents, and teachers deserve peace of mind and will ~~to~~ engage in meaningful and measurable learning in the setting of Summit Public Charter School.

See comments in review memo regarding possible copyright concerns.

TAB 2

1. JUSTIFICATION FOR SUMMIT PUBLIC CHARTER SCHOOL

It is the intent of the Founders of Summit Public Charter School to draw upon ~~replicate~~ the successful character program and learning program of The Academy at Roosevelt Center. The Summit Founders have a unique opportunity to draw upon ~~pattern virtually every~~ aspects of ~~Summit Public Charter School after~~ 6 successful and complete years of operation of The Academy. The founders of Summit Public Charter School have strategically planned for and labored towards providing a second school, a companion school, which provides students a daily experience of learning without fear of or existence of bullying, harassment, or teasing. Further, students will benefit from attending a school in which the underlying and ever present culture teaches students the true nature of respect, accountability, and kindness for and towards adults, peers, and family. Why has Summit chosen to dilute the language from "replication" of The Academy?

Students face a variety of influences which do not promote *child-centered* education in public schools ~~the United States~~. Such prevailing examples include: not being challenged by curriculum, not being treated as equals by their peers and teachers, not feeling safe to explore their ideas and creativity publicly, and especially not feeling physically or emotionally safe in their school environment. Paramount to other influences are the lack of preparation many students receive in mathematics, solid reading skills and comprehension, language usage, and inadequate communication and life skills. It is the plan and competence of the Summit founders to provide a daily experience that offers rigorous instruction towards these skills, with a research-based 'checks and balances' system using student data.

As of October 2011, there are over 254 The number provided more recently, in December, is 214. students on the waiting list for The Academy. The Board of The Academy has authorized Summit Public Charter School to use the waiting list of The Academy after the annual public lottery on March 9, 2012. Such will allow these families to obtain seats at Summit Public Charter School, and receive the education they have been anxious to have for their kids. How do you know these families will actually enroll in Summit? These families will be in addition to new applications represented by interest data, and those yet to apply once Summit Public Charter School is authorized. Preliminary polling shows a large number of community parents will enroll their students at Summit Public Charter School, and get on the waiting list if needed. These preliminary results are from people who are NOT currently on the waiting list for The Academy. Consistent feedback from members of the greater Pocatello community includes a sense of frustration that there are not more innovative choices for education in the local community. The Board of Directors, with the help of committed Founders, is gathering interest data by virtue of a concise survey. Such data is demonstrating the need and desire for Summit Public Charter School to be authorized, and to begin operation.

Please see Appendix E for a copy of the Interest Survey used to collect valuable data. As previously stated, the Commissioners need to see the actual survey results rather than the survey itself.

Please see Appendix U for documentation of interest by grade level, of community members not yet on the waiting list for The Academy. The "pie table" shows where these students come from. The pie chart is not readable .

2. TARGET STUDENT POPULATION *I.C. 33-5205(4)*

PRIMARY ATTENDANCE AREA

Summit Public Charter School will be located within the community of Pocatello, Idaho. The primary attendance area will incorporate all residences within the current established boundaries of Pocatello/Chubbuck School District #25.

The goal of The Board of Directors is to open the School in August 2012. Summit Public Charter School will provide grades kindergarten through 8th, with only one class of students per grade level. If fewer than 15 students ~~enroll~~ apply for 8th grade prior to March 2012, the time of the annual lottery, ~~July, 1,~~ 2012, Summit Public Charter School will not offer 8th grade during the 2012-2013 school year. Instead, 8th grade will be available starting the 2013-2014 school year. The enrollment ceiling of Summit Public Charter School will be 288 ~~290~~ students. There is no plan to increase the enrollment cap through the addition of more kindergarten through 8th grade classes or with the addition of a high school.

ENROLLMENT CAP

Each grade shall be made up of one class per grade level kindergarten through eighth grade and the total enrollment capacity for the school will be 288 students. The enrollment cap for each grade level shall be:

- Kindergarten: 32 students
- First Grade: 32 students
- Second Grade: 32 students
- Third Grade: 32 students
- Fourth Grade: 32 students
- Fifth Grade: 32 students
- Sixth Grade: 32 students
- Seventh Grade: 32 students
- Eighth Grade: 32 students

3. POTENTIAL IMPACT ON DISTRICT #25

The founders of Summit Public Charter School recognize the school's opening and operation will have a potential impact on Pocatello/Chubbuck School District #25. ~~While this is true, School District #25, in terms of student enrollment, continues to grow consistently, each year. As an example, District 25 purchased the Stock Building to convert into an additional Junior high level school. The building is currently under intense renovation in order to house students from the three overcrowded junior high schools in the district. For example, in context of enrolling~~

~~approx.105 students, grades 6-8 at Summit Public Charter School, District #25 recently purchased a large building to convert into a junior high school. This purchase was made to accommodate the increasing number of 6-8th grade students seeking enrollment in, or current enrolled in school district #25.~~

~~Further, District #25 relocated students from several of their schools to another school property, currently owned by the District, but not currently functioning as a school organization. This move was driven by the need to relieve crowding in the elementary and middle schools of the District.~~

~~Please see Appendix AA to view the student enrollment of Pocatello/Chubbuck School District #25. The information represents numbers from 2007-2011, and shows the enrollment increases by grade level.~~

The following factors lessen the impact of Summit Public Charter School on the local School District. The 288 students enrolled with Summit Public Charter School will have *a minimal impact* on the 12,411 student enrollment of District #25 *because:*

- ~~Because~~ The enrollment cap will not exceed 288 ~~285~~ ~~290~~ students now, or in subsequent years, and the Pocatello/Chubbuck School District #25 will not be affected by an expansion of Summit Public Charter School
- Students who attend the several private schools in the community may opt to attend Summit Public Charter School as a free, public, high quality alternative
- Home-schooled students may enroll and attend Summit Public Charter School
- Based on historical enrollment at The Academy, students from Marsh Valley School District, American Falls School District, and Fort Hall School District may opt to attend Summit Public Charter School

As indicated earlier, the following shows enrollment by grade for Summit Public Charter School. In conjunction with this enrollment below, the most recent and available enrollment numbers of District 25 are provided to show the minimal effect of the enrollment of Summit on District 25:

SUMMIT: Kindergarten: 32 students
DISTRICT 25 2010-2011 Kindergarten: 1123 students

SUMMIT: First Grade: 32 students
DISTRICT 25 2010-2011 First Grade students: 1002

SUMMIT: Second Grade: 32 students
DISTRICT 25 2010-2011Second Grade students: 1000

SUMMIT: Third Grade: 32 students
DISTRICT 25 2010-2011: Fourth Grade students: 921

SUMMIT: Fourth Grade: 32 students
DISTRICT 25 2010-2011 Fourth Grade students: 957

SUMMIT: Fifth Grade: 32 students
DISTRICT 25 2010-2011 Fifth Grade students: 922

SUMMIT: Sixth Grade: 32 students

DISTRICT 25 2010-2011 Fifth Grade students: 837

SUMMIT: Seventh Grade: 32 students
DISTRICT 25 2010-2011 Seventh Grade student: 901

SUMMIT: Eighth Grade: 32 students
DISTRICT 25 2010-2011 Eighth Grade students: 913

According to the Idaho Charter School Network in November 2011, only 5% of Idaho students are in Idaho charter schools. The Academy educates 2.2% of the total student population of District #25. Summit Public Charter School will educate approximately 2.3% of the total District 25 student population. The impact of enrollment at Summit Public Charter School on the enrollment of District 25 is minimal.

The Enrollment Interest Survey data, last gathered in October 2011, demonstrate that 57% of parents who have indicated they will enroll their children in Summit have children enrolled in District 25. 30% of the students from the survey will be new in Kindergarten in August 2012. The remaining 13% represents students who are currently home schooled, attend private schools, or other education options.

Please see Appendix U for a bar graph representing the number of students by grade, and a pie chart representing student percentages and from what location.

POTENTIAL ENROLLMENT BOOST FROM POCATELLO COMMUNITY CHARTER SCHOOL

Parents of students on the waiting list of Pocatello Community Charter School may enroll at Summit Public Charter School, especially if their child/children have been on the PCCS waiting list for an extended period of time. This is consistent with The Academy, and several students gaining a seat at The Academy from the PCCS waiting list. Because District #25 authorizes PCCS, the ISAT report for 2010-2011 of District 25 represents PCCS as influencing the AYP status of the overall District. The reading, language, and math scores for PCCS are included in grades 3-8 in their AYP performance report. By potentially having students from the PCCS waiting list enroll in Summit Public Charter School, the influence of PCCS on the AYP performance of District 25 could potentially be affected.

Summit Public Charter School will receive money as an individual LEA (Local Education Agency), and will receive dollars from the State for each student enrolled, just as any LEA receives such funds.. According to the Center for Education Reform, "Charter Schools *are* public schools. When a child leaves for a charter school the money *follows that child*. This benefits the public school system by instilling a sense of accountability regarding its services to the students and parents, and its fiscal obligations" (www.edreform.com/fast_facts). Hence, if a student left a local school district for another traditional school district, the state funded dollars would follow that student just the same. Summit Public Charter School will be another "public" school. In addition, Summit Public Charter School will not have the benefit of receiving additional public funds through supplemental tax levies and other funding sources.

According to the Idaho State Department of Education (2008), only 4% of the state's total public education budget goes towards charter schools. Districts, including Pocatello/Chubbuck School District, are able to acquire additional funding through levies and bonds, regardless of the student population. While District #25 will not receive the Average Daily Attendance (ADA) funding for

students enrolled full-time at Summit Public Charter School, they will avoid the costs associated with meeting the demands of growth in their coverage areas.

4. FACILITIES TO BE UTILIZED

The Board of Directors assumes the obligation to provide facilities which are functional, safe, and conductive to a learning environment. The board has secured 4 facilities which could adequately meet such needs. The options are as follows:

- The West Wood Mall
- Temporary Modular School with Available Land
- The Cre-Act School
- The Roosevelt School (As noted in the Appendices, this option will not be mobilized unless The Academy is able to comfortably vacate the premises by July 1, 2012)

Please see Appendix S for complete documentation for the above mentioned facilities options.

5. ADMINISTRATIVE SERVICES

PRINCIPAL

The school Principal is the leader of culture in the organization. He/she sets the tone, the expectation, and the models for executing the school program. Further, the focus on students' academics and development of character, and staff adherence to the principle of "what is most effective for students" is a constant focus of the building leader. The leader of the day-to-day operations must embrace a commitment to establishing, living, and modeling for others, the kindness, respect, and accountability culture of the school. With respects to culture, a visitor can visit the classrooms of Summit Public Charter School on any given day at any given time, and be able to observe a culture of learning, a culture of expectations, and a culture of kindness, respect, accountability, and being proactive. With respects to climate, the Principal ensures that each student is experiencing the school day safely with peers and adults. Further, the Principal ensures that each staff member feels safe to work around one another in a relationship of respect, trust, and working out problems and differences, directly. Thus, the Principal of Summit Public Charter School ensures that when conflict arises, staff members are held to expectations of resolving conflict with respect, patience, transparency, openness, and with proactive solutions in mind.

The Principal also has a sincere, observable commitment to monitoring both effective teaching, *and* the elements responsible for students' abilities to learn. The school leader considers teaching a privileged and sacred profession. He/she hires, and then honors his/her teachers as the experts of learning. Because of this, the Principal of Summit Public Charter School must know when to be each of the following types of leader:

- Directive leader
- Non-directive leader
- Collaborative leader
- Informational leader

The Principal utilizes the talent and abilities of staff to assist him/her in coaching and guiding each other towards best practices. Utilizing the philosophy and practice of the Professional Learning Community, staff members benefit from a collaborative leader. They are trained in the direction they are to pursue regarding curriculum and instructional practices, and then allowed to systematically assist each other in those efforts. The Principal is revered and respected as the person who "pilots the ship," but does so taking into consideration the expertise, talent, and skills of the school staff. This leader is focused on and cognoscente of the talents of staff members, and how to support those staff members to be the most effective for students.

The first requirement for employment consideration as Principal will be possession of a valid Idaho Administrator Certificate (an endorsement for "Principal") or the equivalent. The Principal for Summit Public Charter School must be a highly principled, experienced educator with the following characteristics at minimum:

- significant experience developing and managing budgets
- experience writing and implementing curriculum, technology, and training/professional development
- a record of leadership and sound management
- a passion for helping students attain high standards
- strong interpersonal skills and experience in building and leading teams
- an understanding of the diversity and unique character of the school's community
- consistent and exceptional professional evaluations
- outstanding references from peers, former colleagues, parents, and members of the school community
- commitment and passion for student achievement, parent involvement, and innovation in education
- strong academic credentials, interpersonal skills, and work ethic
- strong positive professional references
- experience in special education and related issues

The Principal reports to The Board of Directors, and is the employee of The Board of Directors and is the Chief Executive Officer of the school organization. Further, the Principal is responsible for implementing the school's education program, attaining the school's objectives for high student achievement, managing, evaluating, promoting, and releasing school personnel, creating a school culture that is disciplined, orderly, and conducive to learning, and nurturing a strong relationship among and with the stakeholders of Summit Public Charter School.

The Principal is expected to keep apprised of the latest educational research and to be involved in local, regional or state boards, committees, and organizations to further the mission of Summit Public Charter School and increase his/her academic leadership expertise.

BUSINESS MANAGER/CLERK OF THE BOARD OF DIRECTORS

Under the supervision of the Principal, the Business Manager assists in Human Resource management, student record and attendance compliance, managing the public lottery process and maintaining sufficient school enrollment. Responsibility shall further include ISEE management, executing payroll documentation and accounts receivables/payables, and assist the Principal and other school programs with timely and accurate reporting per the SDE "data acquisition" calendar.

Human Resource & Record Management

- Assure all new employee hires have proper documentation for state/federal reporting, complete SDE required background checks, obtaining official transcripts and certifications, and assure all testing is completed if necessary for the hired position assuring compliance.
- Monitor and record all completion of continued education credits and professional testing.
- Conduct a new hire orientation which includes the following: Explain pay period and time card process, give a brief overview of the parent handbook and employee dress code (employee receives copy of each). Schedule ~~for~~ a background check, email set-up, health insurance paperwork if applicable and discuss any further testing requirements such as a Paraprofessional Praxis.
- Insurance and Risk Coordinator with the Principal oversight which includes the following: liaison between school and Mutual Insurance, Cobra compliance, file workers' compensation claims and follow-up, communicate with staff applicable information as deems necessary,

Student Record Management and Attendance

- Oversee the student registration procedures and assure all student records are recorded in Power School verifying absences via parent phone calls, Doctor notes, etc.
- Request student CUM file from previous school and verify birth certificate is on file, immunizations are up to date and testing documentation is included.
- Oversee and record daily attendance in PowerSchool. As per the parent handbook, mailing 3 or 5 day letters to parents of students that have missed applicable days. Monitor and advise the Principal of excess truancies and conduct follow up procedures-scheduling parents with the Principal/ Board ~~of students~~ and assuring proper documentation.
- Manage student transfers and records communicating with staff when a student withdraws.
- Fill any vacant seats upon the Principal's approval and scheduling families for a school tour and meeting with the Principal.
- Maintain accurate student documentation in PowerSchool including but not limited to: personal, demographics, attendance and medical.
- Maintaining accurate enrollment and attendance statistics.

School Lottery Coordinator

- Under the direction of, and in participation with The Board of Directors and the Principal, oversee the school lottery enrollment process in accordance with Idaho Code Title 33, Chapter 52 maintaining on-going accurate records throughout the year.
- Manage school lottery that is conducted in March each year and mailing of ~~out~~ result letters to all applicable families and reporting results to school board and the Principal.
- Maintaining communication with families as open seats become available and keeping accurate documentation.

State Department of Education Reporting (and other agencies)

- ISEE Director with ~~the~~ Principal oversight- implementation of procedures to assure accurate monthly reporting and weekly reporting beginning in fall of 2011.
- ISEE reporting includes nine files: student attendance, demographics, and courses, staff demographics and assignments, school calendar, teacher attendance, SPED and gifted students.
- Monitor SDE data acquisition calendar and assure timely reporting of all applicable

requirements on behalf of the Principal, school programs and budget.

- Student Immunization annual reporting (November) to Idaho Department of Health and Welfare.
- Communication to parents via recommended formatted letter for any records that are out of compliance.

Clerk of The Board of Directors

- Monitor payroll process monthly assuring accuracy on behalf of the Principal and ~~Clerk of~~ The Board of Directors.
- Conduct A/R and A/P reviewing for proper documentation/need therefore assuring accuracy and staying within budget constraints.
- Student Health Care Management; dispensing prescription medication to students, mailing H&W formatted letter to 5th grade enrollment for recommended immunizations, schedule maturation classes and visual and other screenings and maintain accurate documentation.
- Assist faculty with purchase requests, g-mail calendar updates, facility use requests, answering phones and assumes responsibility for tasks assigned by the Principal and/or school board.
- Manage the petty cash fund and the Principal fund checking account.

6. CIVIL LIABILITY

Neither the Idaho Public Charter School Commission nor the Idaho State Board of Education will have any liability for the, acts, omissions, debts, or other obligations of Summit Public Charter School.

TYPES OF INSURANCE

Summit Public Charter School will secure and retain a policy of general liability insurance in the amount required by Idaho state law and errors and omissions insurance with limits not less than $1,000,000. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. Copies of insurance declarations will be provided to the Idaho Public Charter School Commission when policies are renewed. Summit Public Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school.

Summit Public Charter School will purchase property insurance and liability insurance. Additionally, both the facility provider and Summit Public Charter School insures their respective interests against damage and for liability exposures with minimum limits of liability of not less than $1,000,000 per person, or such limits as imposed by the State requirement or as otherwise determined by The Board of Directors. All such insurance policies shall name Summit Public Charter School as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and Summit Public Charter School shall provide to each other certificates of insurance evidencing such coverage.

Summit Public Charter School will only contract with service providers who carry adequate liability insurance. To the extent it is covered by insurance, Summit Public Charter School shall indemnify its employees, parents, students, agents, servants, customers, invitees, the facility provider, the chartering entity, or any other person entering the facility under express or implied invitation,

against death, injury, or damage to or loss of property caused by virtue of negligence or misconduct of Summit Public Charter School.

TAB 3

1. EDUCATIONAL PROGRAM *I.C.33-5205(3)(A)*

THE ACADEMY AT ROOSEVELT CENTER: A SUCCESSFUL MODEL

The vision and planning of the Founders of Summit Public Charter School is centered in creating a school which mirrors the research-based and experience-motivated efforts of the Academy at Roosevelt Center. Many factors are present at the Academy which give ~~lend~~ credence and imperial cause to garner from the success of ~~replicating~~ the school.

The following excerpt regarding The Academy is taken from the 2010-2011 Programmatic Audit conducted by the Idaho Charter School Network. The Audit was conducted on April 5th and 6th, 2011:

"The board has accomplished an important transition in leadership and continued to support academic excellence and stakeholder satisfaction. They hired both a new principal and vice-principal [August 2009], and after stabilizing that team, have moved forward with an ambitious plan for expansion of the program and facility. The board and leadership exercise the mission of the school in their operations and decision making. The academic program is very strong. The school is meeting their educational goals and continues to improve instruction and culture. All stakeholders are very satisfied with the school and communication is very strong. Much of the success of the school can be attributed to the outstanding leadership of the principals and the commitment of the board."

This may not be the best quote to use. It is our understanding that The Academy will cut its vice-principal position as of January 2011 for fiscal reasons; The Academy's program and facility expansions have been delayed indefinitely; and The Academy's charter does not contain measurable "educational goals" (MSES).

Further, the following are just several of the many commendations the April 2011 ICSN Programmatic Audit cites as evidences of success at The Academy:

- "Excellent direct instruction on concept boards, Shurley and Spaulding."
- "Great evidence of 'teaching to the high' and supporting those who are struggling."
- "Addition of Spaulding training and instruction is commendable."
- "Strong test scores. Commendable that they [have written] measurable educational goals and committing them to the charter – high bar. Meeting AYP with continued growth each year."
- "Meeting high expectations for attendance."
- "Continuity of culture is so strong that students perform even in very full classrooms."
- "Teachers share in the leadership of the school."
- "Large # of students exited from IEPs because of clear academic gains."
- "High return rate on parent satisfaction surveys. Overwhelmingly positive results."
- "Strong teacher mentoring and instructional coaching to continuously improve instruction."

Further:

- The Academy recently again met AYP, this time for the 2010-2011 school year. This recent achievement was made as benchmarks and standards for student achievement continue to become more rigorous; The Academy has historically met AYP with the exception for one year due to the "Language" indicator
- The Academy has maintained sound fiscal governance, management, and balancing of its General Funds; even during a period of fiscal crisis for public schools in Idaho, The Academy is carrying a healthy fund over to the 2011-2012 school year
- The 2010-2011 year was the strongest year, yet for the Academy, with respects to its rigorous curriculum and character program; As observed by the administration, and de-briefed with as a staff, the administration determined the teachers were more in control of their methods, more fined-tuned in executing curricula, and more focused on results and data than any year previous in the school's operation; further, all classroom teachers and 5 education assistants are now Spalding certified teachers as they have completed two full years of professional development with the Spalding Method
- The staff was able to quickly turn one year of not meeting AYP due to the "Language" indicator, into two successive years of meeting AYP again in Language, and, doing so as the "Language" benchmark increased; this is due to the focus of the teachers, and their adherence to and commitment to the greater program of The Academy
- The 2010-2011 school year proved highly successful for mathematics achievement, with the 5th grade class reaching 100% proficiency, and three other grades being within 90% and 98% of complete math proficiency; further, in these classes, over 50% of the students were "Advanced" or "High Proficient"
- The Title I program developed and executed at the Academy has been given commendations by the State Department of Education and has been considered a program that received the commendation that other smaller schools and districts should observe learn, and pattern their efforts after the program of The Academy.

FISCAL VIABILITY

The 2011-2012 school is year 6 of operation of The Academy. The fiscal management of the school is historically sound. For the last three school years, the administration of The Academy has avoided many of the issues in public education with respects to funding, due to sound fiscal management principles. In the last three years, not one staff member, certified or classified, has been relieved of a paid position due to lack of funding and financial hardship. While other school districts have eliminated positions of educators and support staff due to funding, the administration of The Academy has been able to finance a robust team of educators and support staff, which has positively and directly affected the increase in exposure to curriculum and intervention.

ADDITIONAL KEY FACTORS OF SUCCESS FOR THE ACADEMY

Expert Faculty

The certified staff brings a unique collection of talent and ability to the instruction and intervention programs. They are the people who are implementing the curriculum and ensuring the students are learning at rates that are comfortable. Our Here and elsewhere in this section, you refer to "our" in reference to The Academy. Please bear in mind that this is Summit's document, and revise accordingly. teachers do NOT put pressure on students to learn by a certain day or a certain amount. Students at The Academy are constantly told that they will see

concepts again and again throughout the year. The staff honors the needs of students to not feel pressure to learn. The staff of The Academy are all "Highly Qualified" by legislative standards, and are also highly qualified in their strict and consistent adherence to the instructional program.

Vertical Alignment

All components of the program, and particularly the curriculum, have been meticulously aligned vertically from grade to grade. Concepts in all curricula build upon one another in a cohesive fashion which suits the learning rates and abilities of the students as they advance through each grade. No teacher at The Academy works in isolation of each other. No teacher uses his/her own core curriculum, but, each teacher uses a piece of a universal curriculum at his/her grade level with fidelity. Such fidelity is evident in the daily achievement of students.

Advanced Curriculum

Students K-8th grades, are exposed to a curriculum which espouses the Idaho Core Content Standards at a grade level **ahead** of where the Standards are required to be taught. For example, on any given day, a parent, or guest on tour will walk into a classroom, and see math concepts on the board which represent core concepts that are traditionally taught in the grade above that grade level of students. Because Academy educators do not pressure the students to learn any concept by a certain time, and because the students' progress is so meticulously tracked, exposing students to concepts advanced for their grade level is feasible and practical.

The Spalding Method

All certified teachers and several education assistants finished two full school years of Spalding certification training in May of 2011. The Spalding certified instructor is on site and serves as the Title I director as well as the in-house Spalding and literacy coach. These elements have expedited the process of learning the entirety of the Spalding Method, and the use of the multilevel curriculum in all classrooms, K-8th. Because of the strong presence of the Spalding Method training, execution, and in-house coaching, The Academy has met the Language indicator for the ISAT the last three years, and has comfortably met the Reading indicator for the ISAT every year of the school's operation. Further, the students K-8, receive a curriculum and training in reading that is unmatched by any area school. Further, the Spalding Method is meticulously vertically aligned from grade to grade, providing maximum consistency in the building and continuation of reading skills, grade to grade, beginning in Kindergarten.

Commitment to Research-based Best Practices

In addition to using a myriad of instructional approaches which respond to the multiple modalities of learners, Academy educators have designed a data management and evaluation system which allows the adults to have daily access to multiple forms of student learning data. Having embraced the RtI model three years ago, educators lead by the administration as instructional leaders, are keenly aware of each students' learning progress and capabilities. Every student identified as in need of additional instruction, receives intervention during periods OTHER than core instructional time. Students are **never** pulled away from core instruction. Instead, such students receive additional intervention during specials classes. Because each student receives between 3-5 sessions of each special class, each week, the amount of time taken away from specials over the course of a month is minimal. The combination of maximum exposure to core instruction, and strategically receiving intervention, is closing the gap of knowledge acquisition of our lower learners.

Intentional and Strategic Use of Support Staff

Education Assistants are trained to collect and grade student work. Further, they handle most of the paperwork tasks that a traditional teacher is expected to do. The EA in each Academy assignment is held accountable for stepping in and performing tasks that would prevent the Academy teacher from being a direct instructor, if those tasks were not managed by support personnel. Education assistants provide student supervision on various levels, so the teacher may remain in the classroom and prepare for instruction.

Preparation Time

Each teacher is provided 120-150 minutes of prep time per day. Because education assistants are handling paperwork, grading, and supervision, the classroom teacher intentionally spends each preparation block of time preparing lessons, boards, and other necessary instructional components. They are not weighed down with tasks which take away from their focus, energy, or ability to be a direct instructor during core instructional time.

Community Relations

The administration of the Academy has endeavored to implement more rigorous public relations steps. In the last three years, the Academy has been on local news stations and in the local newspaper over 20 times. Each occurrence was strategically organized to promote our school program and philosophy, our navigation through the education funding crisis, and hosting the Superintendant of Public Instruction, among other stories. Instead of waiting for the media to come to The Academy, the administration is rigorous in seeking opportunities to educate the community as to why The Academy presence and program benefits the community. Further, the Academy is an active presence at multiple events in the community.

Strong Parent Involvement

From the opening of The Academy, the parents and other family members of students have gone above and beyond to serve and support the school. Parents at The Academy consistently serve with the Parent Teacher Organization, after school clubs, and on field trips. Further, we have an effective number of parents volunteer their time to provide service in the school. One direct effect of parent service in the classroom relates to the classroom teachers. The average leave time for teachers after school each day is between 3:15 and 3:45. This is not due to a contract time, but due to the level of help with ancillary classroom duties from parents. Further, 98 of 111 families surveyed recently, indicate they have a designated homework spot and time in their homes after school. Further, an overwhelming percentage of parents surveyed recently, indicate they agree or strongly agree with the quality of the school environment, the quality of academics, the quality of leadership, and the quality of communication.

Please see Appendix Z for the above referenced parent survey data. The survey from which the data was collected was administered in November 2011.

THE PROCESS OF SUMMIT PUBLIC CHARTER SCHOOL IN WORKING WITH ~~REPLICATING~~ THE ACADEMY

The Role of the Board of Directors

Summit founders understand that the governing board of Summit Public Charter School must create and establish a commitment to decisions that are always guided by the mission, vision, and philosophy of the charter. While parent satisfaction and policies are crucial to the success of the school, the board understands that competent and strategic use of funds and remaining focused on high levels of student achievement are its two highest priorities. The Board of Directors of Summit Public Charter School will meet every other month ~~work closely with~~ the Governing Board of The Academy in terms of creating and managing a solvent financial management plan. This will provide the Summit group with over six ~~five~~ years of track record to learn from and be coached from.

The Role of the Principal:

In the months before the opening of Summit Public Charter School, the Principal ~~of Summit Public Charter School~~ will work ~~be working~~ intimately with the principal, staff, students, and parents of The Academy. This teamwork will occur weekly during these ~~8~~ months, in order to:

- Maintain expert level understanding of Saxon Math, The Spalding Method, The Shurley Method, all DO Boards, and all culture and programmatic essentials ~~as dictated by the newly designed Academy Essentials manual~~
- Have direct involvement in the creation, planning, and execution of the mentoring and training program and modules for the Summit teachers, as designed by the staff of the Academy, the Principal of The Academy, and the Principal of Summit Public Charter School
- Maintain a collaborative relationship with the Academy staff the first year and beyond in order to ensure that practices from The Academy transfer to Summit Public Charter School

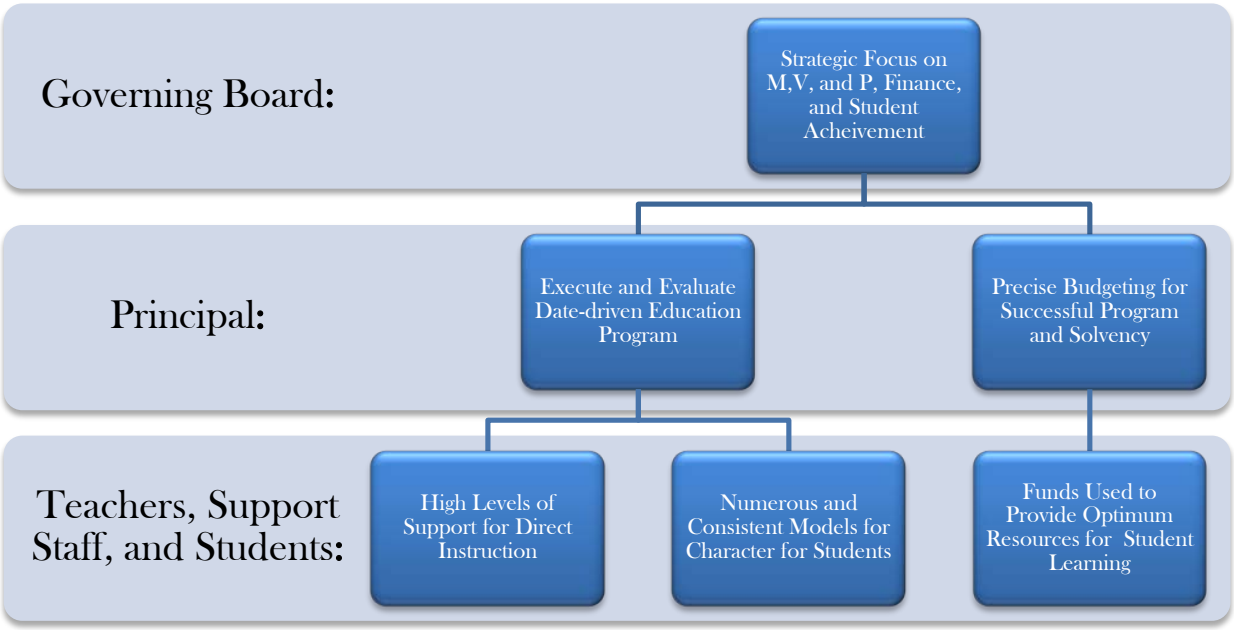
The Role of the Teachers:

- Teachers will experience a rigorous, but user-friendly training program with the principals of the two schools, and with their mentor teachers from the Academy with respects to, but not limited to: implementing the school model of culture and instruction, instructional technique, curriculum implementation, classroom management, training on using the Education Assistant most effectively, and data-driven ~~staff~~ collaboration
- Twice per month, teachers will enjoy regular and direct collaboration with their respective mentors their first 15 months of employment; after this period, the teachers will continue to meet together to discuss practices, analyze student data, and create a long term teaming which will help each school maintain high levels of student learning and character growth

The Role of the Students:

- During the first year of operation, Summit students will have monthly opportunities to visit classrooms of The Academy to observe the teacher in action, as well as their peers, and will be strategically trained with The Academy stakeholders as direct models Please further explain the purpose of Summit student observation at The Academy. How will this affect instructional time?

Below is a diagram representing the influence the Board of Directors will have on all stakeholders, with respects to what are priorities of the Board as a quorum This does not make sense., and as a governing body:



PROGRAM: A SAFE ENVIRONMENT CONDUCIVE TO HIGH LEVELS OF LEARNING

Character development and rigorous learning are the pillars of Summit Public Charter School. The program is a child-centered educational model built on high expectations for both student behavior and academic endeavor. The program provides a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of the character education curriculum is learning how to treat each other, why such treatment is important, and how such treatment effects all parties involved. The result of character education is a school that greatly reduces the incidents of teasing, taunting, bullying, and negative peer pressure. Summit Public Charter School students will help create a kinder community around them, whether at school, at home or in their neighborhoods. Our plan for character education provides training through memorization and dramatization of classic poetry, historical passages, classic literature, studying the lives of great leaders, as well as employing a staff which models essential traits of good character. The staff at Summit Public Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

Summit Public Charter School operates using a rigorous approach to instruction and curriculum. The curriculum is aligned with the Idaho State Achievement Standards and Objectives for grades K-8. The curriculum will align to the new Common Core State Standards, intended to take effect in 2013. The academic objective of Summit Public Charter School is to provide a complete educational foundation based on proven methods of instruction, using rich, challenging content. The K-8 curriculum is presented in a "repetitive fashion" so that students are exposed to key concepts multiple times throughout the week, month, and the school year. The expectation of students is mastery of both knowledge and skills. The K-8 curriculum is a comprehensive program that includes both traditional academic subjects taught in innovative ways, and additional curriculum areas that make Summit Public Charter School even more unique.

Staff members of Summit Public Charter School teach students of all learning styles and learning rates. Yet, they teach at the same elevated level for all students in their classrooms. Staff members know that when students feel safe and welcome in the learning environment, they focus much more on learning and not so much on the external factors surrounding them, such as fear of others, fear of being judged, and fear of not knowing the answer.

Teachers are engaged in direct instruction throughout the day using a variety of proven teaching techniques. It is important to consider and address the varying developmental rates and learning modalities of the student population. Teachers at Summit Public Charter School, using direct instruction with a built in monitoring approach, can keep curricula challenging and the expectations for learning high with the help of qualified educational assistants and classroom volunteers. The program blends the development of and instruction toward character development and academic development together. As children are taught and reminded of their *responsibility* to learn, they develop personal ownership of their learning.

Education reform research teaches us that vertical alignment of curriculum is key to success for students from grade to grade. The following are examples of the alignment of curriculum, character modeling, and expectations which occur at Summit Public Charter School:

- Curriculum is aligned to Idaho State Standards and Objectives as a place to start and then build from those standards with rigor and pace
- Curriculum from grade to grade will build very intentionally on the curriculum in the previous grade
- Teachers will meet and create framework for identifying the areas of vertical alignment which must exist
- While individual style will exist for each teacher, the same approaches will exist from class to class; such will be evident in instruction with the Spalding Method, math memorization recitations, and many more
- Teachers at each grade level will **not** work in isolation of the curriculum in the grade level above and below the grade they teach
- The same high behavior expectations will exist from grade to grade, teacher to teacher, student to student; the Principal is the chief educator who establishes and reinforces these expectations with consistency, and further expects each teacher to be consistent with these expectations

Our instructional approach is a blend of numerous strategies that are proven by research and in-class experience to yield the largest increase of student learning. The following is a summary of such instructional methodology:

- Delivery of concepts and teaching toward skills must be frequent and integrated into multiple contexts; Concepts are not taught in an isolated lesson, but are brought up and revisited at different times during the day
- Direct boards: The direct board enables the teacher to accelerate knowledge acquisition in the following ways: The concepts board is used to teach both essential and accelerated concepts in a repetitive manner; teachers use their boards to display and work through daily concepts using direct instructional techniques; further, the students at other times in-turn display each and every concept, as well as their execution of the problem on their own white board, thus giving the student and the teacher immediate data on their understanding
- Summit teachers are responsible for using multiple assessments, including direct board assessment to guide and direct their daily interactions with students; they use assessments as sources of insight about student learning, instructional effectiveness and curricular needs, and uses such data to drive decisions about instruction
- "Teach to the high" is our philosophy: Teachers rarely differentiate instruction and lessen the value or level of conceptual learning by breaking concepts apart, or giving students less of the curriculum; ~~if students "don't acquire a concept today, they may acquire it in the coming days tomorrow, but only if they try."~~ Challenging students and expecting high levels of learning is visible in classrooms
- Direct instruction is used during direct boards; further, other instructional methods are used as teachers align the specific learning objectives to the best instructional approach
- Teachers see their own mistakes in instruction, classroom management, etc., as opportunities to teach the students; they are transparent about their mistakes and model learning opportunities from them

Mathematics:

Our teachers believe and demonstrate by actions and observable strategies the blending and co-existence of *instructional fidelity* and *individual teacher creativity and style;* teachers are guided by learning objectives and concept pacing-they adjust their strategies as needed, but also know where to be consistent in order to accelerate students' understanding of curricula The core instructional strategy of the Program is the "Direct board." The math direct board enables the teacher to accelerate knowledge acquisition in the following ways: The direct board is used to teach both essential and accelerated math concepts in a repetitive manner; teachers use their boards to display and work through daily concepts using direct instructional techniques; the students in-turn display each and every concept,

as well as their execution of the problem on their own white board, thus giving the student and the teacher immediate data on their understanding; students respond to the direct board by each participating in his/her own oral recitation, and joining with all classmates in choral response; as teachers model and then reinforces concepts for students as a class group, students do not feel singled out; further, the concepts are taught and repeated from day to day as the curriculum "spirals" up; through daily practice, review, and application, the curriculum builds a solid early foundation in both facts and concepts. Students from kindergarten through the eighth grade will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through drills using "The Mad Minute." However, since mathematical learning is, as research teaches, an involved thinking process, our students participate in concept and manipulative experiences that engage students in exploring, conjecturing, and explicating their processes, and other critical thinking steps. Students develop a high degree of mathematical literacy and qualitative proficiency, while viewing math as a tool for reasoning and problem solving in purposeful ways. Saxon Math is the core mathematics curriculum.

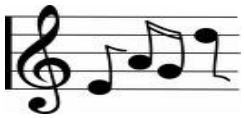
Language Arts: The goal is to develop learners who are effective communicators and who love the skill and process of reading. Summit school students learn to read early, and correctly, because they are taught essential reading skills and components strategically and are consequently lifelong readers and writers. The Spalding Method, our reading curriculum, addresses building reading proficiency from the phonemic level, through phonogram instruction and decoding. Strategic comprehension skills and vocabulary development are integrated within the Spalding Program. Writing includes self-analysis using the 6-Traits writing model in conjunction with creative and expository writing. The Shurley Method articulates the essential components of grammar usage, punctuation and capitalization skills, and are specifically taught, used, and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. As students commit to memory vocabulary lists, and vocabulary through poetry, they are able to blend kinesthetic skills with memory to recall the information in context. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository, and professional writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

Social Studies & Community Service: This curriculum includes instruction in history, government, geography, economics, current world affairs, citizenship and sociology and will follow the elements of the Idaho State Standards. In addition there will be a strong emphasis on community service from Grade 7 onward as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to experience responsibilities and rights as members of our democratic community. Students at Summit Public Charter School will use the Social Studies curriculum, custom designed by the Academy and currently in use at The Academy.

American History: The purpose of this curriculum is to instill in our students a love and appreciation of history, particularly the history of America and its Constitution. Our students will be distinguished as historians in general and students of American history in particular. They will study the original founding documents, and the lives and writings of the Founders. They will understand their role and responsibilities as citizens of the United States. Students at Summit Public Charter School will use the Social Studies curriculum, custom designed by the Academy and currently in use at The Academy.

Science & Health: The science curriculum is a multi-year sequence that will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences that emphasize hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actual fieldwork with instruments. This process and approach allows students to experience the excitement of science so they can better understand the facts and concepts and is in line with the Idaho State Standards. Students at Summit Public Charter School will use the Science curriculum, custom designed by the science teacher of the Academy over the last 5 years, and which is currently in use at The Academy.

Music:



Studies have shown that early musical training can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science. The music curriculum for older students will focus on the development of fundamental musical skills, while also exposing students to local musical heritage and culture. Students will have access to instruments, styles, and genres of music from various cultures, and various time periods. Students at Summit Public Charter School will use the Music curriculum, custom designed by the music instructor of the Academy over the last three years and which is currently in use at The Academy.

Physical Education: A flexible physical education program is designed to ensure that students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives. P.E. students are expected to participate in physical activities (as far as health will allow) that will teach them good sportsmanship, team play, and individual achievement. Physical education also includes diet and nutrition education. Students at Summit Public Charter School will use the P.E curriculum, custom designed by the P.E instructor of the Academy over the last two years and which is currently in use at The Academy.

Foreign Language: The study of a foreign language is an integral and distinguishing aspect of the Summit Public Charter School curriculum. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Spanish is the chosen second language of Summit Public Charter School. A robust Spanish curriculum is used Kindergarten-eight grades. The concepts are taught using direct instruction techniques. Students are assessed more intensely on the acquisition of the language as they advance through the grades at Summit Public Charter School. Students at Summit Public Charter School will use the Spanish curriculum, custom designed by the Spanish instructor of the Academy over the last three years and which is currently in use at The Academy.

Beginning in First Grade ~~Kindergarten~~, students learn Spanish in terms of:

- the beginning components of the language, including key vocabulary words and some simple subject/verb conjugation

As students advance through the grades, they begin to learn more complex steps of the language, including, but not limited to:

- the numerous conjugations of verbs,
- the complexities of Spanish consonant phonemes
- lexical stress
- mastering the appropriate gender with words
- the tendencies of stress assignment and inflection
- verbally constructing complete phrases, sentences, and paragraphs.

Further, students simultaneously learn how to apply Spanish grammar rules to *writing*, including but not limited to:

- the inflection of the language in writing
- writing using the appropriate gender with words

- the "right-branching" form of Spanish text
- heavy reliance of the Spanish Language on prepositions
- the syntax of subject-verb-object
- verb framing

Students at Summit Public Charter School will become proficient in speaking and writing Spanish. They will assume proficiency and fluency of Spanish at different levels. But, the emphasis on mastering the second language is key to insuring well rounded success as a 21st century citizen.

Further, Our Spanish program intentionally supports what children are currently learning in the English language in their core classroom curriculum.

2. A 21ST CENTURY EDUCATED PERSON *I.C. 33-5205(3)(A)*

The stakeholders of Summit Public Charter School embrace the characteristics of 21st century learners, as encapsulated by Richard Cronin:

1. They listen and they hear.
2. They read and they understand.
3. They can talk with anyone.
4. They can write clearly and persuasively and movingly.
5. They can solve a wide variety of [...] problems.
6. They respect rigor not so much for its own sake but as a way of seeking truth.
7. They practice humility, tolerance, and self-criticism.
8. They understand how to get things done in the world.
9. They nurture and empower the people around them.
10. They follow E. M. Forster's injunction from Howards End: "Only connect . . ."

Cronin continues, "More than anything else, being an educated person means being able to see connections so as to be able to make sense of the world and act within it in creative ways...listening, reading, writing, talking, problem-solving, seeing the world through others' eyes, empowering others, leading—every last one of these things is finally about connecting." William Cronin, "Only Connect...: The Goals of a Liberal Education". *The American Scholar*. 1998. 67(4)

Educated citizens in the 21st century understand that true success in life comes from working very hard, and not making excuses for failure, or what could be labeled as predetermined outcomes. Thus, they have been taught how to develop short-term, mid-term, and long term goals that are strategically focused on the outcomes they wish to meet and enjoy in their lives. Further, they are driven by a personal mission statement, uniquely crafted by themselves as well as being based off of the vision and success of others.

Educated citizens in the 21st century do not make excuses; they create opportunities to succeed. When in the midst of trials and setbacks, they have the self-discipline and commitment to stay true to the short-term, mid-term, and long-term goals they have set for themselves. They identify ways to make their education at all levels ***work for them***. They strategically use their education, talents, skills, and mastery of different curricula and concepts to meet and exceed their goals they have created benchmarks for.

Educated citizens keenly identify they cannot just "settle," because they have the discipline and integrity to recognize they are competing in a 21st century "knowledge economy." Tony Wagner,

author of *Change Leadership*, describe the dilemma students have moving into the job market and society, both comprised more and more of a knowledge economy: "Employees must know how to solve more complex problems more quickly, and must create new goods and services if they are to add significant value to virtually any business or nonprofit organization, no matter what size. And those who don't have these skills are not being hired (*Change Leadership*, p.3.)." With Wagner's observation in mind, Summit Public Charter School leadership, staff, and stakeholders, understand that the skills required in the 21st century work places "directly correspond" to the skills and concept competence needed for success in college-level education.

It is the duty of stakeholders of Summit Public Charter School to consider and scaffold key competencies of their students. According to Carnevale and Desrochers, (*Standards for What? The Economic Roots for K-16 Reform*, 2003, p.40), the following competencies best prepare students of all ages to be educated citizens, geared toward success in the job market, and giving them a gainful edge in the 21st century:

- Basic Skills: Reading, Writing, and Mathematics
- Foundational Skills: Knowledge of *how* to learn
- Communication Skills: Listening and Oral Communication
- Adaptability: Creative Thinking and Problem Solving
- Group Effectiveness: Interpersonal skills, Negotiation, and Teamwork
- Influence: Organizational Effectiveness and Leadership
- Personal Management: Self-Esteem and Motivation/Goal Setting
- Attitude: Positive Cognitive Style
- Applied Skills: Professional and Occupational Competencies

Further, The Board of Directors, the Principal, and staff believe that educated citizens in the 21st century are:

- Those who have attained the knowledge and skills necessary for the 21st century by developing work habits and ethic, communication skills, and problem-solving habits that contribute directly to democratic communities (Thus, our core program addresses the nurture of intellectual, social, interpersonal, and character growth skills ***in*** and ***out*** of the classroom setting)
- Those who have solid, in-depth, and advanced skills across multiple curricula; they can assuredly prepare for academic choices in secondary and post secondary schooling because they have mastery over foundational and advanced concepts and skills as they enter high school
- Those who have been exposed to and who have established strong work habits early in life, and who have the capacity and skills to recognize when and how to employ these work habits
- Those who communicate a sense of pride for, and investment in the various communities of their lives
- Those who learn early that their conduct in the foundational school years of their lives create the foundation for their behavior after their years of school are over
- Those who learn to persevere towards mastery of and competency towards their learning at all ages of their lives; further, they understand that mistakes are natural and normal, and mistakes are to be seen as and used as teaching moments of growth in life

- Those who are internally motivated to do right, work hard to master concepts and skills, and recognize the role and purpose of extrinsic motivation as supplementary to internal motivation to succeed
- Those who understand there are rules in life, that individual choices determine success or failure, and that positive and constructive consequences naturally follow choices

3. HOW DOES LEARNING BEST OCCUR? *I.C. 33-5205(3)(a)*

Summit Public Charter School explicitly defines and scaffolds high quality learning, taking into consideration the various elements which influence student learning. First and foremost, learning best occurs in an environment void of teasing, taunting, bullying, and violence. Further, learning best occurs when all decisions in the school are made following the principle of what is optimum for student learning. Learning best occurs when **all stakeholders** recognize they play roles in *student learning outcomes:*

What ***students*** do to contribute to high achievement:

- Students are deeply engaged in their work; how they perform in class with academics and behavior matters to them; thus, they develop a sense of personal accountability and responsibility for their performance
- Because students understand expectations of them, they develop work habits which will make them successful
- Students continuously participate in the various learning expectations, using multiple strategies including chorale recitation, kinesthetic exercises woven into the lessons, and peer collaboration and assessment
- Students learn the instructional routines in early grades which accelerates their ability to focus on new information, new skill development, and new thinking skills

What ***teachers*** do to contribute to high achievement:

- Teachers design and engineer the classroom environment; in doing so, they use all activities in the day to be intentional about what students can learn
- Teachers establish and maintain the high level of culture in the classroom: expectations, consistency, kindness, respect, accountability, responsibility, competence, and confidence; they proactively hold students accountable for students' choices; they do not overlook any form of misbehavior whatsoever; they let all their students know they are safe, yet accountable
- Teachers create a foundation for critical thinking habits which consists of advanced, challenging content, dedication to monitoring student proficiency in skill, and establishing determination in students to give their best effort
- Teachers consider student engagement and participation as paramount to consistent knowledge acquisition; they learn, understand, recognize and engage the multiple methods of student engagement
- Teachers meet clear expectations set by the Principal for quality instruction through the use of specific curriculum, instructional strategies, and student management practices which support intellectual, emotional, and character development of students
- Teachers consistently review classroom, school-wide, and state level assessments; with this data, they set expectations for making performance improvements and data-driven decisions

- With Principals, teachers value assessments as sources of insight about student learning, instructional effectiveness, and curricular needs
- Teachers provide multiple opportunities for students to learn throughout a day, a week, a month, and the school year; they deliver the spiraling curriculum in ways that students are exposed to concepts repeatedly, and not just once
- Teachers provide continuous opportunities to demonstrate their understanding and skill

What ***Principals*** do to contribute to high achievement:

- Principals are highly noticeable and present in the classrooms throughout the day; they become experts on each classroom environment, and on each teacher's instructional approaches and management, so they can lend support as needed and coaching as needed
- They lead out in ensuring practices that contribute to an environment of kindness towards one another, respect for one another, and accountability for work being done
- Principals create and then protect the conditions for teachers to excel at teaching
- Principals consistently review classroom, school-wide, and state level assessments; with this data, they set expectations for making performance improvements and data-driven decisions
- With teachers, Principals value assessments as sources of insight about student learning, instructional effectiveness, and curricular needs
- Principals ensure instructional program coherence within each grade, as well as vertically through all grades
- Principals ensure that students know what to expect from grade to grade, from class to class, from adult to adult
- Principals consistently monitor teaching and learning: they provide continual feedback to teachers regarding effectiveness of instruction, or what they might consider to improve
- Principals encourage individual students to perform well and to behave by reminding students of expectations and modeling those for students

What ***parents*** do to contribute to high achievement:

- Parents are encouraged to learn the methods teachers use, observe instruction in classrooms, and hold their children accountable for what the teacher is teaching, and what the student should be learning; because parents are visible in the school by their children, they assist in establishing a mindset of working with school staff as a team; they can speak to different learning expectations at home
- Parents are encouraged to-support the completion of specially selected homework at home; they are encouraged to see the value of homework and establish expectations for applying the concepts, knowledge, and skills their kids learned at school that day
- Parents are encouraged to provide service hours at the school as a means to understand the program and support it; because they are able to model this work ethic, and volunteer service to the school, their children are reinforced in their efforts to work hard, participate, and be engaged in class

2. EDUCATIONAL THOUROUGHNESS STANDARDS *I.C. 33-5205(3)(A)*

Summit Public Charter School will fulfill the Educational Thoroughness Standards identified in Section 33-1612, Idaho Code.

Standard A. A safe environment conducive to learning is provided.

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

Objectives: Summit Public Charter School will:

- Follow the general philosophy of the school's program and culture.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include but not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parent's rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and hold inspections as required to ensure the safety of students and staff.
- Establish, publish and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard B. Educators are empowered to maintain classroom discipline.

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

Objectives: Summit Public Charter School will:

- Follow the general philosophy of the established program and culture
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting
- Teach appropriate behaviors and foster responsible decision-making skills
- Establish and maintain consistent rules aligned throughout the school

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

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

Objectives: Summit Public Charter School will:

- Follow the general philosophy of the school's established program and culture.
- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.

- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard D. The Skills necessary to communicate effectively are taught.

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

Objectives: Summit Public Charter School will:

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

Standard E. An advanced and challenging curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing delivered by direct instruction and driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: Summit Public Charter School will:

- Use the Idaho State Department of Education's Curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to, such examples as: Spalding's method as detailed in Writing Road to Reading (language arts); The Shurley method (grammar) Teaching of math through direct instruction, math manipulatives, timed tests, and Saxon Math for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Through various forms of formative and summative assessment, staff determines each student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from a range of adult intervention following the three tiers of RtI (Response to Intervention), multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the built and natural environment.
- Field trips and career development discussions will be used, as supported and validated by the curriculum

Standard F. The skills necessary to enter the workforce are taught.

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

Objectives: Summit Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Strive to provide students with a connection to the world through internet driven research tools, smart boards, electronic books, and laptop computers, Further, grant will be written with the goal of providing the following as suggestions: discussion tools & technology, email tools & technology, handheld devices in the classroom, instructional tools & technology-rich learning, interactive tools & technology-rich learning, publishing/visual tools & technology multimedia tools & technology, and writing tools & technology
- Enable students to develop the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, responsible time management; assuming a fair share of the work load; and working cooperatively with others.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.
- In grades 7 and 8, further enhance the ability of students to assess needs, prioritize in decision-making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum.
- Plan for further growth in career guidance and development for students as they enter the high school grades.

Standard G. The students are introduced to current technology.

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

Objectives: Summit Public Charter School will:

- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

- Expose students to continuous use of tools including Mimeo Boards, Digital recording devices, and multiple tools of technology through the Computer lab

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

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

Objectives: Summit Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach wise decisions.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Summit Public Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the "golden rule," and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

4. SPECIAL NEEDS STUDENTS *I.C. 33-5205(3)(Q)*

Summit Public Charter School will identify special needs students, including LEP (Limited English Proficient), gifted and talented, and students qualifying for Section 504 and IDEA. The school will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with state and federal statutes and regulations. The Idaho Special Education Manual will be used as a guide on developing individualized education plans, planning services, developing our discipline policy, and budgeting and providing transportation for special needs students, as necessary.

SPECIAL EDUCATION

It is the intent of Summit Public Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as: hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury. Before disabled children can be served, they must be identified according to Idaho State criteria in the State Special Education Manual.

A Special Education teacher will be hired at 1 FTE and will serve as the "Director" of Special Education at Summit Public Charter School. In this capacity, the teacher will serve as liaison between the school and the state, remain current on all state and federal policies and procedures, and oversee
the implementation and monitoring of all Special Education services at the school. Further, a mentoring contract will be entered into with the Special Education teacher/director at the Academy at Roosevelt Center. This step will be taken to ensure the timely and thorough implementation of a high functioning and current policy/current practices driven program for Summit Public Charter School.

If a student is found to be eligible for special education services at Summit Public Charter School, services will be provided for that student in one or more of the following ways:

- Summit Public Charter School will form a multi-disciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently
  employed by the school, such evaluations will be contracted with a private provider. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- The certified special education teacher/director will be responsible to meet with the IEP team to develop monitor Individual Education Plans (IEPs) and implement each plan as written. The special education teacher, an educational assistant under his/her guidance, or a contracted service provider will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA.
- Instructional services will follow the Individual Education Plan (IEP) and will be provided in the Least Restrictive Environment as defined by the student's IEP. An Education Assistant will be used to support instruction as allowed by IDEA.
- Disciplinary issues with special education students will be assessed by the IEP team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter12, and titled —Student Discipline) to address these issues.
- By way of collaboration, and not in isolation, staff will consider whether or not the student's disability contributed to the behavior
- Summit Public Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. Examples of providers are as follows: physical therapist, speech language therapist, and an occupational therapist. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Summit Public Charter School will determine the least restrictive environment complying with PL 94-142.
- To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Summit Public Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Summit Public Charter School adopts and complies with the current Idaho

Special Education manual from the State Department of Education. This manual reflects IDEA guidelines and Special Education best practices. The Principal or the Director of Special Education at Summit Public Charter School will be the Section 504 Rehabilitation Act Compliance Officer.

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children with disabilities who live in the district from birth age through age 21.

The rules adopted by the Idaho Department of Education direct that in addition to a three-year intensive search, school districts must conduct an annual in-service effort to identify and provide services to children with disabilities. Each year Summit Public Charter School will make a concerted effort to identify children with disabilities. In-service training will provide a review of most current and up-to-date special education requirements, regulations and obligations so that Summit Public Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Summit Public Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the problem?
- What has already been done about the problem?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and if he or she needs special services. All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request.

Summit Public Charter School keeps a record of all persons who review confidential records with the exception of other educational agency personnel and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed. Parents and students have rights in this process. Parents have the right to:

- Review and copy their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. The school has a process to resolve disagreements about information collected as explained in the Idaho Special Education Manual from the State Department of Education.

Summit Public Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services and which children are not. Certain data regarding children are maintained within this system.

If a student at Summit Public Charter School is found to be eligible for special education services at the charter school, services may be provided for that student in one or more of the following ways as provided by the IEP team and the ID State Special Education Manual:

- Related services, (including but not limited to speech/language therapy, behavioral therapy, occupational therapy, ~~or~~ transportation, physical therapy) refer to those services necessary for a student to benefit from their special education. When necessary, Summit Public Charter School will contract with a private provider for the provision of related services. Some related services may be provided by a paraprofessional under the direct supervision of a licensed therapist according to State allowances.
- In the event that the IEP team determines that the student's academic needs cannot be met on site, Summit Public Charter School may contract with a local school district to provide services.
- Upon registration Summit Public Charter School will provide written information regarding the Child Find that specifies that the school will identify and assist students who have been identified with special needs. Summit Public Charter School is committed to meeting the needs of children with disabilities. Few legislative mandates of the federal government have such far-reaching implications for local school districts.

LEAST RESTRICTIVE ENVIRONMENT

Summit Public Charter School will employ the following plan to ensure the LRE is provided for a student with an IEP:

- To the utmost degree which is deemed acceptable by the IEP, students with disabilities are educated with students who are not considered eligible for Special Education services
- Individualized classes, separate learning environments, or other removal of students with disabilities from the core instruction classroom occurs only when the character or intensity of the educational disability is such that education in the core instruction classroom cannot be achieved adequately with the use of supplementary aids and services
- To the utmost degree which is deemed acceptable, each child with a disability participates with students who are not considered eligible for Special Education services in nonacademic and extracurricular services and activities.

According to law, students must be educated in the same school he or she would attend if not disabled, unless the individualized education program (IEP) specifies an alternate plan. Placement must be based on the IEP. These requirements exhibit the partiality for educating students with disabilities in the regular classroom. Nevertheless, the IDEA also requires that a full "continuum of services" be available to meet the needs of students with disabilities who cannot be educated in the regular classroom for part or all of the school day.

The following are examples of criteria to use when continuum of services is determined:

- Whether the students can be educated satisfactorily in a regular classroom with supplementary aids and services;
- A comparison of the benefits provided in a regular class and the benefits provided in a special education class; and
- The potentially beneficial or harmful effects which a placement may have on the student with educational disabilities or the other students in the class.
- From these requirements, a sequential process will be implemented to assist in the placement process

5. DUAL ENROLLMENT I.C. *33-203(7) & 33-5205(3)(R)*

Summit Public Charter School will allow enrolled students to be dually enrolled in other courses per Idaho state statute 33-203.

The Board of Directors of Summit Public Charter School will draft and ratify a policy for how to address and support students who wish to be dually enrolled in both Summit Public Charter School, and other options including but not limited to a traditional public school, home school, online courses, etc.

Per requirement of the Idaho State Department of Education, the Board of Directors has drafted and approved a policy and will make such available to stakeholders.

Please see Appendix M for the policy regarding dual enrollment.

6. LIMITIED ENGLISH PROFICIENCY

Summit Public Charter School will abide the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the Summit LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out to a private provider.

The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Summit Public Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

Home Language Survey (HLS)

- Registration cards must include at least the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey must go home to the parents.
- If a district has Native American students, more questions should be included such as: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have a least on grandparent that is part of a federally recognized tribe?

If the survey comes back indicating that a student maybe Limited English Proficient (LEP, they must be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school, if entry falls during the calendared school year

If the student tests less than proficient on the English language proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired. If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student must be placed in a program of high quality language instruction, based on scientifically based research (Section 3115 (c) (1)), and as determined by Summit Public Charter School.

Those children placed in a program can be counted for state and Federal funding. Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.

Those students whose parents waive the services may not be considered as LEP. This decision is driven by government funding and state level testing. Although, these students will be still considered learners of the English language, and will be given support according to their needs.

Once LEP students are identified, Summit Public Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Summit Public Charter School general education teachers to provide support in the general education classroom. Because Summit Public Charter School is effective in providing support and intervention for students with a variety of needs, the Summit Public Charter School LEP program will be designed to allow students to participate in the core curriculum ***as much as possible***. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through two in-service trainings each year. Both trainings will focus on the specific needs of English Language Learners and one will be designed to increase collaboration among general education teachers and the Summit Public Charter School LEP teacher, Title I teacher and Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them to meet their language acquisition goals and

participate as fully as possible in the general education curriculum. In addition, in the spring or summer, prior to the Principal of the Home Language Survey and identification of LEP students, Summit Public Charter School will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to the administration ~~Principal~~ of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Summit Public Charter School assessments are administered appropriately.

7. STUDENTS WHO QUALIFY AS GIFTED AND TALENTED

Students who qualify as gifted or talented deserve to receive an education which both challenges their intellect and provides additional rigor and relevancy. In addition, a parent may recommend his/or her student. The process for determining Gifted and Talent status shall be as follows:

- A criterion will be determined by the Principal, the Special education teacher, and staff according to laws governing the identification of gifted and talented students
- Universal screeners for all students are given for a variety of reasons at the beginning of each year, students who scores exceed benchmarks will be identified for possible testing
- ISAT scores will be analyzed with a minimal score of Low Advanced according to grade
- Classroom performance will be reviewed
- Teacher references will be highly considered
- Students will take a series of tests which measure cognitive ability

Manner of Service:

The curriculum and program of Summit Public Charter School is advanced. Students who are identified as gifted and talented will experience, more naturally, a rigorous learning experience due to the natural rigorous nature of the program. Nevertheless, this experience will be complemented by such current programs of The Academy as the LEGOs program, The Robotics program, and Computer Club program. Further, Summit Public Charter School will service students identified as gifted and talented by working in conjunction with the local school district's gifted and talented program. Has the district agreed to this arrangement? Please document. Further, The Principal of Summit Public Charter School will ensure that several key business and university relationships exist, which will allow gifted and talented students to interact in those environments having to use higher level thinking and critical thinking approaches.

TAB 4

1. MEASURABLE STUDENT EDUCATIONAL STANDARDS *I.C. 33-5205 (3)(b)*

Statement of Understanding:

Statement of Understanding: Officials of Summit Public Charter School are wholly committed to compliance with the following measurable student education standards, and understand that failure to meet these standards may result in revocation of the charter pursuant to I.C. 33-5209(2)(b).

Educators, The Board of Directors, and parents of Summit Public Charter School will persistently endeavor for all students enrolled at the school to exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. Students who have been enrolled at the school for two (2) consecutive years will meet the following educational benchmarks: Students who have been enrolled at Summit for two (2) consecutive years (with the exception of Kindergarten and first grade), will meet the following educational benchmarks:

Kinder	90% of kindergarteners will be at "Benchmark" or a combination of "Benchmark" and "Strategic" on the Spring Idaho Reading Indicator (IRI).
1st	90% of first grade students will be at "Benchmark" or a combination of "Benchmark" and "Strategic" on the Spring Idaho Reading Indicator (IRI).
2nd	90% of second grade students will be at "Benchmark" or a combination of "Benchmark" and "Strategic" on the Spring Idaho Reading Indicator (IRI).
3rd	95.2% ~~95%~~ of third ~~fourth~~ grade students will achieve "Proficient" or "Advanced" in Reading, 94.3 % in Math, and 91.7 % in Language on the Idaho Standards

	Achievement Test (ISAT) 90% of third grade students will be at "Benchmark" or a combination of "Benchmark" and "Strategic" on the Spring Idaho Reading Indicator (IRI).
4th	95.2% ~~95%~~ of fourth ~~fourth~~ grade students will achieve "Proficient" or "Advanced" in Reading, 94.3 % in Math, and 91.7 % in Language on the Idaho Standards Achievement Test (ISAT)
5th	95.2% ~~95%~~ of fifth ~~fourth~~ grade students will achieve "Proficient" or "Advanced" in Reading, 94.3 % in Math, and 91.7 % in Language on the Idaho Standards Achievement Test (ISAT)
6th	95.2% ~~95%~~ of sixth ~~fourth~~ grade students will achieve "Proficient" or "Advanced" in Reading, 94.3 % in Math, and 91.7 % in Language on the Idaho Standards Achievement Test (ISAT)
7th	95.2% ~~95%~~ of seventh ~~fourth~~ grade students will achieve "Proficient" or "Advanced" in Reading, 94.3 % in Math, and 91.7 % in Language on the Idaho Standards Achievement Test (ISAT)
8th	95.2% ~~95%~~ of eighth ~~fourth~~ grade students will achieve "Proficient" or "Advanced" in Reading, 94.3 % in Math, and 91.7 % in Language on the Idaho Standards Achievement Test (ISAT)

It appears that our previous comments regarding inclusion of MSES that compare Summit's achievement to that of the district were misunderstood. The petition must include separate MSES that relate directly to how Summit's academic results will compare to district results and state results.

Since the state benchmarks that were used to determine the above percentages are moving targets that become outdated, it may be mpre prudent to simply state students will meet or exceed the state benchmarks.

Make sure the standards you set are achievable as you will be held accountable for meeting them.

The following information details the proficiency percentages for Pocatello/Chubbuck School District 25, the school district in which Summit Public Charter School Resides. Percentages reflect proficiency percentages for Reading, Math, and Language, grades Kindergarten through 8th Grades:

2010-2011 ISAT Proficiency Percentages for Pocatello/Chubbuck School District #25: We do not recommended inclusion of this information in your petition, as it will be outdated by the time you open. It may be appropriate for inclusion as an appendix.

READING:

Grade 3: **92.1%**
Grade 4: **90.9%**
Grade 5: **91.8%**

Grade 6: **88.4%**
Grade 7: **87.7%**
Grade 8: **93.3%**

MATH:

Grade 3: **91.1%**
Grade 4: **87.5%**
Grade 5: **84.1%**
Grade 6: **81.1%**
Grade 7: **74.0%**
Grade 8: **79.5 %**

LANGUAGE:

Grade 3: **75,1%**
Grade 4: **85.5 %**
Grade 5: **80.4 %**
Grade 6: **76.8%**
Grade 7: **77.7%**
Grade 8: **75.3%**

2. STUDENT ASSESSMENT: THE METHODS BY WHICH STUDENT PROGRESS IN MEETING THE STUDENT EDUCATIONAL STANDARDS IS TO BE MEASURED: OUR RESEARCH-BASED APPROACHES *I.C. 33-5205(3)(C)*

"That which gets measured, gets done." *Peter Drucker*

"Without data, you are just another person with an opinion." *Andreas Schleicher*

Research demonstrates that student achievement increases when the school's goals and objectives for students include expectations for high academic achievement and preparation for post-secondary education and careers. ***Curriculum, instruction, assessment, scheduling and professional development are designed and continually reviewed and improved based on the use of available data.*** This approach of looking at data to determine trends and then adjust programs to generate better results is part of the school's continual improvement plan.

Further, students will participate in a variety of formative and summative assessments to comply with state and federal requirements and to collect information about student progress toward educational goals. Assessments will range from small-scale assessments used in the classroom by teachers to obtain day-to-day information about student progress, through medium-scale

assessments used to evaluate program effectiveness. Teachers and staff will actively seek out research based assessment tools and strategies that will improve their ability to analyze student progress and teaching effectiveness.

The following is a summation of the assessment ***tools*** and sources used in Summit Public Charter School:

- TPRI: Texas Primary Reading Initiative
- IRI (Idaho Reading Indicator)
- AIMSweb: R-CBM, M-CBM, LSF, LNF, MAZE
- CORE Phonics Survey (for grades K-3)
- Classroom based assessments including, but not limited to**:** Program math concept tests, timed math computation tests, Shurley Method tests, Oral Phonogram Review, Written Phonogram Review, McCall-Crabbs, SRA
- ISAT (Idaho Standards Achievement Test)
- Observation of and reflection on instruction
- Observation of individual students
- Student white boards

Instructional practices as well as student achievement are reviewed regularly and evaluated for improvement. The AIMSWEB data management system allows staff to regularly review student growth driven by instruction. Teachers conduct classroom-based assessments, review them, and consistently conduct "in-stride" evaluation of themselves and their students learning as they teach.

The Student Measurable Education Standards are the paramount performance benchmarks driving data collection and analysis. The Sections entitled, "Data-Driven Reflective Practice" and "Guidelines for Data Driven Reflective Practice" articulate the processes for developing and gathering data which help determine if the MSES are met. Data gathered from the above mentioned "assessment tools" will be used within the context of a PLC For what does PLC stand? to determine if the MSES are met by: This doesn't make since. The MSES in prior pages refer to standardized test results that change only once annually. How will analysis of other assessment results help determine whether those MSES are met? That said, we appreciate the school's intent to gather and analyze academic data on a frequent and regular basis.

- Meeting every two weeks as a staff PLC and as vertical grade level PLCs
- Data is analyzed in these teams according to the research proven RtI approach of three times per year for students making determined benchmarks, monthly for students meeting or not meeting determined benchmarks, or weekly for students not meeting determined benchmarks
- Within the context of the PLC, staff ensure alignment of the curriculum as driven by the Common Core State Standards; staff evaluates all aspects of the curriculum with respects to systematic pacing, systematic instructional practices, and systematic common assessments at each grade level

The Spalding model of instruction with the lead text, "*The Writing Road to Reading*," has a sound and consistent review and improvement process including training, modeling, coaching, review, and improvement goals.

Summit Public Charter School promotes accelerated learning using rigorous curricula, the ~~"teaching to the high"~~ philosophy of teaching to high levels of learning, and direct instruction pedagogy, all with fidelity. This system of teaching and learning requires ~~calls for~~ a specific assessment framework to provide tangible data and evidence for continuous review and improvement. This framework for assessing this instruction and learning system will be analyzed further, and the staff team will collaborate regarding the best strategies for assessing and measuring the effectiveness of our system, and for implementing strategies for improvement where necessary.

Please refer to Appendix I for "Focused, Relevant, and Ongoing Professional Development" for further details regarding the process of assessment we will use.

Collaboration: The Setting and Framework for Professional Development, Reflective Practice, and Data-Driven Decisions

To address the uniqueness of the program, Summit Public Charter School provides and requires an extensive amount of professional development for teachers to ensure that they are not only highly qualified in curriculum and instructional methods, but highly *effective* as well. Summit Public Charter School will contract with The Academy at Roosevelt Center and its fully trained and experienced site teachers, for training and mentoring services. All professional development days will include instructional and philosophy training or review. Additionally, all regularly scheduled staff meetings will contain staff development exercises.

All Summit Public Charter School teachers are sufficiently trained in the program for 15 months regarding: ~~period of time sufficient to demonstrate~~ the execution of curriculum through direct instruction, the benefits of the culture, the importance of pacing, and the reliability of high expectations for every student. Each Summit Public Charter School teacher will be assigned a "mentor" teacher from The Academy for ongoing training throughout the year. Workshops and in-service training will be scheduled as needed.

Professional Development focuses will include:

3 Months:

- Initial Programmatic Mentorship with ~~and~~ The Academy at Roosevelt Center
- Curriculum alignment and pacing
- School Culture and Expectations

- The Spalding Method I and II: The Writing Road to Reading
- The Shurley Method
- Mathematics approach and processes

12 Month (first school year):

- Initial and ongoing training with collaboration with Professional Learning Communities approaches
- Making data-driven decisions
- Best practices and high yield instructional practices

Please see Appendix V for "Letter of Intent" of Professional Development Contract with The Academy.

The staff members of Summit Public Charter School do not work in professional isolation, but work together. The staff of Summit Public Charter School collaborates regarding student achievement, behavior, and character development.

Richard DuFour teaches of the power and synergy that evolves when educators work, not only as individual classroom teachers, one-on-one with a class of students, but also as a team, or a community of educators. Thus, "The very essence of a learning community is a focus on and a commitment to the learning of each student" (Dufour, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2006, p. 3). A student, who is supported by a team of educators collaborating consistently for his/her learning, achievement, and character growth, is far more likely to be successful in the myriad of ways this charter professes. While students are taught to the high, being exposed to concepts repeatedly, teachers have the responsibility to use their expertise of learning, and create relationships with each individual student, focusing on individual needs. One role of a charter school Principal is to assure each student has the educational resources, structure, and attention needed to demonstrate consistent acquisition of knowledge and skills. Therefore, the Principal can ensure these resources are effectively used when teachers share with each other curricular knowledge, strategies, and insight gleaned from multiple forms of student observation, formative, and summative data. Summit Public Charter School staff members embrace and execute the appropriate steps towards common practice as related by Little (1981):

"Collegiality is the presence of four specific behaviors, as follows: Adults in schools talk about practice. These conversations about teaching and learning are frequent, continuous, concrete, and precise. Adults in school observe each other engaged in the practice of teaching and the Principal. These observations become the practice to reflect on and talk about. Adults engage together in work on curriculum, by planning designing, researching and evaluating curriculum. Finally, adults in schools teach each other what they know about teaching, learning, and leading. Craft knowledge is revealed, articulated, and shared."

As the staff of Summit Public Charter School engages in the behaviors and practice stated above, and as led by the Principal, they will experience enriching activities and conversations which will scaffold and strengthen their abilities to teach students to the high, provide multiple learning opportunities, and to analyze multiple forms of formative and summative data.

Data-Driven Reflective Practice through collaboration at Summit Public Charter School will consist of, but not be limited to the following:

- The teaching staff, guided by the Principal, is itself a collaboration team; thus, The faculty meets in staff meetings to collaborate about the effectiveness of methodology, teaching practices, and the needs of students <u>based on formative and summative assessment</u>
- The Principal provides coaching and feedback to each teacher regarding practices, management, and instructional strategies, instructional practices, student needs and situations, and implementing the program with fidelity
- Teachers meet in grade level teams in context, and pertinent to grade level focuses in vertical curriculum, detailed by the following examples: K-2, 1-3, 2-4, 3-5, 4-6, 5-7, 6-8
- As teams, teachers and the Principal follow the "guiding questions" and follow the "systematic process" as detailed below; they do so continually

- Teachers and the Principal have informal conversations regarding a student, and his or her academic progress, or behavior and how it is adversely affecting the students' learning; in such conversations, the teacher and Principal design an approach to best remedy the academic struggles or lack of behavioral performance
- Teachers converse with other teachers regarding students and their performance; these conversations become especially beneficial when one or more teachers in the dialogue previously taught said students in years past
- A data team is assembled, which administers school-wide screening probes, progress monitors students, and provides weekly, monthly, and tri-annual data addressing proficiency of students in multiple curricula; the various forms of information is then shared with teachers individually, in specific vertical teams, or as a staff
  Teachers, Education Assistants, and the Principal work together to provide Harbor culture and character growth for students

Guidelines for *Data-Driven Reflective Practice* at Summit Public Charter School:

The Guiding Questions for our dialogue and decisions:

- What are students supposed to be learning? What knowledge and skills should every student acquire as a result of this lesson, unit, etc.? (Standards, curriculum, pacing)
- How do we know they are getting it? How will we know when each student has acquired the essential concepts, knowledge, skills, and ability to apply new concepts and skills? What are our indicators? What determines when we are satisfied constant learning is happening?(Classroom based assessments, observation, formative assessment, summative assessment, attentiveness to the components of the curriculum)
- What are we going to do if they do not get it? What determines when we either step in and intervene, or trust they will pick it up through repetition and mastery? (Re-teach with fidelity to direct instruction and to high levels of concept learning, teaching to high levels of learning, ~~the high~~, identify interventions or alternate strategies)

The Systematic Process which guides our decisions and actions:

- Gather evidence of current levels of student learning
- Develop strategies and ideas to build on strengths and weaknesses in both instruction and student learning

- As a team, implement, monitor, and evaluate implementation and actions taken
- Analyze the impact of those steps and strategies on student achievement and instructional practice, determining whether they were effective and why, or not effective and why
- Apply in practice the new knowledge, strategies, etc., learned from this
- Measure the impact of implementation on student learning and achievement through multiple forms of assessment

3. STANDARDIZED TESTS *I.C. 33-5205(3)(D)*

Students of Summit Public Charter School participate in all required assessments required by the Idaho State Board of Education, and as supervised by the Idaho State Department of Education. Currently, the tests which Summit Public Charter School will conduct as mandated by the above entities are:

- *The Idaho Reading Indicator (IRI):* Given to students grades K-3 and serves as an assessment of early reading skills; this test is administered in the fall and the spring; Summit Public Charter School will additionally administer the IRI in the Winter as this midpoint of the school year is a valuable time to measure reading change and growth
- *The Idaho Standards Achievement Test (ISAT):* Given in the spring to students 3-8th grades to determine proficiency in core Mathematics, Reading, Language, and Science skills and concepts; spring results from this test series determines Annual Yearly Progress (AYP) status for Summit Public Charter School as required by No Child Left Behind legislation
- Special Needs students who meet the criteria for "alternative assessment" according to the Idaho Special Education Manual will take the IAA in the spring through special education.
- If selected, grades 4 and 8 will participate in the Insert full title. (NAEP) ~~which will~~ assess reading, mathematics, science, and writing.

Summit Public Charter School will conduct an annual evaluation of empirical assessment results. As part of the annual independent fiscal audit, this assessment evaluation will be reported annually to the authorizer of Summit Public Charter School, and will contain but will not be limited to, the following components:

- Student baseline developed during the first year using testing results;
- A comparison of annual results with baseline scores to assess progress
- Grade-level and school composite scores
- A graph of annual results showing year-to-year change
- An examination of a variety of variables and indicators through formative assessment and summative assessment to identify areas for improvement

As part of the strategic planning and focus of the Board of Directors, the above listed data will be presented to the Board of Directors of Summit Public Charter School and the school's authorizing entity, on an annual basis.

4. ACCREDITATION *I.C. 33-5205(3)(E) & IDAP 08.02.02.140*

Accreditation refers to the approval granted to an institution of learning by an official review board after the institution has met specific requirements. Accreditation is another means of assuring the public that the school can be trusted to provide a high-quality education. Summit Public Charter School commits to obtaining accreditation in accordance with IDAPA 08.02.02.140. ~~Summit Public Charter School will obtain accreditation through the Northwest Accreditation Commission (NWAC)~~. ~~Due to the encouragement of the Idaho State Department of Education, Summit Public Charter School will utilize the Self Assessment Idaho School Accreditation Quality Indicators to determine and track measurable goals. if accreditation is sought.~~

~~It is an ongoing, highly collaborative process that establishes those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support of teaching and learning.~~

~~In order to maintain accreditation, Summit Public Charter School will show that it meets NWAC recognized Standards of Accreditation and continually works to improve student performance through an on-going self-study. Results of the self-study will be available to the public and will drive~~

~~professional development activities. Further, a copy of the accreditation report will be given to the authorizing entity of Summit Public Charter School.~~

~~Summit Public Charter School will fully cooperate with NWAC to continue accreditation through communication of continuous improvement and achievement.~~

5. MIDDLE LEVEL CREDIT AND ADVANCEMENT REQUIREMENTS

The Board of Directors and the Principal will collaborate to establish and execute a middle level program which accomplishes the following:

- Implementation of a credit system no later than 7th grade
- Requirement that students attain a minimum of 80 percent of credits or complete an alternate route in order to move on to the next grade
- Students will not be allowed to lose a full year of credit in one academic area.
- Attendance as a required factor in the credit process

Further, the Middle Level credit focus at Summit Public Charter School will create a program blending the following key elements:

- Student Accountability
- Challenging Middle Level Curriculum
- Academic Analysis and Intervention
- Shared Leadership
- Provision for Tools and Processes for Transition to High School

Summit Public Charter School will work collaboratively with the "Middle Level Task Force" of the Idaho State Department of Education in an ongoing mentoring experience from this SDE team.

6. SCHOOL IMPROVEMENT PLANNING

This section includes extensive information that appears to have been cut and pasted from another document, which should be referenced rather than quoted, particularly as some of the information is subject to change. Your petition should focus on how Summit, as an individual school, will implement the requirements if necessary.

Research demonstrates that student achievement increases when the school's goals and objectives for students include expectations for high academic achievement and preparation for post-secondary education and careers. Curriculum, instruction, assessment, scheduling and professional development are designed and continually reviewed and improved based on available data. This approach of looking at data to determine trends and then adjust programs to generate better results is part of the school's continual improvement plan. In the event Summit Public Charter School is identified as a school "In Improvement," the Principal will lead a team to work with the Idaho State Department of Education, specifically the "Division of Student Achievement and School Improvement." Further, the Principal with ensure the school follows all procedures, projects, and plans set forth by the SDE for identifying needs, developing a School Improvement Plan, and for putting in place an effective process for implementing and monitoring the SIP plan and its success.

What is an LEA and school identified as "In Need of Improvement?"

According to the *No Child Left Behind (NCLB) Act of 2001*, a major legislative reform of the *Elementary and Secondary Education Act (ESEA),* a school is in need of improvement if it does not make adequate yearly progress (AYP) for two consecutive years, thus being identified as needing improvement. According to NCLB, every state must set the goals that each district/school must meet.

The succession of years and responsibilities in each year are as follows:

Year 1: School does not meet AYP
Year 2: School does not meet AYP / School Improvement Year 1 (choice)
Year 3: School does not meet AYP / School Improvement Year 2 (supplemental ed. services)
Year 4: School does not meet AYP / Corrective Action
Year 5: School does not meet AYP / Restructure (planning year)
Year 6: School does not meet AYP / Restructure (implement plan

Planning for school improvement is built on at least four objectives and themes of NCLB:

- Accountability for results
- An emphasis on doing what works based on empirical scientific research
- Expanded parental options for school choice
- Expanded local control and flexibility

The Principal and the Board of Directors will remain abreast of policy changes and advancements with No Child Left Behind. When a workshop or training occurs, the Principal will designate an agent of the school to attend these meetings. The relationship with this SDE division will maximize communication regarding AYP and NCLB if the school is a "school in improvement."

Agents of Summit Public Charter School understand how a school enters and exits "improvement status." We understand that AYP requires 95% participation of all students tested in all areas. Further, we understand that one determining factor for entering "needs improvement" status is based upon sub-groups of students which need to meet the established benchmarks, identified in Table 1 on p. 38 of this charter.

These subgroups which must meet the benchmarks in Table 1 include but are not limited to the following:

- Limited English Proficient Students
- Economically Disadvantaged
- African American
- Asian
- American Indian /Alaska Native
- Hispanic
- Native Hawaiian /Pacific Islander
- White
- Overall Student Population
- Students with Disabilities

As far as agents of Summit Public Charter School are aware, there are a possible total of 41 target groups which must meet AYP. If the total school population, or any one of the other sub-groups, does

not meet the benchmark shown in Table 1, the entire school is identified as not meeting adequate yearly progress. This shortfall begins the process of the school entering into needs improvement status after ***the second*** *year of shortfall with standardized tests.* Thus, a school that does not make AYP for two years, consequently, is identified ~~for "improvement."~~ as "in need of improvement." We understand that Summit Public Charter School must have a sub-group of at least 34 students in order to calculate student data. Schools with larger populations such as high schools, middle schools, and larger elementary schools have a larger chance of not meeting AYP because of the larger sub-groups.

We understand student subgroups who fall below the proficiency level can meet AYP through what is called "Safe Harbor" status. This requires that 10% of the students in the subgroup move from "Basic" status on the ISAT, to "proficient" on the ISAT.

Further, we understand additional consequences of entering into school improvement status are:

- Parents are given "school choice" within the LEA/district if it is available
- The LEA must pay for transportation of students to the school of choice
- Lowest achieving students from low-income families are given first preference
- For Title I schools, Supplemental Education Services (SES) from an approved list of providers are offered to all eligible students if the school does not make AYP for three years in a row *(SES providers are exempt from certain ESEA requirements to which the public schools must adhere).* For non-Title I schools, SES will be available at the school site
- Schools that do not make AYP for 5 consecutive years are in corrective action

TABLE 1: Benchmarks for achievement on the ISAT determining "Adequate Yearly Progress"

READING	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Proficiency Goals	85.6%	90.4%	90.4%	95.2%	100%
MATH	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Proficiency Goals	83.0%	88.7%	88.7%	94.3%	100%
LANGUAGE	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Proficiency Goals	75.1%	83.4%	83.4%	91.7%	100%

Year 1: School does not meet AYP
Year 2: School does not meet AYP / School Improvement Year 1 (choice)
Year 3: School does not meet AYP / School Improvement Year 2 (supplemental ed. services)
Year 4: School does not meet AYP / Corrective Action
Year 5: School does not meet AYP / Restructure (planning year)
Year 6: School does not meet AYP / Restructure (implement plan)

Officials of Summit Public Charter School understand these benchmarks are subject to change upon state request and federal approval. Thus, school officials are prepared to adjust school level benchmarks and goals to be in alignment with federal requirements.

The following is a detailed plan regarding Summit Public Charter School, in the event it is identified as "in need of improvement." This plan addresses School Improvement Years 1, 2, 3, 4 and 5, as well as its responsibilities for LEA Improvement status Years 1 and beyond.

The LEA/school goals for improvement planning and execution will be driven by AYP.

Year 2: School Improvement Year 1

The LEA must identify for school improvement any school that fails to make AYP for 2 consecutive years. Identification must take place before the beginning of the school year following the failure to make AYP:

- Within 3 months, Summit Public Charter School will develop a school plan, in consultation
  with parents, school staff, district, and external school improvement facilitators /experts. This plan will be referred to as the School Improvement Plan (SIP)
- The Principal will organize a School Improvement Team consisting of: a member of the Board of Directors, the Principal, a minimum of two teachers, a minimum of two para-professionals, a minimum of 2 parents.
- Provide parents the option to transfer to another public school not in
  school improvement.
- use of accommodations, modifications, and alternate assessments for students with disabilities;

Year 3: School Improvement Year 2

If a school fails to make AYP for 3 consecutive years, by the end of the first full year after identification the LEA/charter school must:

- Continue implementing and evaluating the elements of the School Improvement Plan (SIP), making adjustments based on shortfall of meeting goals the previous year
- Continue to provide technical assistance
- Continue to make public school choice available
- Make supplemental educational services available

- ~~Year 4: Corrective Action~~

Year 4: Corrective Action

If a school fails to meet AYP for 4 consecutive years, by the end of the second full school year after identification, the LEA/charter school must:

- Continue to make public school choice available;
- Continue to make supplemental services available;
- Continue technical assistance;
- Identify the school for corrective action; and
- Take at least one of the following actions:
- Replace school staff relevant to the failure;
- Institute and implement a new curriculum
- Significantly decrease management authority in the school;
- Appoint outside experts to advise the school;
- Extend school year or school day; or
- Restructure internal organization of the school.

Year 5: Restructure (planning year)

If a school fails to make AYP for 5 consecutive years, after one full year of corrective action the LEA/charter school must—

- continue to make public school choice available;
- continue to make supplemental services available; and
- prepare a plan to restructure the school.

Year 6: Restructure (Implementation of the Restructuring Plan)

By the beginning of the next school year, the ~~district~~ charter LEA must implement one of the following
alternative governance arrangements consistent with Idaho State law:

- Re-open school as a public charter school (Invalid option for Summit Public Charter School)
- Replace all or most of school staff, including the Principal;
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school;
- Have the Idaho State Department of Education assume governance of the school
- Have the Local School district assume control of the school if Summit Public Charter School is authorized by the local school district (Invalid option if Summit Public Charter School is authorized by the Idaho PCSC)
- Impose another major restructuring of the school's governance arrangement.

If Summit Public Charter School is a~~n individual~~ charter LEA, the budget will be altered to include a 10% provision to purchase professional development for staff. The professional development will be determined by needs as the School Improvement Plan dictates what training is needed to achieve which goals of the SIP. Further, 20% of the budget will be set aside for providing supplementary education services. The general education budget, the special education reimbursements, and the Title I funds, if they exist, will be taken into consideration as sources for such mandated set asides. Could Summit remain fiscally viable with 30% of its funds committed in this way?

These set asides will be made in any subsequent year the school is identified as "in improvement."

If the school enters a restructuring phase, finances will be set aside to offset changes including but not limited to:

- Replacing teaching staff
- Adding additional para-professional staff
- Training of existing and new staff to become "highly qualified" if the requirements are altered from current status (Summit Public Charter School will not be hiring teachers who do not demonstrate 'highly qualified" status with their credentials when the interviewing begins)
- Implementing new curriculum

Founders are aware of the inherent conflict of interest which exists in the event of restructuring options alternative governance. In essence, a charter school administrator is also the superintendant of the school, and thus cannot solely lead a restructuring effort if part of the restructuring includes replacing district the Principal. Therefore, the following actions will be taken to remedy the conflict of interest:

- Using viable data, the Superintendant/Principal will first determine what changes need to be made regarding the teaching staff, with the curriculum, and with the process of monitoring/evaluating student achievement, and regarding the use of funds redistributed and structured
- The Principal will develop (3) proposed restructuring plans and present the plans to the Board of Directors
- The Board of Directors, in an effort to avoid conflict of interest, will partner with an outside entity to provide arbitration and third party perspective and coaching; the first entity to be sought will be the Idaho Charter School Network; the third party entity will provide additional and separate feedback and counseling on charter school restructuring to the Board of Directors based on reviewing the charter, reviewing student achievement data, and performance data
- The Board of Directors will, using the proposed options of the Principal and the third party, choose a viable restructuring plan
- If the Board of Directors determines that restructuring processes requires removal of the Principal, the Board of Directors will solely decide the outcome of the Principal
- The school board, with the counsel of the third party, examine the options proposed by the Principal, to accept such, or go with a different option all together

TAB 5

1. GOVERNANCE STRUCTURE *I.C. 33-5205(3)(F)*

SUMMIT PUBLIC CHARTER SCHOOL, INC.

Summit Public Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. The founding board of Summit has submitted the application for is ~~in the process of applying for~~ qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide ~~documentation of application and~~ documentation of approval when this is granted. Please see Appendix A. for Articles of Incorporation and Appendix B for Bylaws. The Board of Directors will be the public officials who govern the charter school. In addition, the Board of Directors shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter.

Short term and long term success of Summit Public Charter School ultimately rests on the shoulders of a strong, strategically focused Board of Directors. Summit's board will be focused first and foremost on the following:

- Ensuring the school is fiscally sound and transparent
- Ensuring all fiscal , SDE, and authorizer reporting is timely, accurate, and consistent
- Developing and establishing policies which provide optimum learning opportunities for all students enrolled in the school
- Engaging in strategic directional planning which yields the highest rate of success for students' character growth, learning, achievement, success, and strong work ethic
- Establishing a reputation backed by action of being transparent and student focused

The founding Board of Directors of Summit Public Charter School is made up of Idaho citizens committed to operating a safe, performance-based charter school in the Pocatello area. The governing body of Summit Public Charter School officiates for the nonprofit corporation, and is The Board of Directors for the school. The number of seats on the Board of Directors when the school opens will be 6 ~~5-6~~. Members of the current founding Board of Directors consists of individuals who are a cross representation of professions and experiences, several of whom desire to have children enrolled in Summit Public Charter School, upon authorization. Board Directors are not employees of the charter school. The Board of Directors meets regularly to oversee the strategic direction, operation, and activities of the school. The Board of Directors defines, composes, and revises (as needed) the policies of Summit Public Charter School and ensures compliance with its charter agreement and applicable laws and regulations. The Board of Directors will be subject to the provisions of the Idaho Open Meetings Act and the Idaho Public Records Act (I.C. 33-5205(3)(f). The Board of Directors meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school. Any board member who works directly with students will be subject to background

checks and will receive training for the school program. The Summit Public Charter School Board of Directors will comply with Idaho Code 33-5204(2).

The Board of Directors of Summit Public Charter School will purchase errors and omissions insurance for the protection of the school. It is anticipated that some of The Board of Directors will be community members, other than parents, in order to further increase the level of the school's accountability to the public, especially with regards to high levels of success and results in the school's culture and program. Summit Public Charter School, Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The Board of Directors will be legally accountable for the operation of the charter school. Summit Public Charter School acknowledges that upon approval of the petition, the school's Board of Directors will be public agents required by its authorizer to oversee the school. Summit Public Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the Principal, who is not permitted to occupy a seat on such board. The Board of Directors also will be responsible for understanding the process of hiring, and requirements of potential employees. Further the Board will take an active role in learning of the hiring choices made by the Principal, and inquire as to how the hiring choices made best meet the needs of the students. As a measure of support for the school, the Board of Directors will have the opportunity to meet the employees hired, both certified and classified, in the next regular board meeting after the hire. The Principal will lead the hiring process and will make decisions regarding filling open positions.

The Board of Directors will, when necessary, adjudicate disagreements between parents and the Principal. Summit Public Charter School commits to keeping complete and accurate Board of Directors meeting minutes and to making them available to the public via the school website, as well as by hard copy in the office.

THE GOVERNANCE STANDARDS OF THE BOARD OF DIRECTORS:

1. The Board of Directors will represent the needs and interests of ALL the children of Summit Public Charter School; the mission, vision, and philosophy statements are the priorities upon which all strategic decisions are made by The Board of Directors;
2. The Board of Directors will represent the needs and interests of ALL the stakeholders of Summit Public Charter School and will provide competent stewardship of and fiscal management of public tax funds;
3. The Board of Directors values the right of public citizens to be informed about Board decisions and school operations;
4. The Principal is the Chief Executive Officer of Summit Public Charter School. He/she is to advise The Board of Directors, provide recommendations, and propose options on matters pending before The Board of Directors. The Principal shall be present at all meetings;
5. The Board of Directors will establish the vision, adopt and revise policy, and assume accountability. The Principal will administer Board policy and strategically manage the school. In doing so, The Board of Directors will demonstrate its understanding of its role and responsibilities;

6. The Board of Directors, with advisement from the Principal, will set clear goals for Summit Public Charter School;
7. The Board of Directors Chair or designee is The Board of Directors spokesperson;
8. The Board of Directors Chair and Principal jointly set meeting agendas;
9. Full participation is expected for all The Board of Directors at meetings. Less than full participation of The Board of Directors impacts the ability of The Board of Directors to function effectively and efficiently;
10. The Board of Directors will execute due diligence, be informed, be on time, present a professional appearance, attend all regularly scheduled sessions and committee meetings, give notice if members have a need to be absent, and participate in all local and State Board training opportunities;
12. The Board of Directors understands that there are many other time commitments beyond the regular work session and meeting schedules. Thus, the Board of Directors agrees that all are responsible to commit to additional obligations but do so by sharing these responsibilities;
13. The Board of Directors will keep abreast of educational trends, research and best practices through individual study, and participate in programs which provide educational information;
14. The Board of Directors understands that individual members do not have authority. Only The Board of Directors as a whole has authority, and only in a publicly noticed, convened meeting. We agree that individual The Board of Directors cannot take unilateral action;
15. The Board of Directors will conduct its business in accordance with the Open Meeting Law. It is preferred that The Board of Directors be physically present at meetings so as to be highly visible to the public and present for general and crucial conversation;
16. The Board of Directors recognizes that decisions are made by a majority vote. Once a decision is made, all The Board of Directors will support that decision;
17. The Board of Directors will conduct a yearly self-evaluation and promptly address individual problems which limit teamwork and creates conflict with the Operating Standards;
18. The Board of Directors will respect the staff, support the employment of those best qualified, and expect that all staff are evaluated fairly, effectively, and regularly by the Principal;
19. The Board of Directors will lead by example. We agree to avoid words and actions that impact people negatively and personally. Prior to making decisions, we expect to debate and have a full discussion of differing points of view in a safe, open, honest, and respectful environment;
20. Communication between staff and The Board of Directors is encouraged. However, requests made of individual members of the Board of Directors or of The Board of Directors as a quorum that require extensive study or may have political implications are to be directed to the Principal;
21. All staff and student personnel complaints and criticisms received by The Board of Directors, as a whole or the individual members, will be directed to the Principal;
22. The Board of Directors will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues;
23. The Board of Directors will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before The Board of Directors;
24. The Board of Directors will consider available facts, research, best practices, cost implications, input from the Principal, staff and the public, and individual judgment in its decision making process;

25. Prior to making a decision that The Board of Directors identifies as having major impact on students, staff and/or patrons, The Board of Directors will use a public hearing process to gather input;
26. The Board of Directors is to refrain from using a Board position for personal or family gain or prestige. We agree that any Board member having any conflict of interest with an agenda item must declare that conflict prior to Board action;
27. When members of The Board of Directors are assigned to serve on various school committees, their role shall be defined by The Board of Directors as a whole, as either a silent observer or an active participant;
28. Surprises to The Board of Directors or the Superintendent will be the exception, not the rule. We agree to ask the Chairperson of The Board of Directors or the Principal to place an item on a future agenda rather than bringing an item up unexpectedly at a meeting. Any member of The Board of Directors having personal criticism of district operations is to present that criticism to the Principal at a time other than a Board meeting;
29. To be efficient and effective as a Board of Trustees, long Board meetings will be avoided. If a Board member needs more information, either the Principal or Board Chair is to be contacted before the meeting. Public comment will be encouraged as a component of Board meetings under public comment. Appropriate protocol for public comment will be consistently practiced;
30. The Board of Directors will debate or speak only to the issues noticed on the agenda. Facts and information needed from the Principal will be referred to the Principal;
31. Executive sessions will be held only when specific needs arise. The Board of Directors must adhere to confidentiality in regard to executive sessions realizing the legal ramifications of outside communication from these sessions;
32. Work sessions will be scheduled for in-depth discussion on one or more topics.
33. The Board of Directors will affirm these Operating Standards during its annual meeting.

THE BOARD OF DIRECTORS AND THE PRINCIPAL

The Principal of Summit Public Charter School is the agent charged with executing the strategic plans of The Board of Directors for the proper education of all the students. The Board of Directors assures that the Principal executes, analyzes, and improves upon the success of the curriculum, student assessment, culture, and character focus within ~~of~~ the school's program. The Board of Directors holds the Principal accountable for accomplishing his/her duties with focus, consistency, and strategy. The Board of Directors of Summit Public Charter School is the final policy makers of the school. Unless otherwise determined by the Board of Directors, the Principal makes decisions regarding the hiring and termination of staff. Further, the Principal develops and carries out all staff evaluations, both formal and informal. Such evaluations are independent of oversight by any Board member or quorum of board members. The evaluation tools and processes for evaluation may be shared with and explicated to them upon request and inquiry.

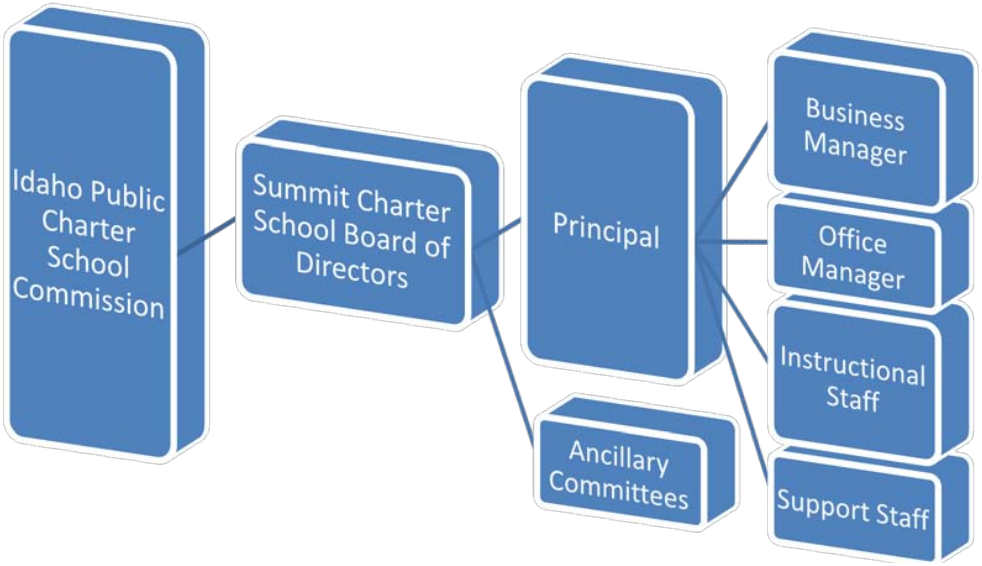
The Board of Directors gives the Principal charge for oversight of successful practices and improvement upon performance of staff members. It is the expertise and experience of the Principal to do such. The Principal reports at intervals determined by The Board of Directors on the performance of the staff.

The Principal is responsible for communicating with the Board of Directors about coordination with the school's authorizer, the effectiveness of staff communication, the purpose and frequency of different meetings which take place in the school, relationships with different individuals and entities in the community, specific parent interactions, staff performance, student performance, and student achievement data in various forms.

The following is a summation of the Principal's chief duties as these duties relate to the safety, culture, climate, and performance of the school:

- Maintains a consistent presence in the school during the instructional day and is not off campus; the Principal is most effective, supportive, and impactful when he or she is consistently present
- Spends time with teachers and students in classrooms and other staff consistently through the school day and saves office work and paper work for non-instructional times
- Establish and sustain a synchronized, vertically aligned, and challenging curriculum which effectively uses the school's aggressive learning and character goals, and effectively fulfills the mission of the school.
- Supervise administrative staff with an effective blend of leadership styles, procedures for ensuring accountability, and analysis of results.
- Implement and execute proactive and consistent student disciplinary steps
- Oversee discipline hearings and appeals that are driven by all applicable laws, policies, and procedures
- Ensure managerial/organizational procedures are developed, followed, and evaluated
- Ensure managerial/organizational functions are effectively executed, followed, and evaluated
- Ensure all policies and school procedures are executed
- Be the leader of continuous strategic planning which is constant and communicated
- Interact and intercede for the needs of staff and/or students as needed.
- Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information
- Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.
- Develops and follows methodology for providing supportive and constructive feedback to staff and students regarding their performance and success
- Determines needs for professional development through a variety of means including observation, staff input and collaboration, and driven by various forms of data
- Develop and follow a financial budget which is fiscally conservative, meets all governmental requirements and has consistent expenditures based on what is optimum for student learning.
- Execute other duties and assignments given by the Board of Directors.

The following chart illustrates the organizational structure, including the oversight of an authorizer, of Summit Public Charter School:



GOVERNANCE TRAINING FOR THE BOARD OF DIRECTORS

Upon authorization of Summit Public Charter School, the Board will enter a 12 month contract with the Idaho School Boards Association for governance training. The contract will provide one year of initial training, helping the founders' group of the board transition into the quorum which governs an operational school. After this year expires, the Board will determine what the most strategic areas of training needed are at the time, based on the expertise and experience of the members of the Board.

The overarching focus of training from the agents of the school will involve sound and comprehensive understanding of the school program. In order to govern the school in a way which provides an innovative and choice learning experience for students, Board members must make knowing and supporting the school program their constant endeavor. The Principal and staff will lead this training initiative. Further, programmatic training will encompass a portion of each regular Board meeting.

Please see Appendix R for the "Letter of Intent" from Liz Kilpack, board trainer for the Idaho School Boards Association.

ANCILLARY COMMITTEES

As ruled by the corporate bylaws, ancillary committees will be created. These groups will consist of such groups as, but not limited to: Parent Teacher Organization, a fundraising committee for raising additional funds to support operational costs, a public relations committee, and others.

Such committees will work in consultation with the Principal and The Board of Directors to create and monitor strategic and and results-driven actions for the school.

2. PARENT INVOLVEMENT

Parents of students at Summit Public Charter School are vital to the ongoing education of their children. One of the key characteristics of the school which parents will be able to recognize, is the strong multi-leveled emphasis on parent support. Agents of Summit Charter value and appreciate the perspective each parent has regarding his/her child. This is perspective that only a parent can have, and thus, the school encourages and provides opportunities for communication and teamwork on behalf of students. In a variety of circumstances, parents work as team members with staff to monitor and adjust as needed efforts made with students. Such opportunities include conferences, classroom observations, and more.

High levels of parental support are critical to the successful implementation of the Summit program. Each month, every family is encouraged to provide a numbers of hours (to be determined) of volunteer time for the school. This volunteer time can constitute various types of different support activities such as assisting with grading, lesson preparation, in-class aid, guest lectures, facilitating parent communication, lunch or recess supervision, or general office assistance.

Parents of students at Summit Public Charter School are considered their child's first teachers. Therefore, staff members seek proactive ways to involve parents in issues such as discipline, homework, academic progress, and opportunities for character development. Parents as stakeholders in Summit Public Charter School will be encouraged to be involved by:

- Attending an "orientation" session at the beginning of each school year (attendance at this session becomes the parent's first experience each new school year with expectations)
- Providing welcomed service at the school, with first emphasis being placed on classroom support and preparation for teachers
- Attending each of the two conferences with the respective teacher; by being to attend these conferences, parents and teachers create another line of communication. Further, teachers are able to share with parents their specific expectations for behavior and academics, and how those can be uniquely supported in the home
- Attend classes to be provided which will strengthen their understanding of different culture and curricular focuses and goals
- Contributing in proactive ways by speaking with their child over the phone during the day in the event a discipline situation warrants such a conversation
- Providing their student(s) with a setting where learning may continue at home, and encouraging students to complete work with a good attitude and sincere effort

- Attending field trips as chaperones and supervisors modeling appropriate behaviors, manners, and being good ambassadors in the community
- Visiting classrooms as invited speakers representing businesses, volunteer organizations, the military, and other area of the community
- Observing instruction, culture, and practices in the classrooms to enable them to speak to and model such with their children in their homes
- Communicating with teachers and the Principal though email, phone conversations, and scheduled appointments to collaborate on successful strategies for students

Stakeholders of Summit Public Charter School will be encouraged by The Board of Directors to organize a standing committee known as the Parent Teacher Organization (PTO) to coordinate classroom and school volunteers, fundraising activities, and further support at Summit Public Charter School.

3. ANNUAL PROGRAMMATIC AND FINANCIAL AUDITS *I.C. 33-5205(3)(k)*

ANNUAL PROGRAMMATIC OPERATIONS AUDIT *I.C. 33-5205(3) (k)*

Summit Public Charter School will have an Annual Programmatic Operations Audit provided by The Idaho Charter Schools Network. Note that ICSN audits are not required, and commitment to such may become a problem in tight financial times. Such an audit will provide Summit Public Charter School an opportunity for self-reflection and external, objective feedback. This process will:

- Assist the school with ensuring operational achievement and implementation of Summit Public Charter School's vision
- Assist Summit Public Charter School with continuous improvement and strategic planning
- Provide evidence to supply the school's authorizer with strengths and deficiencies, including compliance, or failure to comply with statute, administrative rule, and/or the terms of the charter. Summit Public Charter School is committed to comply with all Idaho statutes and all policies of the Idaho Public Charter School Commission with regard to programmatic operations audits.

PARTICIPATION IN THE PROGRAMMITIC OPERATIONS AUDIT

Other members of the programmatic operations audit team may include current and former members of The Board of Directors, founders, teachers, parents, students, representatives of the authorized charter entity, and other stakeholders. It is the intent of Summit Public Charter School to be gracious and teachable hosts to all audit team members. The days scheduled for the audit to be executed by the audit team members will be tightly organized, scheduled, and productive ~~executed~~.

4. ANNUAL INDEPENDENT FISCAL AUDIT *I.C. 33-5205(3)(k)*

Summit Public Charter School will contract with a third party entity to conduct a comprehensive audit of all financial statements of the school as required by Idaho Code Section 67-450B. Further,

the school will prepare an annual statement of financial condition and report of the school. This report will reflect all financials as of the end of the fiscal year. *Summit Public Charter School will follow a form and process dictated by the Office of the State Superintendent of Public Instruction, Idaho Code Section 33-701.* Summit Public Charter School will contract with a Certified Public Accountant to perform the financial audit, and pursuant to IC 33-701sections 5-10, shall:

- "The annual statement of financial condition and report shall be published [...]in a newspaper as provided in IC 60-106, in the county in which the school district is located"
- File one copy of the audit report with the Idaho State Department of Education on or before the 10th of November of each year
- File one copy with the school's authorizer on or before the 10th of November of each year
- "Order and have destroyed any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid"
- "Review the school district budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school district"
- "Invest any money coming into the hands of the school district in investments permitted by IC 67-1210. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the district"

A letter of intent for contract will be written and provided to a Certified Public Accountant when this charter is approved.

5. DISPUTE RESOLUTION

DISPUTES BETWEEN THE AGENTS OF SUMMIT PUBLIC CHARTER SCHOOL AND STAKEHOLDERS

Members of the public, parents, teachers, students, and others, may submit a complaint to The Board of Directors in writing and may deliver the same in person, by fax, e-mail, or regular U. S. mail to Summit Public Charter School's administrative office.

Instructions and procedures for members of the public, parents, teachers, students, and others to communicate will be made available in the student handbook and on the school's website. Those making complaints are strongly urged to first submit their issue in writing directly to the involved party. Serious verbal complaints from parents and community members will be forwarded to the Public Charter School Commission. IDAPA requires that all written complaints, "serious" or otherwise, be forwarded to the PCSC within 5 days.

6. REVIEW, RESPONSE, AND DISPOSITION

The Principal shall review any grievances, and notify the concerned individual in writing within 72 hours that the grievance has been received, and that the grievance shall be acted upon within one week. Parents may be confident that their concerns will be acknowledged immediately and acted upon in a timely manner. The Principal has the duty to attempt to resolve any such matter in the time period stated.

Upon appeal to the Principal a hearing will be held within 10 business days, inviting all parties involved. The Principal will communicate a decision within one week of the hearing, along with a notice of rights to appeal. Per administrative rule, copies of all written complaints will be forwarded to the authorizer.

If the matter is not resolved before the next meeting of The Board ~~of Directors~~ of Directors, the Principal will report the grievance to The Board of Directors. Within 72 hours of the meeting, the parent shall be notified, in writing, of any Board actions. The Chairman of The Board of Directors is permitted under the By-laws to convene an ad hoc board meeting to address a question that warrants immediate attention. Such a decision will be done in alignment to open meeting laws, including the posting of the meeting, and an invitation to the public to attend.

7. APPEALS

Concerned individuals must be notified in writing of any decisions made by the Principal and informed that appeals may be made to The Board of Directors ~~of Directors.~~ Additionally, concerned individuals must be made aware of the full appeal process, including the fact that decisions of The Board of Directors are considered final.

TAB 6

1. EMPLOYEE QUALIFICATIONS *I.C. 33-130 & 33-5205(3)(G)*

PROFESSIONAL QUALIFICATIONS

All members of the staff must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1). Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g). Summit Public Charter School reserves the right to seek alternative/limited certification options as provided by rule of the Idaho State Board of Education. Such hires will take place if they serve the interest of program effectiveness. Additionally, Summit Public Charter School reserves the right to staff any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an "as needed" basis.

The Principal is responsible for hiring qualified personnel and will share all details of hiring and termination of certified and classified staff members with the Board of Directors. ~~Each certified/professional staff member will enter be on a year to year contract written contract which is in compliance with the Office of the Idaho Superintendant of Public Instruction.~~ This is duplicate information best included in the other location. The contracts will be approved by the Board of Directors of Summit Public Charter School, and signed by the Chairperson, the Principal, and the Clerk of the Board.

Highly qualified teaching professionals implement our learning programs. To ensure that teacher applicants are highly qualified, Summit Public Charter School uses a variety of evaluation factors, including years of classroom teaching experience, area(s) of endorsement, charter school experience, former employment referral, and other skills and experiences. Together these factors indicate potential success in working effectively in the unique charter school setting of Summit Public Charter School.

All staff, certified and classified, will be subject to background checks as required by state law. In addition the following qualifications are set for certified staff:
As stated, teachers at Summit Public Charter School are revered as the "experts of teaching and learning." They are hired with such a concept in mind. Because teachers are the experts of learning, they must display exemplary qualities which assist them in setting very high expectations for learning, and for executing the curriculum with high-yield instructional strategies. Teachers will be hired for faculty status based on such abilities. The following indicators must be present before a teacher is considered for membership of the Summit Public Charter School faculty:

- All required teacher certification, unless waived by The Board of Directors of Summit Public Charter School. Waiver will only be considered temporary.
- "Highly Qualified" under NCLB and "IBEDS"
- Five years of certified, contracted classroom experience (highly preferred; candidates with such will be given first attention)
- Possess a Masters of Education degree <u>or higher</u> (highly preferred; candidates with such will be given first attention)
- High grade point averages from high school and university transcripts
- Experience mentoring peers
- Experience in participation in professional development and evidence of such participation
- Proficiency in standard technology applications (MS Office, Outlook, etc.)
- Consistently exceptional professional evaluations
- Teaching awards and other professional honors from parent groups, local businesses, and educational partnerships (Preferred)
- Outstanding references from peers, former students, and parents.

Once evidence of these above indicators is provided, teachers must demonstrate a sound commitment to learning and then embracing the instructional approach and culture completely. Candidates will be interviewed with this evidence as the most important quality and ability in mind, after the above indicators are considered.

Certified teachers, who have left the workforce but seek part-time employment, will be encouraged to apply for specialist positions including teachers of music, science, P.E., Computers, Spanish, and Librarian/ Media Specialist. Local dancers, artists, actors, computer experts, and other consultants with special skills may be asked to participate as guests of the school in special instruction, events, outings or assemblies. The guests will be supervised by a member of the teaching staff that possesses a valid Idaho Teaching Certificate.

BACKGROUND CHECKS FOR STAFF MEMBERS

A thorough background check will be one of the required items for beginning employment after a position has been offered to an individual. All employees will complete a criminal background check with the State of Idaho and the Federal Bureau of Investigation. Further, the Principal will call references and ask questions of the potential employee in contest of such elements as: character, work ethic, honesty, self-motivation, adaptability, timeliness, and professionalism among others.

Fingerprint cards will be used as follows: one fingerprint card will be submitted to the Office of Certification at the Idaho State Department of Education and one will be kept in the individual's personnel file at Summit Public Charter School.

BACKGROUND CHECKS FOR CONTRACTORS AND VOLUNTEERS

A background check will be required of all persons who contract with the school for services including but not limited to: speech and language pathologist, school psychologist and other individuals conducting tests with students. <u>The school will perform due diligence in ensuring volunteers are credible and trustworthy</u> for actions including but not limited to: driving students,

working directly in the classroom with teachers and students, and any occasion when in direct contact with students. Any individual who will have contact with students must be background checked.

Summit Public Charter School will provide evidence of such background probing as required by the law, and will keep documentation of these probes in the business manager's office.

ESTIMATED SIZE OF FACULTY AND STAFF

Estimated Staff: 21 ~~19.5~~ FTE in Year 1

Principal – 1 FTE
Kindergarten -- .5 FTE
First Grade –1 FTE
Second Grade – 1 FTE
Third Grade – 1 FTE
Fourth Grade – 1 FTE
Fifth Grade – 1 FTE
Sixth Grade – 1 FTE
Seventh Grade – 1 FTE
Eighth Grade – 1 FTE ~~(If enrollment exists the first year)~~

Special Education Teacher – 1 FTE

~~Science – .5 FTE~~
~~Music – .5 FTE~~
Educational Assistants – 8.5 FTE (includes Science, Music, PE, Computer and Spanish teachers at .5 FTE)

Office Manager—1 FTE
Business Manager/Clerk of the Board of Directors—1 FTE

Certified teachers at Summit Public Charter School are "public" school teachers. Their employment per year at Summit Public Charter School counts as one year equivalent experience on the state indexing scale.

2. EMPLOYEE HEALTH AND SAFETY. *33-5205(3)(H)*

To protect the safety of employees and students, Summit Public Charter School will adhere with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.
- Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the Summit Public Charter School.
- Require that all visitors sign in at the office when visiting the school building.

- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by The Board of Directors of Directors. These policies at minimum address the above and the following items:
- Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
- Policies relating to preventing contact with blood borne pathogens.
- A policy requiring that all staff receives training in emergency response, including appropriate ―first responder‖ training.
- Policies relating to the Principal of prescription drugs and other medicine.
- Policies establishing that the school functions are a gun-free, drug-free, alcohol-free, and tobacco-free workplace.
- Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

3. EMPLOYEE BENEFITS *I.C. 33-5205(3)(M)*

All full-time and eligible employees will participate in the following programs and benefits: Edit to rephrase; the petition must bind the school, not the employee. State that the *school* will ensure employee participation in the following.

- Group health insurance, sick leave benefits,
- Public Employee Retirement System of Idaho PERSI
- Federal Social Security,
- Unemployment Insurance
- Worker's Compensation Insurance to the extent allowed and required by law.

4. TRANSFER RIGHTS I.C. 33-5205(3)(O)

Employees of Summit Public Charter School are not employees of the Pocatello/Chubbuck School District, or any other neighboring district. They may apply to teach in any school district. Teachers at Summit Public Charter School will not be eligible for an "in-district" transfer to another school within the Pocatello/Chubbuck School District, or any other school district.

5. COLLECTIVE BARGAINING *I.C. 33-5205(3)(P)*

Certified Staff of Summit Public Charter School will be a separate entity for purposes of collective bargaining.

6. WRITTEN CONTRACT *I.C. 33-5206(3)(I)*

The Principal, teachers, and support staff ~~All teachers and administrators~~ will each be on a written contract with Summit Public Charter School~~, as defined approved by the Office of the Idaho State~~ in a form approved by the State Superintendant of Public Instruction. All employees will undergo an annual formal performance review conducted by the Principal. All contracts with employees will be ~~1 year contracts,~~ subject to evaluations performed by the Principal.

TAB 7

1. ADMISSION PROCEDURES *I.C. 33-5205(3)(i)*

ENROLLMENT OPPORTUNITIES *I.C. 33-5205(3)(s)*

The admissions process seeks to ensure that all potential families understand the mission and the unique nature of the school. Summit Public Charter School will comply fully with Section 33-5205(3)(s), Idaho Code, in providing enrollment opportunities. Summit Public Charter School is inclusive and open to all eligible students as required by law. There will be no discrimination in the admission of students to the school on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Summit Public Charter School provides a Free, Appropriate Public Education (FAPE) to all of its students.

Upon admission of any student with special needs, the school will comply with all federal and states laws regarding the education of students who are disabled or have special needs. The school does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. As a public charter school, Summit Public Charter School is also committed to being open for enrollment to all students given enough capacity, as required by Idaho Open Enrollment laws.

ENROLLMENT DEADLINE

Each year The Board of Directors shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Summit Public Charter School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is distributed.

REQUESTS FOR ADMISSION

Summit Public Charter School will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Summit Public Charter School. In the case of a family with more than one (1) child seeking to attend Summit Public Charter School, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Summit Public Charter School on or before the enrollment deadline established by the Board of Directors. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of Summit Public Charter School is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to Summit Public Charter School. Only those written requests for admission submitted

on behalf of prospective students that are received prior to the enrollment deadline established by The Board of Directors shall be permitted in the lottery.

Only written requests for admission shall be considered by The Board of Directors. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade. Applications received late go to the bottom of the final selection list.

ADMISSION PREFERENCES *I.C. 33-5206 & 33-5205(3)(j)*

Summit Public Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, the school has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

~~WAITING LIST:~~ PRIORITY OF PREFERNCES FOR FIRST ~~TIME~~ YEAR ENROLLMENT

If the initial capacity of Summit Public Charter School is inadequate to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to the school. Summit Public Charter School will follow Idaho Code Section 33-5205(3)(j).

Prospective students will be placed in the following prioritized groups:

- First, to the children of "founders" and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Summit Public Charter School).
- Second, to siblings of pupils already selected by the lottery.
- Third, to prospective students residing in the primary attendance area of Summit Public Charter School.
- Fourth, to all other prospective students by lottery or other random method

PRIORITY PREFERENCES FOR SUCCESSIVE ENROLLMENT PERIODS

Preferences for successive enrollment periods shall be as follows:

- First, to pupils returning to Summit Public Charter School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Summit Public Charter School.
- Third, to siblings of pupils already enrolled in Summit Public Charter School.
- Fourth, to prospective students residing in the primary attendance area of Summit Public Charter School.
- Fifth, to all other prospective students by lottery or other random method~~ residing outside the primary attendance area of Summit Public Charter School.~~.

EQUITABLE SELECTION PROCESS

If the initial capacity of Summit Public Charter School is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Board of Directors shall determine the students who will be offered admission to Summit Public Charter School by conducting a lottery. The selection procedure, unless otherwise determined by the Board of Directors and then approved by the school's authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral (1) and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter(A) shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter (B) shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter (C) shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter (D) shall be written on such index card. If the name of the person selected resides outside the primary attendance area of Summit Public Charter School, then the letter (E) shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter (C) written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter (C) shall now be written on that person's index card at this time.

With regard to the founder's and full-time employee's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter (B).When the number of index cards marked with the letter (B) equals ten percent (10%) of the proposed capacity of Summit Public Charter School for the school year at issue, then no additional index cards shall be marked with the letter (B), even if such person selected would otherwise be eligible for the founder's and full-time employee's preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter (A) shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter (B) based on the chronological order of the selection number written on each index card; followed by all index cards with the letter (C) based on the chronological order of the selection number written on each index card; followed by all index cards with the letter (D) based on the chronological order of the selection number written on each index card; followed by all index cards with the letter (E) based on the chronological order of the selection number written on each index card; followed finally, by all index based on the chronological order of the selection number written on each index card. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

FINAL SELECTION LIST

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

The final selection list has the students in the order in which they will be offered enrollment. Officials of Summit Public Charter School conducting the lottery will abide by IDAPA 08.02.04.203.04.

NOTIFICATION AND ACCEPTANCE PROCESS

Summit Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools Notification and Acceptance Process.

SUCCESSIVE SCHOOL YEARS

Summit Public Charter School will comply with the Rules of the Idaho State Board of Education for Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

2. DISCIPLINE PROCEDURES *I.C. 33-5205(3)(l)*

Agents of Summit School believe students function best within a safe, orderly, and consistent environment. Expectations for successful behavior and attitudes are paramount at Summit Public Charter School, and will be enforced consistently. Upon acceptance into the school, and during Parent Orientations, students and parents will learn how students can be successful by adhering to high expectations. Summit Public Charter School will assemble a student handbook which details expectations, rules, and procedures including expectations and consequences for intolerable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy through communication from the school. Typically, the Principal will be involved with behavior in each classroom. Hence, the Principal becomes the chief contact with parents concerning behavior issues.

Suspension or expulsion will be considered as options, only after other efforts to change behavior have failed, or seem unsuccessful (except in "no-tolerance" cases such as drugs, weapons, physical assault, etc.) The following are plausible examples of actions to be taken to correct behavior and avoid suspension or expulsion:

- Parent/Guardian notification by teacher or staff (Written and Verbal).
- Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.
- Suspension with parental notification
- Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or
- Five Day Suspension with re-admission after a hearing within five (5) school days with the Board of Directors. Pursuant to Idaho Code Section 33-205, the Board of Directors may extend the suspension.
- Expulsion to be determined by the Board of Directors in compliance with Idaho Code Section 33-205.

Please read below for specific details of actions and steps available, and for offenses warranting discipline.

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Summit Public Charter School students. There is little tolerance for disrespect at Summit Public Charter School. Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Summit Public Charter School. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at Summit Public Charter School is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code section 33-205. In the case of suspension or expulsion, a student will be given written or oral notice of the charges and an opportunity to present his version of the incident. The Principal will determine the types of infractions, and the frequency of such, which require parent contact.

MINOR DISCIPLINARY ACTIONS

Minor discipline problems will be handled in class by either a classroom teacher or an administrator. Following due process and open discussion, students are expected to publicly apologize, as appropriate, to those adversely affected by their misbehavior or unsuitable actions. Additional consequences (disciplinary actions) may include, detention, in house suspension, a loss of privileges and/or parent conferences. Parents will be notified of any disciplinary actions taken. Minor disciplinary issues include, but are not limited to the following:

- Talking disrespectfully to teachers, the Principal, or other staff members
- Not completing homework or in class assignments
- Talking to or treating another student disrespectfully
- Mild forms of bullying and teasing including name-calling and other disrespect

- Not following classroom rules of any kind
- Not following systemic rules including different forms of hallway behavior, lunchroom behavior, and bathroom behavior
- Noticeable lack of effort toward school work and respect and kindness towards others

MAJOR DISCIPLINARY ACTIONS

Major discipline problems will be referred to the Principal or for appropriate consequences that may include detention, off-site suspension or referral to The Board of Directors or designee for expulsion. As stated above parents will be notified of any disciplinary actions taken.

TEMPORARY SUSPENSION

Students who cannot abide by the school regulations and policies of Summit Public Charter School or disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the Principal or designee; and in the event The Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, The Board of Directors may extend the temporary suspension for and additional ten (10) school days.

EXPULSION

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The Board of Directors may delegate authority ~~it's~~ authority for student expulsion to an expulsion hearing officer, as implicitly provided by Section 33-205, 33-513(2) and or 33-513(5)(g), Idaho Code.

A recommendation for expulsion will be directly made by the Principal to the Board-on a form entitled "Recommendation for Expulsion." In the event that a hearing officer is delegated the authority for student expulsion, The Board of Directors may serve as an appellate body for those whose wish it to contest the hearing officer's decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes with educational activities organized by school officials.
- Extortion by means of force or threat to obtain money or property from another student
- Intimidation of any person with threat of bodily harm
- Causing or attempting to cause damage to school property
- Stealing or attempting to steal school property
- Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- Cursing, using profanity or vulgar language.

- Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)
- Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

DISCIPLINARY PROCEDURES FOR SPECIAL EDUCATION STUDENTS

Summit Public Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

RE-ADMITTANCE TO SCHOOL FOLLOWING EXPULSION

A student who has been expelled may appeal to a Reinstatement Committee authorized by The Board of Directors to hear a petition for reinstatement in school. The Committee will make a recommendation to The Board of Directors which will make the final decision. If the committee recommends "not to reinstate" the student may petition The Board of Directors for a hearing with The Board of Directors.

WEAPONS

Weapons are defined as ANY object which may be reasonably categorized as a firearm, any flammable substance, any explosive, including firecrackers, or any knife. This definition does not include school supplies such as pencils, or compasses where they have reasonable use in connection with an educational function in which the student is engaged.

Summit Public Charter School maintains a policy of ZERO tolerance for weapons. A student who carries a weapon onto school property, or who has a weapon in his/her possession while on school property or at a school function, shall be immediately referred to the Principal for disciplinary action. Such action may include referral to law enforcement authorities, and/or suspension from school, not to exceed 5 days, and referral to the Board of Directors of Summit Public Charter School for expulsion.

3. ALCOHOL OR CONTOLLED SUBSTANCES

Summit Public Charter School will comply with Section 33-210, Idaho Code for students using or under the influence of alcohol or controlled substances. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Summit Public Charter School is committed to the concept of having a drug free work and student environment. Programs and activities will be planned and carried out by the professional staff that will enable the school to achieve this goal.

Summit Public Charter School and its Board of Directors shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

- Any student reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the Principal, or in the absence of the Principal the person temporarily appointed in his or her stead.
- The school administrator shall have the duty to contact the student's parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
- This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
- Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
- Upon formal adoption of the policies and procedures manual of Summit Public Charter School The Board of Directors shall also formally adopt this policy entitled "Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants."

4. PUBLIC SCHOOL ATTENDANCE OPTION/ALTERNATIVE *I.C. 33-5205 (3)(n)*

Because Summit Public Charter School will be a new unit and not an alteration or transition of an existing school, the attendance alternative would be the same as for those presently residing within the neighboring school districts. Students located within the attendance area of Summit Public Charter School would have the option to enroll in the existing charter school or non-charter public schools serving the area. Enrollment is not mandated based upon proximity of residence to Summit Public Charter School, but through parent choice and impartial selection.

If a student is eligible for enrollment and is selected through the lottery process as described by IDAPA 08.02.04 and chooses not to attend Summit Public Charter School, they will have the opportunity to enroll in the appropriate public school district as afforded by Idaho Code. Summit Public Charter School cannot ensure enrollment beyond our legal authorization and does not intend to ensure enrollment in any school public or private.

Summit Public Charter School lies within the boundaries of School District #25. There are a number of attendance alternatives available to students who reside in these boundaries. School District #25 has an open enrollment policy so parents can choose which school best fits the needs of their child. Since Summit Public Charter School plans to serve students K–8th grades, the following public alternatives are available:

Elementary Schools:

- The Academy at Roosevelt Center
- Chubbuck Elementary School

- Edahow Elementary School
- Ellis Elementary School
- Gate City Elementary School
- Greenacres Elementary School
- Indian Hills Elementary School
- Jefferson Elementary School
- Lewis and Clark Elementary School
- Syringa Elementary School
- Tendoy Elementary School
- Tyhee Elementary School
- Washington Elementary School
- Wilcox Elementary School
- Lincoln Early Childhood Center
- Pocatello Community Charter School

Middle Schools:

- The Academy at Roosevelt Center
- Franklin Middle School
- Hawthorne Middle School
- Irving Middle School
- Kinport Academy

5. DENIAL OF SCHOOL ATTENDANCE *I.C. 33-205 & 33-5205(3)(i)*

Summit Public Charter School will comply with Idaho Code Sections 33-205 and 33-206 regarding denial of enrollment or denial of school attendance by expulsion. The Board of Directors will establish the procedure to be followed by the Principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of "due process" (I.C. 33-205).

6. PUBLIC NOTICE OF ENROLLMENT OPPORTUNITIES

Summit Public Charter School will ensure the public is aware of enrollment opportunities by establishing a system to communicate the following:

- Submitting public service announcements various through media entities
- Providing public notices at local public buildings
- Sending information with students and publication on the school's official web site

7. STUDENT HANDBOOK

Summit Public Charter School will produce a complete student and parent handbook that describes the school rules and procedures. The handbook will be available in paper copy, and will also be available via a link on the school's website. An official and revised handbook will not be approved by the Board of Directors until the Principal has reviewed the book.

Please see Appendix J. to view the prototype handbook which has been developed. The handbook is an organic document which will undergo further revisions after charter authorization, and before parent orientations at the ~~onset of the~~ beginning of the school year.

8. SUICIDE PREVENTION AND RESPONSE POLICY

Summit Public Charter School recognizes its responsibility to respond to help students and staff deal with the suicide of a student. The suicide of a student has an impact on the whole school community, and it has been noted that one suicide seems in some cases to lead to other suicides. In congruence with The National Association of School Psychologists, Summit Public Charter School adopts the Association's view of a school's 3-tiered role in suicide prevention:

- Detection and Awareness
- Parent Notification and communication regarding their own children and the school's prevention plan
- Supporting at-risk Students

Summit Public Charter School will develop a partnership with the Suicide Prevention Action Network of Idaho (SPAN) in developing a sustainable plan, including the following steps as outlined by SPAN:

- Program Implementation
- Gatekeeping**:** Tracking behavioral problems/warning signs, determining level of risk, and referring students to resources and services
- Staff Training: Staff will be trained with regards to addressing students who make violent attempts
- Postvention: Measures taken after an incident occurs to reduce the risk to those affected by the event

The plan stemming from this partnership with SPAN will be made policy by The Board of Directors of Summit Public Charter School.

Summit Public Charter School, above all other duties, provides a safe proactive environment for learning. At its core the program of the school combined with culture, should eliminate any element that would contribute to suicidal inclinations for any student. In light of recent suicides in the nation, Summit recognizes that elements including threat, teasing, bullying, and lack of respect among students can be leading motivators for suicide. Our philosophy, implemented consistently should drastically lessen threat, bullying, unkindness, or disrespect to oneself or neighbor.
It is the policy of Summit Public Charter School, first and foremost, to work to prevent suicide. Education about suicide prevention will be available in the following ways:

- Open yet appropriate discussion with students, staff, and parents at meditated times during the school years. These are given by staff, parents, and administrators. Students must know that adults can relate to their stresses and anxieties in life and the choices that they have to make because of personal experience.
- Staff will be provided with information on the signs of depression and suicidal tendencies.
- Resources and referrals will be available for students identified.

Any threats of suicide made by a student will be reported immediately to the Principal.
In the event of a student suicide, it is the policy of Summit Public Charter School to act quickly to help students and staff and to be sensitive and responsive to the needs and privacy of the student's family. The Principal will contact the family to make sure information is accurate and to get the family's permission to give information to staff and students. Depending on the time of day the Principal learns of the suicide, s/he will try to call a meeting of all staff before the school day starts to provide information on the incident and advise on how to handle students' reactions. If possible, professionals will be available to help staff deal with their own reactions at this meeting as well as prepare them for student reactions.

In the event a suicide takes place on school premises the following steps will be taken:

- Summit Public Charter School will fully cooperate with local authorities following any procedures dictated by them
- Summit Public Charter School upon approval, will create a relationship with a local agency to assist the Board of Directors, Principal, staff, and students in moving through the process needed after a suicide

TAB 8

1. BUSINESS PLAN

DESCRIPTION OF BUSINESS IDENTITY

Summit Public Charter School, Inc. is organized exclusively for educational purposes within the terms of Section 501(c)(3) of the Internal Revenue Code and as detailed in our petition for chartering. "Notwithstanding any other provision of its Articles of Incorporation," Summit Public Charter School shall not carry on any additional 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 of 1986 (or corresponding provisions of any future United Sates Internal Revenue law), or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law).

The Founders of Summit Public Charter School are in the process of applying for qualification under Section 501(c)(3) of the Internal Revenue Code.

STRATEGIC MARKETING

The current waiting list of The Academy at Roosevelt Center, as well as the enrollment survey data collected and referenced in this document, ~~waiting list of Pocatello Community Charter School,~~ show evidence of interest in further charter opportunities within the local community. It is the belief of the founders of Summit Public Charter School that many additional community families await the opportunity to add their children to a waiting list, if they felt it would be worth it, but currently do not have their children on a waiting list. For this purpose, the founders have designed the following plan for marketing the opening of the school, and the filling of seats:

- Planning of four open houses provided to the public in which attendees learn of the purposes and impacting roles of charter schools in the community; attendees learn of the value of innovative choice in charter schools specifically regarding intense focus on learning, instruction, unique culture, and high success rates; attendees spend time mingling with Academy stakeholders at booths, and then attend a general information meeting on the purpose of Summit Public Charter School and its progress in being approved and opening
- The creation of a short but concise interest survey distributed by paper copy, electronic copy, and housed on a website ~~(see Appendix F for the Interest Survey).~~

  <u>Please see Appendix E. for a copy of the Interest Survey used.</u>

- A website located at gosummit.org, has been created for purposes of mass communication regarding the intentions of the founders to seek approval for the school; additionally, the website serves as a means to communicate the following: provide an interest survey and collect data electronically from the survey; convey messages about open house meeting dates, times, and activities; convey messages regarding the intended focuses of the school
- Public service announcements via television and radio regarding open houses and educating the community about charter schools
- The creation of a board sub-committee (ex-officio) to assist with relations between The Board of Directors and potential founders and stakeholders

Upon approval, representatives of Summit will provide the remaining open house meetings in the community to notify residents of the opening of the school, its mission/vision/philosophy, education program, and other information pertinent to assisting parents in making an informed decision about their children attending the school. Upon approval, Summit Public Charter School will continue to utilize a school website for the purpose of sharing information about the school.

Further, upon approval, Summit Public Charter School will access various local media in the Snake River Valley (radio, TV, web, newspaper, etc.), either through paid or earned media, to inform the public about the school and to keep the community updated throughout the start-up process. Summit Public Charter School will create notices to be sent to home addresses in the school's primary attendance zone so that its neighbors are informed of the additional school choice opportunity.

RESUMES OF THE FOUNDING BOARD OF DIRECTORS

See Appendix G. for resumes of The Founding Board of Directors.

2. BUDGETS

Day-to-Day Operations

The Principal of Summit Public Charter School will determine the day-to-day operations of the school. The Board of Directors will have oversight authority.

Budget:

The budget for Summit Public Charter School will:

- Be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education
- Be presented at a public hearing in June of the year in which the school opens
- Be delivered to the State Department of Education as required on or before July 15 of the year in which the school opens.
- Be prepared, approved, and filed using the form prescribed by the Office of the Superintendent of Public Instruction

INITIAL START UP BUDGET

See Appendix K. for the initial start-up budget reflecting assumptions as funded by the Grant from the Albertsons Foundation.

INCOME SOURCES

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Summit Public Charter School will apply for a start-up grant once it is granted status as a non-profit organization pursuant to Section 501(c) (3) of the Internal Revenue Code.

WORKING CAPITAL AND ASSETS

Summit Public Charter School does not expect to have working capital and assets until after the Charter is approved.

FUNDRAISING:

A committee exists and is ~~will be~~ established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. Please see Appendix T with respects to Fundraising Goal 1 and Fundraising Goal 2 for the current focus of the fundraising committee.

EXPENDITURES

Please see section below entitled "Financial Management."

PURCHASING PROCESS

The Principal, will determine procedures for procuring goods and services, with approval of the Board of Directors.

FINANCIAL MANAGEMENT

The accounting records will be kept in accordance with general accepted accounting principles. Summit Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Principal, and the business manager, under the direction and supervision of the Principal, will be responsible for financial management. The Principal will report to the Board of Directors with the assistance of the business manager/clerk of The Board of Directors. Further, the following steps, or similar, will take place:

- The Principal and the business manager will meet every two weeks at a standing scheduled meeting to review YTD expenditures in all fund categories within the general operations budget

- The Principal, and the business manager, under the direction and supervision of the Principal, will compare encumbered expenditures with actual expenditures, and determine the YTD health of the budget
- The Principal and business manager will act as checks and balances with each other for the budget and expenditures
- The Board of Directors will appoint a member of the executive board as board treasurer, who will provide checks and balances for the Principal and the business manager, and will report the financials to the Board of Directors on a monthly basis, during regular open board meetings

BONDING

The school will provide documentation of "bonding" for all staff involved in financial operations and management. This will be provided prior to the opening of the school.

THREE YEAR BUDGET

Please see Appendix L for:

- 3 Year Best Case Budget Proforma Budget
- 3 Year Most Likely Proforma Budget
- 3 Year Worst Case Proforma Budget

MONTH-BY-MONTH CASH FLOW FOR THE FIRST SCHOOL YEAR

Please see Appendix L for:

- Year 1 Best Case Monthly Cash Flow
- Year 1 Most Likely Case Monthly Cash Flow
- Year 1 Worst Case Monthly Cash Flow

3. TRANSPORATION I.C. 33-5205(3)(t) & 33-5208(4)

Statute provides that a public charter school petition must include a proposal for the provision of student transportation. The SDE has been willing to accept that a charter school may not be able to provide transportation in Year One, but notes that the school must have a plan for implementing transportation services in the near future.

Further, please note that lack of student transportation may have a detrimental effect on enrollment and/or diversity in the student population.

Summit Public Charter School will **not** provide transportation services. A cost deficit will exist in the general budget if transportation is provided. This condition exists as a result of the lack of funding to provide transportation. While a portion of transportation costs are reimbursed by the SDE, the cost savings do not outweigh the reimbursed amounts. Further, the current price for gasoline and maintenance does not support purchasing, and/or leasing a vehicle to providing transportation. In addition, the budget does not support the wage of a driver. Further, school district #25 indicated they are **not** in a position to provide contracted transportation services due to a higher student to bus ratio in their own district. Such a decision greatly limits the options of Summit Public Charter School to contract with an entity within the community.

If factors including the economy, availability for contracting services, and revenue to support staff change, the Board of Directors will re-visit the option of providing transportation for students. ~~The following process and language will be used in planning, executing, and overseeing transportation of students:~~

~~DETERMINING A NEED FOR TRANSPORTATION~~

~~Transportation will be provided to students residing in the primary attendance area. In providing transportation services, Summit Public Charter School will comply with Idaho Code 33-402(7) and 33-1510. Summit Public Charter School shall provide transportation for the public school pupils within the district primary attendance area pursuant to IC 33-1501.~~

~~Because advance reimbursement funding is available for transportation (IC 33-1006 and 33-5208), The Board of Directors will evaluate the percentage of enrolled students whose parents request transportation and the percentage of families who will indefinitely prefer to drive their students to the school. It is most likely the school will provide transportation based on percentages.~~

~~Summit Public Charter School will use one or more of the following four methods to obtain and provide transportation services:~~

- ~~Joint busing with Pocatello/Chubbuck School District #25~~
- ~~Purchase, provide, and maintain the operational costs of a school bus~~
- ~~Contracted busing service~~
- ~~Pay parents in-lieu if such a process is deemed to be cost effective and complements the school's operational budget.~~

~~Further, Summit Public Charter School understands that the attendance area does become the zone for providing transportation services.~~

~~Pursuant to IC 33-5208, Summit Public Charter School understands that said code limits transportation reimbursement to students within the public charter school's attendance zone primary attendance area that meet one of the following criteria:~~

- ~~If a student resides within the school district in which the public charter school is physically located~~
- ~~If a student resides within 15 miles of the public charter school by road~~

This entire section was struck out in the last review. Please edit and include relevant information as appropriate.

4. FOOD SERVICES FOR STUDENTS

Summit Public Charter School will operate a "warming and servicing" kitchen and serving area and it will participate in the federally assisted National School Lunch Program as an independent provider. Hot lunch will be offered to students at full price, and free and reduced price lunches to those students who qualify under federal guidelines. At the time of enrollment, students will be given the opportunity to complete the federal free or reduced lunch form. Lunch will be provided to all first through eighth grade students with cost, but that cost will be reduced or waived for eligible students.

Please see Appendix P for Food Services Contract provided by Holy Spirit Catholic School.

~~At this time, it is the intention of Summit Public Charter School to enter a food services contract with a local third party provider. A possible provider has already been identified.~~ Redundant.

TAB 9

1. VIRTUAL CHARTER SCHOOL

Summit Public Charter School is not and will not be a Virtual Charter School.

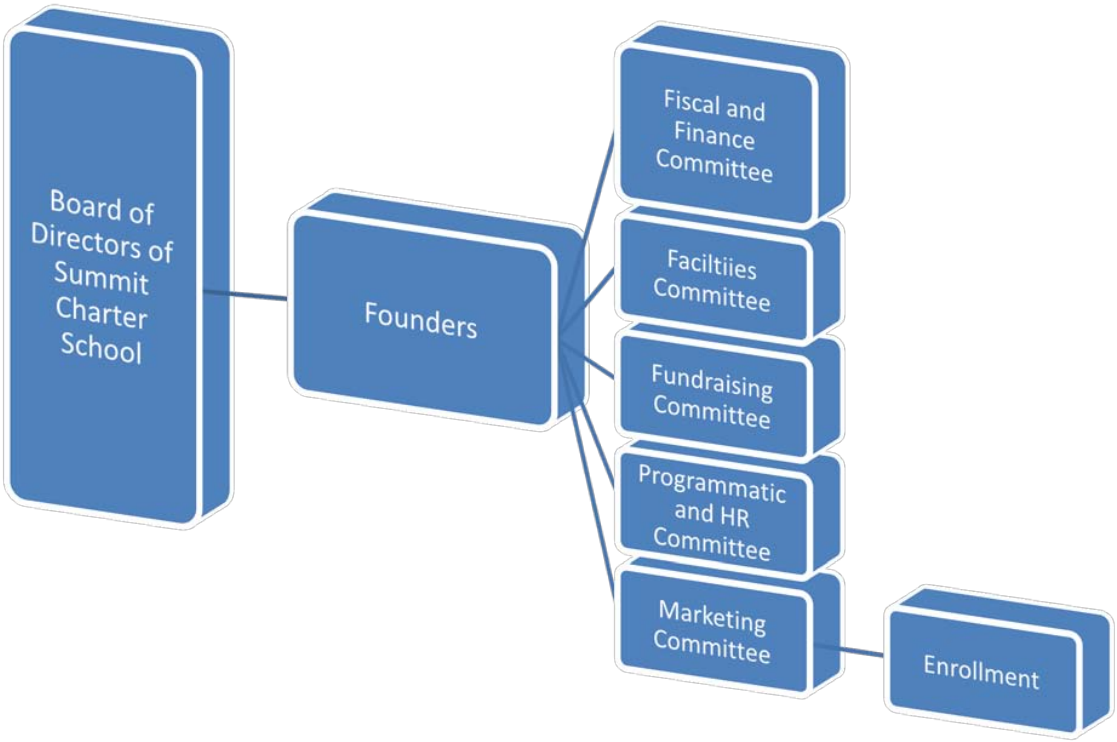
TAB 10

1. STRATEGIC PLAN FOR PRE-OPENING OPERATIONS

9 STRATEGIC GOAL TOPICS

- Board Governance Development
- Facilities
- Enrollment
- Fundraising Focus on Start-up Expenses ~~Goal 1~~
- Fundraising Focus on First Year Financial Support ~~Goal 2~~
- Programmatic Development
- Human Resources Development
- Marketing and Public Relations
- Fiscal Management

The Board of Directors has determined that the above topics constitute the development of goals which ~~goals~~ are to be best met by soundly executing organizational management steps. The visual below provides the structure in which The Board of Directors executes the action items related to addressing the 9 focuses above. The timeline for strategic pre-opening operations spans from April 1, 2011-Aug 2012.



The Albertsons grant budget refers to a Startup Director. How will that position fit into this organizational structure?

Please see Appendix T for:

- Complete goal statements and descriptions
- Phase objectives
- Phase deadlines
- Overall goal timelines

The Board of Directors commits to the following:

- To delay opening of the school for operations by one year if the goals listed in appendix D are not met. (The two fundraising goals are tentative and are subject to change depending on circumstances related to fundraising achievement, as well as needs for funds. Factors contributing to such are: projected first year revenue via state funding, and unknown funds gifted and/or raised)

2. BUSINESS PARTNERSHIPS AND ARRANGEMENTS

Summit Public Charter School will enter into a legally binding contract with The Academy at Roosevelt Center for the following:

- Mentorship by Academy teachers with their corresponding grade level teachers at Summit Public Charter School for the first year of operation. Such a mentorship will enable the teachers hired by Summit Public Charter School to have a mentored and collaborative relationship with peers. If an additional amount of time is needed the Principals of The Academy and Summit Public Charter School determine the length and nature of such an extension of this contract.
- Mentorship of the Special Education teacher/Director with the corresponding individual at Summit Public Charter School for the first year of operation. Such a mentorship will ensure all practices, policies, and accountability reporting for Special Education are successfully met for Summit Public Charter School
- Food services shall be provided by a third party caterer at the Summit Public Charter School

Please see Appendix V for Letter of Intent for Professional Development Contract with the Academy. The cover page for appendix V is missing.

Summit Public Charter School will enter into legally binding contracts for services with entities including but not limited to the following:

- Contractors for outside special education services such as child psychological testing, speech and language pathology, etc.
- Legal services by an attorney at law representing a charter firm
- Accounting services with a Certified Public Accountant (see below)

Janitorial, and some grounds keeping, ~~snow removal, etc.,~~ will all be provided (in-house) to save money in the general operations-budget. Several grounds keeping duties are cover via "Common Area Maintenance" provisions of the West Wood Facilities Plan.

~~services will be provided by a building and grounds technician. whose employment is reflected in the budget section referenced as "building care salaries."~~

A contract will be entered for purposes of a Financial Operations Audit to be conducted by a Certified Public Accountant whose office exists within the same community or a nearby community as Summit Public Charter School. These contracts will be entered into upon authorization of the Charter.

3. TERMINATION AND DISSOLUTION

Statement of Understanding: Officials of Summit Public Charter School are wholly committed to compliance with statute, administrative rule, and the terms of the charter, and have sound understanding that the charter of the school may be revoked pursuant to I.C. 33-5209.

In the event the charter is terminated, the Board of Directors of Summit Public Charter School will be responsible for the dissolution of the business aspects and all other affairs of the school. The Board of Directors will work closely with its authorizer for the dissolution process. Further:

- All records of students will be transferred immediately to the district in which they reside so they may distribute said records to the appropriate school within that district.
- All parents will receive written notice via the Principal and business manager of how to request a transfer of student records to a specific district and school
- All employee records will be given to the employee or transferred to a new hiring entity, as will be determined by circumstances
- The Board of Directors of Summit Public Charter School will accommodate student record requests from schools within district in which students reside for up to one year after dissolution.
- After the dissolution of Summit Public Charter School, outstanding assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. The Board of Directors will assume responsibility for making payments from remaining assets via a mutually agreed upon process with creditor and the Summit Board
- All remaining assets will be distrusted to the authorizer of Summit Public Charter School via funds transfer, check, or by the giving of physical assets to the physical location or designated area of the authorizer
- Items purchased with Federal funds will be disposed of in the manner required by the guidelines of the program from which the funds were provided; further, items purchased with federal funds will not be sold to satisfy any creditor's claim

Appendix-A

update of officers
C189063

April 25,2011

2011 APR 26 AM 10: 11
SECRETARY OF STATE
STATE OF IDAHO

Summit Public Charter School
4739 Kimmi Court
Chubbuck, Idaho 83202
(208)220-7371

To The Secretary of State:

This Letter if to notify you that our Board of Directors has changed. The names and street addresses of the persons constituting the Board of Directors are:

Jonathan Braack	4739 Kimmi Court, Chubbuck, Idaho 83202
Heather Lorimer	1630 Sundance, Pocatello, Idaho 83201
Heath Mitchell	1528 Avis Court, Pocatello, Idaho 83202
Juana Harris	934 Wayne Avenue, Pocatello, Idaho 83201
Brad Bassett	155 E. Griffith, Pocatello, Idaho 83201
Greg Smith	2505 Marilyn Street, Pocatello, Idaho 83201
Rich Kirkham	8055 Prospector Hollow, Pocatello, Idaho 83201

With Warm Regards,

Heather L. Lorimer

Heather Lorimer
Secretary of the Board
Board of Directors
Summit Public Charter School, Inc.

204

FILED EFFECTIVE

ARTICLES OF AMENDMENT
(Non-profit)

2010 NOV 22 PM 12: 25

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. The name of the corporation is:
Mountain View Public Charter School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

Article I of the corporation's articles of incorporation is hereby amended so that after amendment it will read as follows: The name of the Corporation is Summit Public Charter School, Inc.

3. The date of adoption of the amendment(s) was: 18 November 2010

4. Manner of adoption (check one):

☑ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
a. The number of directors entitled to vote was: 8
b. The number of directors that voted for each amendment was: 8
c. The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
a. The number of members entitled to vote was: _____
b. The number of members that voted for each amendment was: _____
c. The number of members that voted against each amendment was: _____

Customer Acct #:
(If using pre-paid account)
Secretary of State use only

Dated: 11/22/10
Signature: Bethany Roper
Typed Name: Bethany Roper
Capacity: President

g:\corp\corpforms\articlesofamendment_np.pmd
Revised 102003
Web Form

IDAHO SECRETARY OF STATE
11/22/2010 05:00
CK: 4105 CT: 169988 BH: 1248109
1 @ 30.00 = 30.00 NON PROF A # 2
1 @ 20.00 = 20.00 NON EXPEDI # 3

C189063

FILED EFFECTIVE

ARTICLES OF INCORPORATION
OF
Mountain View Public Charter School, Inc.

10 NOV 15 AM 8:42

SECRETARY OF STATE
STATE OF IDAHO

The undersigned, acting as the incorporator of a nonprofit corporation ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopts the following Articles of Incorporation ("Articles").

ARTICLE I
NAME OF THE CORPORATION

The name of the Corporation is Mountain View Public Charter School, Inc.

ARTICLE II
PERIOD OF DURATION

The period of duration of the Corporation is perpetual.

ARTICLE III
REGISTERED OFFICE AND AGENT

The street address of the registered office is: 1135 Rowland Road, Pocatello, Idaho 83204; and the registered agent at such address is: Bethany Roper.

The mailing address of the Corporation is: 1135 Rowland Road, Pocatello, Idaho 83204.

ARTICLE IV
PURPOSES

The purposes for which the Corporation is organized is exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE V
LIMITATIONS

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, 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 Article IV hereof.

No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or

IDAHO SECRETARY OF STATE
11/15/2010 05:00
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1 @ 20.00 = 20.00 NON EXPEDI # 3
C189063

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 of these Articles, 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, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE VI
NO MEMBERS

The Corporation shall not have any voting members.

ARTICLE VII
BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by its Board of Directors. The Board of Directors shall consist of no fewer than three (3) people. The names and street addresses of the persons constituting the initial Board of Directors are:

Bethany Roper	1135 Rowland Road, Pocatello, Idaho 83204
Barclay Roper	1135 Rowland Road, Pocatello, Idaho 83204
Heath Mitchell	1528 Avis Court, Pocatello, Idaho 83202
Heather Lorimer	1630 Sundance, Pocatello, Idaho 83201
Jonathan Braack	4739 Kimmi Court, Chubbuck, Idaho 83202
Juana Harris	934 Wayne Avenues, Pocatello, Idaho 83201
Brad Bassett	155 E. Griffith, Pocatello, Idaho 83201
Jason Flaig	1491 Partridge Cove, Pocatello, Idaho 83201

ARTICLE VIII
DISTRIBUTION ON DISSOLUTION

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, in such manner as the Board of Directors shall determine.

Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes of the Corporation or to such organizations as such the court shall determine to be consistent with the purposes of the Corporation.

ARTICLE VIV
INCORPORATOR

The name and street address of the incorporator is: Bethany Roper, 1135 Rowland Road, Pocatello, Idaho 83204.

DATED this 12 day of November, 2010.

BETHANY ROPER
Incorporator

Appendix-B

BYLAWS
for
Summit Public Charter School, Inc.

ARTICLE I
NAME AND PURPOSE

Section 1. Name. The name of the Corporation is Summit Public Charter School, Inc. (hereafter, the "Corporation").

Section 2. Purpose. Subject to the limitations set forth in the Corporation's Articles, the purposes for which the Corporation is organized is exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE II
OFFICES

Section 1. Registered Office. The registered office of the Corporation shall be at 4739 Kimmi Court, Chubbuck, Idaho 83202.

Section 2. Additional Offices. The Corporation may also have offices at such other places, within the State of Idaho, as the Board of Directors may from time to time determine or as the business of the Corporation may require.

ARTICLE III
DIRECTORS

Section 1. General Powers; Number, Tenure. All corporate powers shall be exercised by or under authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors except as may be otherwise provided in the Act or the Articles.

Section 2. Number, Tenure and qualifications. The number of Directors shall be not less than three (3). Directors shall serve for a term of two (2) years unless otherwise indicated in these Bylaws. Directors shall be elected at the annual meeting of the Board of Directors. Each Director shall hold office until the end of the term or until a successor shall be elected and qualified. Directors may serve for an unlimited number of terms.

Section 3. Board of Directors.

a. The names and addresses of the members of the first Board of Directors have been stated in the Articles of Incorporation filed with the Idaho Secretary of State. Such person shall hold office until the first annual meeting of the Board of Directors and until their successors shall have been elected and qualified. At

such time, the positions for which Directors are to be elected shall be divided into two (2) classes, namely, Class One Directors and Class Two Directors, each to be as nearly equal in number as possible.

b. Initially, Directors in Class One shall serve for one (1) year and be up for reelection at the second annual meeting of the Board of Directors. Thereafter, Class One Directors shall be up for reelection every other year and shall serve for a term of two years.

c. Directors in Class Two shall serve for a term of two years and be up for reelection at the third annual meeting of the Board of Directors. Thereafter, Class Two Directors shall be up for reelection every other year and shall serve for a term of two years.

d. As determined by the board of directors, one-third (1/3) of the Class One Directors and Class Two Directors shall be elected by a majority of the parents who are then present at the annual meeting of the Board of Directors and who are parents of children then attending the Corporation. Only one parent of a child attending the Corporation can vote at the annual meeting. Said parent shall have only one vote, no matter the mixed family situation or how many children that parent has then attending the Corporation.

e. At least one month prior to the annual meeting of the Board of Directors, the Board of Directors shall determine which Director positions then up for reelection, are to be elected by a majority of said parents at the upcoming annual meeting of the Board of Directors. The remaining Director positions not elected by said parents, shall be elected by the then existing Directors.

f. Stakeholders and directors shall be permitted to make nominations from the floor only at the annual meeting or by submitting, in writing, to the Corporation's Secretary no less than two (2) days in advance of such annual meeting, the nominations and qualifications. Written submissions shall be made available to the Board of Directors at such meeting.

Section 4. Vacancies. If any vacancies occur in the Board of Directors, or if any new directorships are created, they may be filled by the affirmative vote of a majority of the Directors remaining in office. Directors elected to fill a vacancy shall be elected for the unexpired term of their predecessor in office. Any directorship filled by reason of an increase in the number of Directors shall be assigned by the majority of the Directors remaining in office, though less than a quorum, to be either a Class One Director or a Class Two Director, while seeking to keep each class as nearly equal in number as possible; said Directors shall be up for reelection at the next regular election of his or her assigned class.

Section 5. Removal. Any Director or Directors may be removed, with or without cause, by the affirmative vote of a majority of the Board of Directors, at any time.

Section 6. Resignation. Any Director may resign at any given by giving written notice to the Board of Directors, the Chairperson of the Board, the chairperson, or the Secretary of the Corporation. Unless otherwise specified in such Written notice, a resignation shall lake effect upon delivery thereof to said individuals.

Section 7. Place of Meetings. The Board of Directors may hold meetings, both regular and special, at times and places determined by the Board of Directors.

Section 8. Annual Meeting. An annual meeting of the Board of Directors shall be held during the month of May in each year beginning in the year 2013, with the exact date, time and place of meeting to be established by the Board of Directors, for the purpose of electing Directors, and for the transaction of such other business as may come before the meeting. It shall not be necessary for notice of all regular meetings to be given to each Director.

Section 9. Regular Meetings. Additional regular meetings of the Board of Directors may be held without notice, at such time and place as may from time to time be determined by the Board of Directors. It shall not be necessary for notice of regular meetings to be given to each Director, however notice of all meetings shall be posted on the Company's website in order to comply with open meeting law.

Section 10. Special Meetings. Special meetings of the Board of Directors may be called by the Chairperson of the Board, the chairperson or by two (2) or more Directors on at least two (2) days' written notice to each Director, if such notice is delivered personally, by mail, email, or fax. Any such notice need not state the purpose or purposes of such meeting except as provided in Article X.

Section 11. Meeting by Telephone or Similar Communications. The Board of Directors may participate in a meeting by means of conference telephone or similar communications equipment by means of which all Directors participating in the meeting Call hear each other, and participate in such meeting shall constitute presence in person by such Director at such meeting.

Section 12. Quorum. Unless otherwise provided for in these Bylaws, a majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board, but if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting without further notice. Once a quorum is established, it shall remain for the duration of the meeting.

Section 13. Manner of Acting. Unless otherwise provided for in these Bylaws, 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.

Section 14. Presumption of Assent. A Director of the Corporation who is present at a meeting of its Board of Directors at which any action on any corporate matter is taken shall be presumed to have assented to the action unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file such Director's written dissent to such action with the Secretary of the meeting before the adjournment thereof or shall forward such dissent by certified or registered mail to the Secretary of the Corporation within three (3) days after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 15. Informal Action. No official action may be taken outside of a meeting of the Board of Directors.

Section 16. Waiver of Notice. Whenever any notice is required to be given under the provisions of law, the Corporation's Articles or these Bylaws, a written waiver thereof, signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed to be equivalent to such notice. In addition, any Director who attended a meeting of the Board of Directors, without protesting at the commencement of the meeting the tack of notice thereof to him, shall be conclusively deemed to have waived notice of such meeting.

Section 17. Proxy Voting. There shall be no proxy voting allowed for any Directors.

Section 18. Chairperson of the Board. The Board of Directors may appoint a Chairperson of the Board. The Chairperson of the Board, if any, shall, if present, preside at all meetings of the Board of Directors.

Section 19. Compensation. Directors shall not be entitled to compensation for their services as Directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation so long as such expenses are approved by the Board of Directors in advance.

Section 20. Conflict of Interest. Any member of the Board of Directors of the Corporation may be present at or participate in a meeting of the Board of Directors or a committee of the Board of Directors which authorizes a transaction between a member of the Board of Directors and the Corporation or between the Corporation and any other corporation, partnership, association, or other organization in which one (1) or more of its directors are directors, officers, general partners, or other agents, or have a material financial interest, if:

(a) The material facts of the transaction and the Director's relationship or interest as to the transaction are disclosed or are known to the Board of Directors or committee of the Board of Directors, and the Board or committee in good faith authorizes, approves or ratifies the transaction by the affirmative vote of a majority of the disinterested directors, even though the disinterested directors be less than a quorum; or (b) The transaction is fair as to the Corporation at the time it is authorized, approved or ratified by the Board of Directors or the committee.

Interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee which authorizes the contract or transaction.

ARTICLE IV
COMMITTEES

Section 1. Committees. The Board of Directors, by resolutions adopted by a majority of the whole Board, may appoint such committee or committees as it shall deem advisable and with such functions and duties as the Board of Directors shall prescribe and allowable by law and the Corporation's Articles and Bylaws. Membership of the committees shall be determined by the Board of Directors.

Section 2. Vacancy. The Board of Directors shall have the power at any time to fill vacancies, to change the membership of, and to discharge any committee.

Section 3. Quorum. A majority of the committee(s) established by the Board shall constitute a quorum for the transaction of business. The affirmative vote of a majority of the members of the committee shall be required for any action of the committee.

Section 4. Chairperson of the Committee. Committees shall choose a chairperson. The chairperson of the committees shall keep regular minutes of its meetings and deliver such minutes to the Board of Directors.

Section 5. Meetings. Committees shall meet at such times and at such place or places as may be provided by the members of the committees.

Section 6. Compensation. Members of any committee shall not be entitled to compensation for their services as a member of any committee but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incured in performing services for the Corporation so long as such expenses are approved by the Board of Directors in advance.

Section 7. Action by Consent. Any action required or permitted to be taken at any meeting of any committee of the Board of Directors may be taken without a meeting if a written consent to such action is signed

by all members of the committee and such written consent is filed with the minutes of its proceedings.

Section 8. Meetings by Telephone or Similar Communications. The members of any committee designated by the Board of Directors may participate in a meeting of such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in such meeting can hear each other and participation in such meeting shall constitute presence in person at such meeting.

Section 9. If a committee includes a quorum of members of the Board of Directors that committee's meetings must be held in compliance with the open meeting law.

ARTICLE V
OFFICERS

Section 1. Designations. The officers of the Corporation shall be chosen by the Board of Directors. The Board of Directors may choose a chairperson, a Chief Operating Officer, a Chief Financial Officer, a Vice chairperson or Vice chairpersons, a Secretary, a Treasurer', one or more Assistant Secretaries and/or Assistant Treasurers and other officers and agents as the Board shall deem necessary or appropriate. Any number of offices may be held by the same person, unless the law or the Corporation's Articles and Bylaws otherwise provide.

Section 2. Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon as possible. Each officer shall hold office until their successor shall be duly elected and qualified.
Section 3. Vacancies. Vacancies may be filled or a new office created and filled at any meeting of the Board of Directors.

Section 4. Removal. Any officer elected by the Board of Directors may be removed, with or without cause, at any time by the affirmative vote of a majority of the Directors then in office. Such removal shall not prejudice the contract rights, if any, of the person so removed. Any vacancy occurring in any office of the Corporation may be filled for the unexpired position of the term by the Board of Directors.

Section 5. Compensation. Members of the Board of Directors may not receive compensation nor may employees of the corporation serve as members of the Board of Directors.

Section 6. Chairperson.

a. The chairperson shall be the chief executive officer of the Corporation and, subject to the direction of the Board of Directors, shall have general charge of the business, affairs

and property of the Corporation and general supervision over its other officers and agents. In general, he shall perform duties incident to the office of chairperson and shall see that all orders and resolutions of the Board of Directors are carried into effect. In addition to and not in limitation of the foregoing, the chairperson shall be empowered to authorize any change of the registered office or registered agent (or both) of the Corporation in the State of Idaho.

b. Unless otherwise prescribed by the Board of Directors, the chairperson shall have full power and authority on behalf of the Corporation to attend, act and vote at any meeting of security holders of other corporations in which the Corporation may hold securities. At such meeting the chairperson shall possess and may exercise any and all rights and powers incident to the ownership of such securities which the Corporation might have possessed and exercised if it had been present. The Board of Directors may from time to time confer like powers upon any other person or persons.

Section 7. Vice chairpersons. The Vice chairperson; if any (or in the event there be more than one, the Vice chairpersons in the order designated, or in the absence of any designation, in the order of their election) shall, in the absence of the chairperson or in the event at his disability, perform the duties and exercise the powers of the chairperson aid shall generally assist the chairperson and perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.

Section 8. Secretary. The Secretary shall attend meetings of the Board of Directors and record all votes and the proceedings of the meetings in a book to be kept for that purpose and shall perform like duties for the committees, if required. He shall give, or cause to be given, notice of all special meetings of the Board of Directors, and shall perform such other duties as may from time to time be prescribed by the Board of Directors, the Chairperson of the Board, or the chairperson, under whose supervision he shall act. He shall have custody of the seal of the Corporation, and he, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it, and, when so affixed, the seat may be attested by his signature or by the signature of such Assistant Secretary. The Board of Directors may give general authority to any other Officer to affix the seat of the Corporation and to attest the affixing thereof by his signature.

Section 9. Assistant Secretary. The Assistant Secretary, if any (or in the event there be more than one, the Assistant Secretaries in the order designated, or in the absence of any designation, in the order of their election), shall, in the absence of the Secretary or in the event of his disability, perform the duties and exercise the powers of the Secretary and shall perform such other duties aid have such other

powers as may from time to time be prescribed by the Board Of Directors.

Section 10. Treasurer. The Treasurer shall have the custody of the corporate funds and other valuable effects, including securities, and shall keep full and accurate accounts of receipts and disbursements in books belonging in such depositories as may from time to time be designated by the Board of Directors. He shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Chairperson of the Board, the chairperson and the Board of Directors, at regular meetings of the Board, or whenever they may require it, an account of all his transactions as Treasurer and of the financial condition of the Corporation.

Section 11. Assistant Treasurer. The Assistant Treasurer, if any (or in the event there shall be more than one, the Assistant Treasurers in the order designated, or in the absence of any designation, in the order of their election), shall, in the absence of the Treasurer or in the event of his disability, perform the duties and exercise the powers of the Treasurer and shall perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.

ARTICLE VI
INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS

Section 1. General Indemnification. Reference is made to the Idaho Not-for-profit Corporations Law. Particular reference is made to the class of persons (hereinafter called "Indemnities") who may be indemnified by an Idaho corporation, namely, any person (or the heirs, executors or administrators of such person) who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person is or was a director, officer, employee or agent of such corporation, or is or was serving the request of such corporation as a director, officer, employee or agent of all other corporation, partnership, joint venture, or other enterprise. The Corporation shall (and is hereby obliged to) indemnify the indemnities, and each of them, in each and every situation where the Corporation is obligated to make such indemnification pursuant to the aforesaid statutory provisions. The Corporation shall indemnify the indemnities, aid each of them, in each and every situation where, under the aforesaid statutory provisions, the Corporation is not obligated, but is nevertheless permitted or empowered, to make such indemnification, it being understood, that, before making such indemnification with respect to any situation covered under this sentence, the Corporation shall promptly make or cause to be made a determination as to whether each Indemnity acted to good faith aid in a manner such Indemnity reasonably believed to be in or not opposed to the best interests of

the Corporation, and, in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnity conduct was unlawful. No such indemnification shall 'be made (where not required by statute) unless it is determined that such Indemnity acted in good faith and in a manner such Indemnity reasonably believed to be in or not opposed to the best interests of the Corporation, and, in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnity's conduct was unlawful.

Section 2. Insurance. The Board of Directors may authorize the purchase of insurance on behalf of any director, officer, employee, or agent of the Corporation, or who while a director, officer, employee or agent of the Corporation is or serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, other enterprise or employee benefit plan against ally liability asserted against and incurred by him arising out of such person's position, whether or not the Corporation would have the power to indemnify such person against that liability under law.

Section 3. Chapter 42 Taxes. Notwithstanding the foregoing provisions of this Article VII, the Corporation shall not indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Code, then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in Section 4941(d) or 4945(d), respectively, of the Code.

ARTICLE VII
INVESTMENTS

Section 1. Reinvestment. The Corporation shall have the right to hold, manage, invest and reinvest the property received by it, in the discretion of the Board of Directors and without being restricted to the class of investments which any Director is or may be permitted by law to make; provided, however, that no action may be taken by or on behalf of the Corporation if such action would result in the denial of the Corporation's income tax exemption under Section 501(c) of the Internal Revenue Code

Section 2. Commingling. Upon receipt of any property, the Board of Directors may in its sole discretion, subject to any limitations by law or the Corporation's Articles or Bylaws, co-mingle property with any other assets of the Corporation or hold such property as a separate fund if the Board determines that such segregation is in the best interests of the Corporation.

ARTICLE VIII
EXEMPT ACTIVITIES

Section 1. Maintaining Exempt Status. Notwithstanding any other provision of these Bylaws, no Director, officer, employee or other agent or representative of the Corporation shall take any action for or on behalf of the Corporation if such action is not permitted under Section 501(c)(3) of the Internal Revenue Code

ARTICLE IX
GENERAL PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation shall be as determined from time to time by the Board of Directors, but shall initially be from July 1st to June 30th.

Section 2. Seal. The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words "Corporate Seal" and "Idaho".

Section 3. Invalid or Unenforceable Provisions. The invalidity or unenforceable of any particular provision of these Bylaws shall not affect the other provisions hereof, and these Bylaws shall be construed in all respects as if such invalid or unenforceable provision were omitted.

Section 4. Public Records and Open Meetings. The Board of Directors shall abide by the Public Records Act and Open Meetings Law of the State of Idaho.

ARTICLE X
AMENDMENTS

Section 1. Amending Bylaws. The Board of Directors shall have the power to make, alter and repeal these Bylaws, and to adopt new bylaws, by an affirmative vote of a majority of the whole Board, provided that notice of the proposal to make, alter or repeal these Bylaws, or to adopt new bylaws, must be included in the notice of the meeting of the Board of Directors at which such action takes place.

ARTICLE XI
DISSOLUTION

Section 1. Dissolution. Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets must be distributed to the authorized chartering entity.

SECRETARY'S CERTIFICATE

I, Heather Lorimer, Secretary of the Summit Public Charter School, Inc. (hereafter, the "Corporation"), an Idaho non-profit corporation, DO HEREBY CERTIFY that the foregoing is a true and

correct copy of the Corporation's Bylaws as adopted by the Board of Directors of the Corporation at a meeting held on the 1 day of September, 2011

Signed Heather L. Larimer

Date signed: 9/28/11

Appendix-C

DISTRICT COURT
SIXTH JUDICIAL DISTRICT
STATE OF IDAHO

Jay Bingham
Jury Commissioner
Phone (208) 236-7334

Bannock County Courthouse
P.O. Box 6094
Pocatello, ID 83205

AFFIDAVIT CERTIFICATION OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

I, Victoria Hall, Deputy Clerk for Bannock County, hereby certify that ____13_____ signatures on this petition are those of qualified electors.

VHall
Deputy Clerk

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Summit Public Charter School inc.
School District Where New Charter School will be Physically Located	School district 25 Pocatello ID

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
√1 ELBA H. Worley	Elba H Worley	565 McKinley Ave	Pocatello	232-6530	11-12-2010
√2 Alan Worley	Alan Worley	565 McKinley Ave	Pocatello	757-0031	11-12-2010
√3 Reed Worley	Reed Worley	565 McKinley Ave	Pocatello	232-6530	11-13-2010
√4 Terri Zaugg	Terri Zaugg	118 Taft	Pocatello	233-5895	11-17-2010
√5 Shalene Kassin	Shalene Kassin	436 McKinley Ave.	Pocatello	233-4387	11-17-2010
√6 Keva Pollard	Keva Pollard	364 Roosevelt	Pocatello	232-5382	11/17/10
√7 Megan Wrigley	Megan Wrigley	802 McKinley Ave	Pocatello	234-3768	11/17/10
√8 Kara Sutton	Kara Sutton	117 Wilson Ave	Pocatello	479-8769	11/17/10
√9 Mindyn Clark	M. Clark	350 W. Maple St.	Pocatello	241-2927	11/17/10
√10 Amber Grover Karen	Amber G	968 McKinley Ave., Bldg C	Pocatello	360-7758	11-17-10
√11 Danielle Lars	[illegible]	396 Roosevelt	Pocatello	681-3349	11-17-10
√12 Lisa Hargraves	Lisa Hargraves	579 McKinley Ave.	Pocatello	233-1247	11/17/10
N.R. ~~13 Katherine Bettilyon~~	~~Katherine Bettilyon~~	~~265 1/2 Roosevelt~~	~~Pocatello~~	~~206-2411~~	~~11/17/10~~
√14 Karenina Parks	[illegible]	443 Taft Ave	Pocatello	241-3279	11-17-10
N.R. ~~15 Madelyn Dahl~~	~~Madelyn Dahl~~	~~397 Roosevelt Apt C~~	~~Pocatello~~	~~589-7551~~	~~11/17/10~~

13

4/16/200

DISTRICT COURT
SIXTH JUDICIAL DISTRICT
STATE OF IDAHO

Jay Bingham
Jury Commissioner
Phone (208) 236-7334

Bannock County Courthouse
P.O. Box 6094
Pocatello, ID 83205

AFFIDAVIT CERTIFICATION OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

I, Victoria Hall, Deputy Clerk for Bannock County, hereby certify that ____11_____ signatures on this petition are those of qualified electors.

Deputy Clerk

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Summit Public Charter School inc.
School District Where New Charter School will be Physically Located	School District 25 Pocatello, ID

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
	16 Cleotives Soto	Cleotives Soto	935 Wayne	Poc	339-1070	11-15-10
N.R.	~~17 [illegible]~~	~~[illegible]~~	~~921 Wayne~~	~~Poc~~	~~233-1742~~	~~11-15-10~~
	18 Jo Miranda	JM	942 Wayne	Poc	233 6084	11-15-10
	19 Kathryn Sutton	Kathryn Sutton	946 Wayne	Poc.	478-6426	11-15-10
	20 Leslee Thomas	Leslee Thomas	1209 Meadowbrook	Poc	234 7029	11-16-10
	21 Megan Millward	Megan Millward	1220 Meadowbrook	Poc	235-5213	11/16/10
N.R.	~~22 Lloyd Waldron~~	~~Lloyd Waldron~~	~~1172 Meadowbrook~~	~~Poc~~	~~232-4417~~	~~11/16/10~~
N.R.	~~23 Sheena Hirschi~~	~~Sheena Hirschi~~	~~1073 Meadowbrook~~	~~Poc~~	~~681 5041~~	~~11/16/10~~
	24 Katie Ladwig	Katie Ladwig	973 Meadowbrook	Poc	680-6071	11/16/10
	25 Jean Nisson	Jean Nisson	933 Meadowbrook	Poc	233-3196	11/16/10
	26 Kathy Muir	Kathy Muir	467 Wyldwood	Poc	233-9068	11/16/10
	27 Carol Gibson	Carol Gibson	930 Tancy Ln.	Poc.	904-3274	11/16/10
N.R.	~~28 Amy Freeman~~	~~Amy Freeman~~	~~987 Tancy Ln~~	~~Poc~~	~~234-9142~~	~~11/16/10~~
	29 Donah Harris	Donah Harris	937 Wayne	Poc	233 2452	11-16-10
	30 Juana Harris	Juana B. Harris	934 Wayne	Poc	237-5855	11-17-10

11

4/16/200

DISTRICT COURT
SIXTH JUDICIAL DISTRICT
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Pocatello, ID 83205

AFFIDAVIT CERTIFICATION OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

I, Victoria Hall, Deputy Clerk for Bannock County, hereby certify that ____05_____ signatures on this petition are those of qualified electors.

Deputy Clerk

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Summit Public Charter School inc.
School District Where New Charter School will be Physically Located	School district 25 Pocatello, ID

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
√1 Jason Flaig	Jason Flaig	1491 Partridge Cove	Pocatello	208-380-9933	10/21/10
√2 Heath Mitchell	[illegible]	1528 Avis Ct.	Pocatello	208-237-1856	10/21/10
√3 Brad Bassett	[illegible]	155 E. Griffith	Pocatello	208 244-2723	10/21/10
√4 Tamra Bassett	[illegible]	155 E. Griffith	Pocatello	208 380 9800	10/21/10
5 Renae Branch	[illegible]	4739 Kimmi Ct	Chubbuck	208 226 3325	10/21/10
6 Jon Branch	[illegible]	4739 Kimmi Ct	Chubbuck	208 226 6182	10/21/10
7 Heather Lorimer	[illegible]	1630 Sundance	Pocatello	208-269-0211	10/21/10
√8 Juana Harris	[illegible]	934 Wayne Ave	Pocatello	237-5855	10/21/10
9					
10					
11					
12					
13					
14					
15					

5

4/16/200

DISTRICT COURT
SIXTH JUDICIAL DISTRICT
STATE OF IDAHO

Jay Bingham
Jury Commissioner
Phone (208) 236-7334

Bannock County Courthouse
P.O. Box 6094
Pocatello, ID 83205

AFFIDAVIT CERTIFICATION OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

I, Victoria Hall, Deputy Clerk for Bannock County, hereby certify that __4__ signatures on this petition are those of qualified electors.

Deputy Clerk

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Summit Public Charter School.
School District Where New Charter School will be Physically Located	School District 25, Pocatello, ID

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Kaycee Thiemann	Kaycee Thiemann	605 S 19th Ave	Pocatello	208 251-2795	11/30/2010
2 Symoni Steed	[illegible]	875 Jones Drive	Pocatello	208-237-8945	11-30-2010
3 Robert Meredith	Robert Meredith	1606 Melanie Circle	Pocatello	208-232-6896	11-30-2010
4 Debra D. Thiemann	Debra D. Thiemann	875 Jones Dr.	Pocatello	208-237-8945	11-30-2010
5 Tamara Gilbert	Tamara Gilbert	883 Jones Dr.	Pocatello	208-238-1365	11-30-2010
6 Travis Gilbert	Travis Gilbert	883 Jones Dr.	Pocatello	208-238-1365	11-30-2010
7					
8					
9					
10					
11					
12					
13					
14					
15					

(4)

4/16/200

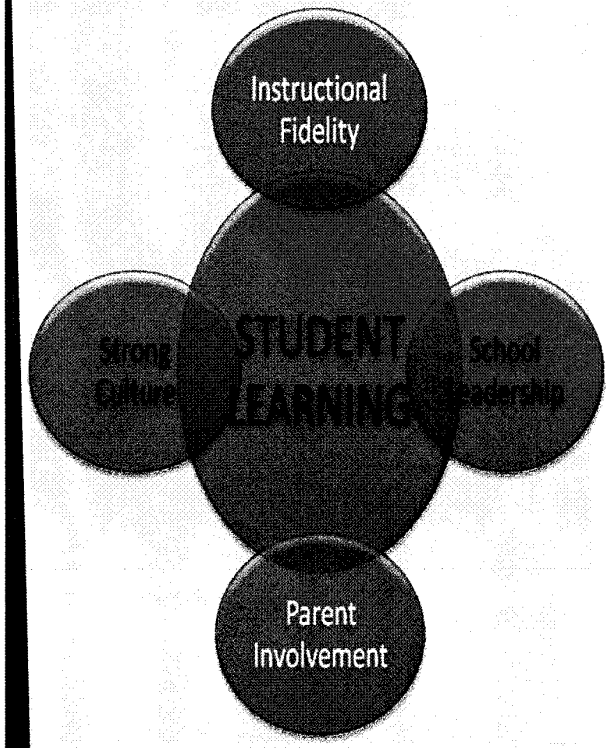
Appendix-D

Rigorous and Advanced Curriculum

Our curriculum and its delivery are based on direct instruction. Further, the curriculum is aligned from grade to grade. Teachers use the same curriculum model, using their own expertise and style, to provide consistent instruction towards the skills and concepts from grade to grade. Such vertical alignment ensures that a coherent system of learning exists. The results of direct instruction are well documented among researchers and practitioners. Our focus on building knowledge enables students to develop their capacity to apply, analyze, synthesize, and evaluate. This incorporates both information acquisition and skill development as requirements for students.

Our curriculum extends student learning through designating Idaho Content Standards as essential to Grade level, or accelerated. Teachers design instruction based the level of objectives they are helping students achieve. Thus, our students are approximately one grade level ahead, and sometimes more, with respects to curriculum content. Further, we do not separate the development of character in students from the development of their academic skills.

All students deserve to have a rigorous education, within a safe and kindness oriented environment. As seen below, all stakeholders of Summit Charter School play direct roles in preparing students to be productive citizens with the skills necessary for higher education and obtaining satisfying careers:



Opportunities to Get Involved

Join an Executive Board Sub-Committee focusing on the following 8 Strategic Goals:

Programmatic Development

Human Resources

Facilities and Equipment

Fundraising

Fiscal Management

Marketing and Public Relations

Enrollment

Parent Teacher Organization /PTO

Board of Directors:

Heather Lorimer
Greg Smith
Susan Hall
Rich Kirkham
Heath Mitchell
Jonathan Braack

One factor of the school opening is the amount of interest shown by the community. Please take our quick interest survey and stay updated at:

www.gosummit.org

Call 208-220-7371 for more information!

Summit Public Charter School

With High Expectations and Safety for Everyone!

A Free, Public K-8 School Option for Families in the Pocatello and Chubbuck Communities

Summit
PUBLIC CHARTER SCHOOL

What is Summit Charter School?

Summit Charter School is a free public school option for parents in Pocatello, Chubbuck, and surrounding communities. Summit Charter School is a replication in philosophy, culture, and curriculum, of its successful sister school, The Academy at Roosevelt Center.

Summit Charter School is governed by an executive board of directors, consisting of local parents who are driven by the need to provide parents with innovative choices for education. The Board receives regular and ongoing training for continuous improvement in the governance process. The executive board is focused on strategic goals, goals which directly relate to the mission, vision, and philosophy of Summit Charter School.

In September of 2010, the governing board of The Academy at Roosevelt Center passed a resolution stating Summit Charter School may use the waiting list of the Academy, when approved to open. Thus, the initial enrollment for grades Kindergarten through 8th will take place via the waiting list of The Academy at Roosevelt Center. Parents may complete an application for one of the 285 seats available at Summit Charter School by filling out an application at the Academy at Roosevelt Center. Think about it: Your chances for entering one of the two schools doubles!

Our Mission, Vision, and Philosophy

Our Mission

Our mission is *to enable students*, within a physically and emotionally safe learning environment, *to become competent, productive, confident, and responsible young citizens.* by being exposed to an advanced curriculum through direct instruction and the "teach to the high" method. Thus, students will possess the character, attitude, skills, habits, and work ethic necessary to succeed in the workforce, and in their various life communities.

Our Vision

Our vision is that of a safe environment where all children feel safe and capable of learning, developing, and succeeding. We envision students succeeding because they are exposed to a dynamic character development model which is centered on shaping students' attitudes about kindness, respect, and responsibility, and thus being able to weave these attributes into their character. We envision all stakeholders having high expectations for students so that students will develop intellect, social skills, and strong character. We envision students responding to a rigorous education program consisting of a solid, proven, and well-paced curriculum. We have a vision for meaningful and consistent parent involvement, which will ensure students become the learners we envision.

Our Philosophy

We believe when students do not feel threatened physically, emotionally, or academically, and the curriculum is advanced and rigorous, their learning is proven to take place at an increased pace. We believe every child has the right to attend a public school free of bullying, taunting, and teasing. We believe every staff member deserves to work in a school free of bullying, gossip, professional isolation, and lack of administrator support. We believe such an environment is what is absolutely best for kids.

Culture Comes First

The culture of a school teaches. A culture of safety from threat, teasing, and other forms of bullying, combined with an emphasis on respect and kindness provide the optimum environment for learning. Students learn by what they see, hear, and do. Thus, the adults in the school must embrace a commitment to living and modeling kindness and respect for all students and each other. Expectations are set and clearly communicated for the people working in the school, both students and adults. We are intentional about shaping students' behavior and attitudes. Respect and personal responsibility are visible in interactions between students and adults. For example, adults do not yell when discipline is needed. If adults are proactive regarding student conduct, they will not be prone to sudden anger. Instead, discipline is natural, and is provided without negativity, but with clear and direct attention and consequences. The adults are calm and respond in a matter of fact and supportive manner. Further, adults contribute to a positive and supportive culture for students through their word, deeds, and practices. Among both students and adults, gossip, destructive communication, and hurtful exchanges are not acceptable. Students are awarded and validated in a myriad of ways when they succeed, which contributes to the belief and practice of a "can do" attitude at Summit Charter School.

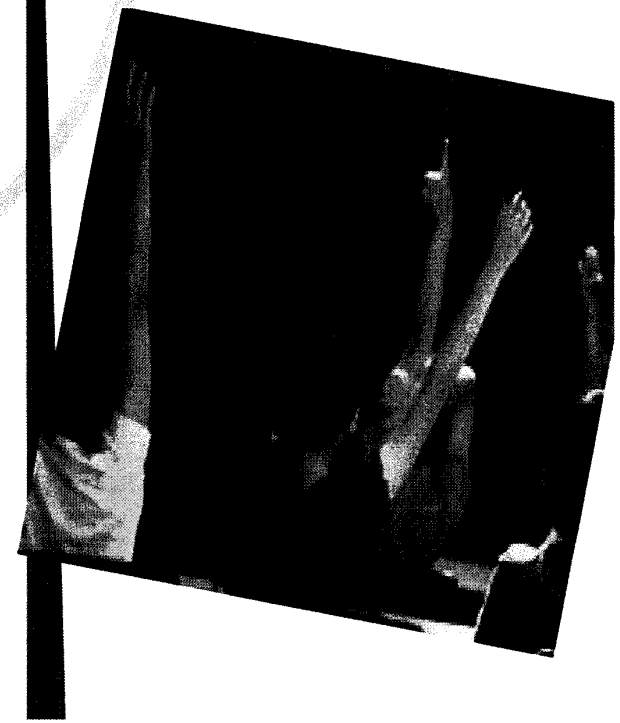
Making Learning Important and Personal to Kids....

Parent Involvement

Parents are vital to the ongoing education of their children. Summit Charter School is established as an innovative choice for parents. Staff at Summit Charter School value and respect the unique perspectives only parents can offer about their children. In a variety of circumstances, parents are considered members of the team, and work closely with staff to help adjust efforts being taken with their children. Yet, every student is held to the same high expectations as the other. Students do not receive special treatment, but are all considered equally accountable to the rules and expectations of the school. Parents learn the methods the teachers use, observe instruction in their child's classroom, and hold their children accountable for what their children learn. They further support their kids by seeing the value of specially selected homework, and ensure the children complete homework assignments. One way parents show support of the school is by providing several hours per month of volunteer service addressing a variety of needs of the school.

Special Education

Summit Charter School operates a fully functional special education program in alignment with state and federal guidelines for public school programs. Our Special Education staff view students with special needs as their highest priority. The Special Education model aligns seamlessly with core classroom instruction.



Appendix-E

Summit Charter School

Interest Survey

Name:

Phone:

E-mail address:

Do you have children?

How many?

If so, which grade/grades will they be in for the 2012-2013 school year?

What would another charter school do for this community?

How would a school with a culture of respect, kindness, and confidence benefit your child/children?

How would a school which provides a highly challenging curriculum benefit your child/children?

How would a school environment of low physical and emotional threat benefit your child/children?

Would you be willing to play an active role in your child/children's education by providing 3 hours per month of service in the school?

Will you enroll your child/children in Summit Charter School when it is approved?

Making Learning Personal and Important to your child!

Appendix-F

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Heather Lorimer

Idaho State Department of Education
Charter Start Workshop
October 4 - 5, 2010

Michelle Clement Taylor
School Choice Coordinator

Appendix-G

JONATHAN BRAACK, M.Ed

j.braack@theacademyarc.com

PROFESSIONAL PROFILE

Visionary and innovative school administrator recognized for effective organizational leadership/ Proven and recognized ability to utilize interpersonal communications to establish meaningful relationships with stakeholders /Data-driven instructional leader loyal to current research, and effective teaching practices for faculty / Ability to facilitate next steps for and hold staff accountable to continuous school improvement / Driven to establish both trust and validation among faculty, staff, and especially students/ Trustworthy problem-solver with a talent to establish a vision for the school and its programs and obtain desired results /Consistent disciplinarian committed to determining consequences while establishing a vision of improvement for students / Dependable team player highly committed to holding parents accountable to partnerships for school involvement /Able to strategically balance collaborative and directive leadership

COMPETENCIES

Comprehensive experience with day-to-day management of school operations /Extensive experience with utilizing coaching cycles and teacher evaluation models for instructional improvement / Implemented and maintained instructional coaching cycles with teachers / Ability to develop and translate state/district policies and programs at the building level /Caseload management of student discipline /Ability to help staff develop and hold staff accountable to a Continuous Improvement goals /Talented in developing and guiding data-driven teams to assess and yield growth in student achievement / Hands-on experience and training in development of needs-specific Professional Development trainings /Recognized ability to develop and maintain a physically, emotionally, and academically safe school environment, vision, and culture as a leader

PROFESSIONAL EXPERIENCE

Vice-Principal / August 2009-Current / The Academy at Roosevelt Center /Pocatello, Idaho

- Performing various "District level" responsibilities including Human Resources, Title I management, and Curriculum and Instruction, and collaboration with various Idaho State Department of Education directors
- Implementing and holding staff accountable to using the school character and instructional program with fidelity
- Implementing instructional leadership by assuring adherence to the advanced curriculum and character-model
- Formal and informal coaching of classroom teachers toward best practices and high-yield teaching strategies
- Direct supervision of the implementation and execution of a successful Title I Reading Intervention program
- Direct supervision and coaching for classroom education assistants with support and academic intervention
- Team Leader of the RTI inspired Problem Solving Team consisting of a Director of Special Education, Title I Reading Coordinator/Spalding Coach, two testing and data management staff, and respective teachers
- Direct supervision of the parent involvement/parent support program
- Responsible for building and managing the master schedule tailored to optimize instructional time
- Responsible for holding students accountable to the character and academic model of The Academy including shaping the attitudes and dispositions of students regarding their behavior
- Performing self-reflection and instructional improvement-driven evaluations of teachers
- Providing ongoing training and dialogue with staff to use different forms of student achievement data to drive decisions about instruction and intervention
- Providing supervision as the ISAT Coordinator
- Have written and am writing several successful grants directed at sustaining educational program fidelity

Chairman of the Board of Directors, Summit Charter School, Inc. / Pocatello, Idaho

- Providing leadership, guidance, and direction as chairman for the founding board members of the proposed Summit Charter School
- Wrote the entirety of the 70 page Charter document for Summit Charter School, including the education program, the achievement goals, and the comprehensive portfolio of elements of daily, monthly, and yearly school operations
- Worked in collaboration with fellow directors to develop the marketing plan, business plan, and operational budget for Summit Charter School
- Worked in collaboration with fellow directors to design, plan, and execute the first of four public informational open houses for Summit Charter School
- Also currently functioning as the Public Relations officer of the Board

Project and Program Manager, Dissemination Support Grant for The Academy ARC/ August 2010-Current

- Designed and wrote the entirety of the 50 page dissemination grant proposal, which became one of only two proposals accepted for the grant in the state of Idaho
- In collaboration with and supervision of two teachers at The Academy, developed a training and implementation plan for improving teachers' reading instruction and students' reading achievement, and implementing and improving Professional Learning Communities for another school district

PROFESSIONAL EXPERIENCE CONT'D

- Directly participating in training and mentoring the Superintendant, elementary principal, Title I director, and elementary teachers of North Gem School District with the reading instruction and PLC implementation plans and progress
- Responsible for all financial transactions, planning, and attainment of the project goals of the grant project
- Responsible for the comprehensive evaluation of the project including data collection, executive summaries to the Idaho State Department of Education, and year-end evaluation of the project

Consultant and Trainer, Sugar-Salem School District/ September 2009/ Sugar City, Idaho

- Provided a two day training and instruction session for Sugar-Salem elementary and junior high teachers entitled, "Reading and Literacy Across the Curriculum"
- On a different occasion, provided a morning session to the entire Sugar-Salem School District including superintendant, principals, teachers, and specialists addressing Conflict Resolution and Professional Relationships

Principal / August 2008-August 2009 / Artz-Fox Elementary School /Mabton, Washington

- Served as head principal for 70 staff members and 550 students in a Title I school with a 97% Hispanic population
- Lead a team of administrators comprised of an Assistant Principal, Director of Special Education, Director of Student Learning and Data, and Reading and Learning Coach
- Selected and am facilitating a school improvement team comprised of certified staff which has continuous oversight and decision-making for the school improvement plan
- Aligned School Improvement Plan to District Improvement Goals
- Held staff accountable to comprehensive school improvement plan for measured growth in student achievement
- Used multiple forms of student and staff data to drive decisions for modifying and improving instruction and yielding growth in student achievement
- Fascinated in the incremental implementation of RTI, Response to Intervention, to maximize use of interventions to strengthen students' phonics, decoding, comprehension, and reading fluency skills
- Accountable for implementation and systemic use of Sheltered Instruction Observation Protocol (SIOP) instructional strategies for English Language Learners in a Hispanic population of students
- Sponsored staff members student-focused peer collaboration in Professional Learning Communities using Richard DuFour's model for PLCs
- Provided professional development for staff members to strengthen abilities to achieve the goals of the school improvement plan
- Conducted classroom walkthroughs as part of walkthrough coaching cycles for teachers to align teaching practices with a systemic vision for rigorous instruction
- Executed Administrative practices with the coaching and tutelage of an administrative coach and a school improvement facilitator/coach
- Accountable for all managerial operations of the building, including those of instruction staff, and all clerical and para-educational staff
- Facilitated a parent group from the community to help parents become more involved in the school community and the instructional practices of teachers
- Conducted self-reflection and instructional improvement driven evaluations of teachers
- Direct oversight over building budget expenditures, balancing the building budget, and expending monies towards that which will yield the most growth in student achievement
- Worked directly with multiple public agencies to ensure equitable education for minority students

18 Month Internship, Vice-Principal / January 2007-June 2008 / Pocatello High School / Pocatello, Idaho

- Extensive training and experience with student discipline procedures and caseloads
- Extensive training and experience with student attendance/truancy procedures and caseloads
- Participant in weekly principals' administrative meetings with three building principals
- Member, District Principal Task Force to redesign the attendance/tardy policies for nine schools
- Administrative Chair, 'Clear and Focused Mission and Vision' Correlate Group, Effective Schools
- Curriculum Development including Vertical Alignment and District Semester Finals for multiple grades
- Executed Formative and Summative teacher evaluations using the District's Instruction Evaluation model
- Developed, organized, and executed Professional Development training for faculty and staff
- Member, Building Leadership Team, Pocatello High School
- Co-Chair, Pocatello High School C.A.R.E. Team for students with emotional/substance abuse
- Executed Total Instructional Alignment model and "Role-Out" for K-12 grades curricula for 9 Idaho districts
- Development, Scheduling, and Supervision of student curricular and extra-curricular activities

PROFESSIONAL EXPERIENCE CONT'D

- Participation in numerous public relations roles for the Pocatello/Chubbuck area
- Administrative member, Parent Advisory Council for Pocatello High School
- Administrative member, Partnership Schools Committee for overseeing the implementation of student teachers and interns from Idaho State University into 21 elementary and secondary schools
- Decision-making member of five separate hiring committees for positions of multiple disciplines
- Participant in numerous multicultural school and community events for Latino and Native American students a

English Teacher, 10th/11th/12th grades / June 2006-June 2008 / Pocatello High School, Pocatello, Idaho

- Innovatively aligned teaching pedagogy to curriculum goals while helping student develop life-skills
- Senior Class "Teacher of the Year," 2007
- Mentored students with their writing in preparing for numerous writing contests in the community and region
- Co-Winner, 2008 Pocatello/Chubbuck School District 25 Simplot "Inspirational Teacher of the Year"
- Speaker, Morning Graduation Commencement Ceremonies, May 2008

English Teacher, 7th Grade ~ June 2005- August 2006 ~ Payson Middle School, Payson, Utah

- Received one full school year of mentorship from a successful middle school teaching mentor
- Taught 150 7th grade students using district curriculum
- Member, Peaceable Schools Partnership Committee, Nebo School District/Brigham Young University

EDUCATION

B.A./Bachelor of Arts
English Teaching — August 2001- August 2005
3.2 G.P.A. — Brigham Young University, Provo, Utah

M.Ed. /Master of Education
Education Administration and Organizational Leadership — May 2006 - May 2008
3.976 G.P.A. — Grand Canyon University, Phoenix, Arizona

CREDENTIALS

Idaho Professional Educator License
Endorsement for *Principal:* Grades K-12
Endorsement for *English Teaching:* Grades 6-12
Expiration Date: **2014**

PROFESSIONAL DEVELOPMENT

Implementing Response to Intervention, Idaho State Department of Education, November 2010, February 2011
CORE Literacy, September, 2009
Response to Intervention, RtI, Coeur d'Alene, Idaho, April, 2009
School Improvement Facilitation Training, Office of the Superintendent of Public Instruction, Washington
Continuous Training with a state provided School Improvement Facilitator, 2008-09
Training one full day per week by a district funded external Administrative Coach, August 08-February 09
Learning by Doing: Professional Learning Communities at Work, Richard DuFour
Next Steps for Initiating Change in Public Schools, Bill and Melinda Gates Foundation, Seattle, WA
Effective Schools, Dr. Larry Lazotte, sponsored by the Intermountain Center for Education Effectiveness, Aug. 2007

PROFESSIONAL REFERENCES

Teresa Jackman
Director, Title I and Reading Coach The Academy ARC, Pocatello., ID..... 208-232-1447 Office/208-251-4916 Cell
Joel Lovstedt
Principal, The Academy ARC, Pocatello, Idaho.....208-232-1447 Office/208-220-7372 Cell
Kelly Watson
Teacher, The Academy ARC, Pocatello, Idaho.....208-232-1447 Office/208-317-3805 Cell
Jamie Holyoak
Superintendant, North Gem School District #149, Bancroft, Idaho..... 208-648-7848 Office/208-252-0879 Cell
Heidi Lyons, Ed.D
Principal, Jefferson Elementary School /District #25, Pocatello, ID.....208-233-2056 Office/208-380-0795 Cell
Chuck Zimmerly, Ed.D
Director, Intermountain Center for Education Effectiveness, ISU.....208-282-3202 Office

Sandra Pasiero-Davis
Superintendent, Mabton School District, Mabton, WA .....509-894-4852 Office/509-831-9609 Cell
Jay Tyus
Principal, Mabton High School, Mabton, WA .....509-894-4951 Office/509-894-5288 Cell
Scott Fisher
Director of Special Education, Mabton School District, Mabton, WA .....509-894-4941 Office/509-781-2016 Cell

RESUME March - 2011

RICHARD D. KIRKHAM

Owner and Corporate officer of *Dale's Inc., Commercial Real Estate Services*, P.O. Box Pocatello, Idaho 83201

Home: Richard D. Kirkham
8055 N. Prospector Hollow
Pocatello, Idaho 83201
(208) 233-7625
Email: Rich@RichKirkham.com

Office: Garrett Business Park
2055 Garrett Way, Bldg 1, Suite 2
P.O. Box 4026
Pocatello, Idaho 83205
Work: (208) 232-6886
Fax: (208) 232-6571

EDUCATION

- B.A., Business Administration, Brigham Young University, Spanish minor; 1980
- M.B.A. Graduate Studies, Idaho State University; 1984
- Licensed Idaho Real Estate Professional; 1985

PROFESSIONAL EXPERIENCE (Current)

- Corporate Officer, stockholder, Dale's Inc., *Commercial Real Estate Services*, Pocatello Idaho. Experience includes overseeing real estate development projects, negotiating and maintaining real estate leases and contracts, and evaluating all real estate acquisition and selling activities while maintaining customer relations for the company. Oversees a staff of 10 people that supervise sub-contractors and project managers on various construction projects and other aspects of property management and development. Responsible for 77 commercial tenants and 33 company-owned properties. The company is an Idaho licensed General Contractor specializing in commercial real estate development since 1986.

- Director, GO LLC *Property Holding Company*, Pocatello, Idaho.

- General Partner, *Onidah Limited Partnership*, Pocatello Idaho.

PROFESSIONAL EXPERIENCE (past)

- Big A Auto Supply, Co., Inc, Pocatello, Idaho - Owned and operated a chain of auto parts stores in Southeast Idaho that specialized in automotive paint and refinish products, custom and high performance aftermarket parts and accessories, and general new and used auto parts supply. Pioneered computerization and point of sale inventory control in the automotive jobber sector during the personal computer revolution; 1980 – 1990

- ADS - Automotive Data Solutions. Developed, licensed, and distributed a proprietary software product designed to meet the needs of small automotive jobbers in an emerging computer market environment. The product allowed small business to be more competitive by converting manual data operations to computerized functions; 1990 – 1994

- HPM - High Performance Management. Developed a training program for the automotive industry designed to help auto parts store owners and mangers improve routine functions of store management. Program included writing a business plan, power selling, simplified collections, employee motivation and retention, growth and strategic planning, and customer retention. The National Automotive Trainer's and Manager's Counsel recognized the Program for excellence and the program won a national award and was recognized in Chicago, IL as "Training Program of the Year"; 1989

- Success Training Institute. Developed and published a motivational training course entitled, *"How to Get Where You're Goaling!"* Marketed the product, coached individuals and taught group seminars in goal achievement strategies; 1987 - 1992

PROFESSIONAL & COMMUNITY SERVICE ACTIVITIES

- Summit Charter School; Board of directors 2011
- Founder of The Academy (ARC) Charter School; 2005
- Bannock Development Corporation (BDC); Board of Directors; 2007 – present
- Greater Pocatello Chamber of Commerce; board of directors; 2003 to 2009
- Industrial Lands; Board of Directors; 1998 – present
- Idaho Civic Symphony; Board of Directors; 2007 - present
- Pocatello Rotary Club; Board of Directors 2011; Member since 2004
- Valley Pride, Community beautification organization; Board of Directors 2004 – 2007.
- Candidate for Idaho House of Representatives; 2006
- Idaho Central Credit Union Task Force Committee; 2002 to 2009
- Chairman of The Idaho Voice for Responsible Government (IVRG); 2002 - 2004
- President of American Society of Training and Development (ASTD), Southeast Idaho Chapter; 1989-1992
- Scoutmaster, Boy Scouts of America; 1980 – 1989, and 2005 - present

Heath Mitchell

1528 Avis Ct.
Pocatello, ID 83202
(208) 705-4517
hhcoopmitch@yahoo.com

EXPERIENCE:

2002 to present **Zions Bank, Pocatello, Idaho**
Commercial Relationship Manager, July 2005 – Present

- Develop and maintain a wide variety of commercial relationships including commercial loans and/or commercial deposit accounts
- Obtain quality new business through client and prospect calls, referrals, and cross selling efforts.
- Responsible for thoroughly interviewing loan applicants to determine loan structuring, credit worthiness, and financial stability
- Responsible for the monitoring of commercial relationships to ensure that all loans and accounts are being handled as agreed
- Cross sell all other bank products as needed

Customer Service Manager, November 2003 – July 2005

- Responsible for the management of a seven person staff, including hiring, reviewing, and counseling when needed
- Assign work schedules to ensure adequate customer service coverage
- Ensure branch is in compliance with all bank policies and prepares branch for internal audits
- Respond to more complex customer complaints and questions
- Communicate and manage promotional campaigns and product initiatives
- Develop relationships with business clients, including commercial loans and/or business deposit accounts

Personal Banker & Sales Liaison, October 2002 – November 2003.

- Facilitate the consumer loan process for clients from application to closing, including home equity loans, home refinance Loans, land or lot loans, auto loans, and personal loans
- Open new deposit accounts
- Cross-sell all banking needs, including loans, deposit accounts, insurance, and investments
- Handle all teller duties, including account transactions, account maintenance, and client inquiries
- Organize contests and promotions to promote products and services

2001 to 2002 **Scout Mountain Archery Equipment, Pocatello, Idaho**
Sales Representative

- Communicated directly with customers to take orders, answer questions and collect payments
- Attended trade shows to display and sell new products to distributors and dealers

2000 to 2002 **WMA Securities, Idaho Falls, Idaho**
Financial Consultant

- Obtained Idaho Life Insurance License and Series 6 & 63 Securities License for purposes of selling investments and insurance

EDUCATION:

Idaho State University, Pocatello, Idaho. September 1999 – December 2003.

- Achieved a Bachelor of Business Administration with a degree in Finance.
- Gained valuable knowledge about the financial sector of our economy.

John G. Smith

2505 Marilyn
Pocatello, ID 83201
(208)237-3503
Payton442@hotmail.com

Objective: Inform Charter School Board of my qualification as founder

Education: BS Engineering Idaho State University 1979
BBA Business Administration Idaho State University 1979

Experience: AMI Semi-conductor, Pocatello from 1979 -1992
Fabrication Section manager 1979-1985
Marketing and Product manager 1985-1992

Ameriprise Financial Advisor from 1992-Present

I am an independent contractor and have built my practice for the last 19 years with a focus on retirement planning, tax planning strategies, investments, and related financial planning. My goal has been to establish solid relationships with each of my clients, and ensure that all decisions are made for their benefit.

In addition to my role as a financial advisor I have spent 35 years in church management by filling the roles of President of the Church, Head of the Board of Elders and President of the Parrish Planning.

I am married with 3 children - 2 are grown and have families of their own. I have adopted a child who is 9 years old and in the 5th grade. I have a long standing interest in education and believe that I instilled that love with my children. My two older daughters are graduates of ISU. They are both employed in and around Pocatello. I am hopeful that my youngest daughter, as well as my grandchildren will attend Summit Charter School.

References

Ron Petersen CFP
Financial Advisor
353 N 4th
Pocatello, ID 83201

George Katsilometes CFP
Financial Advisor
353 N 4th
Pocatello, ID 83201

Susan R. Hall
779 Fir St.
Pocatello, ID. 83201
(208)339-1411

Objective

Providing high quality education to our students, and being dedicated to the financial success of the school as a Board member.

Summary of Achievements

- Strong background in sales, marketing, merchandising, and staff development.
- Insurance License (state of Idaho, inactive).
- Certified Dental Assistant (DCA from ISU).
- CEO First Impressions Handcasts.
- Team captain for "Relay for life", raising several thousand dollars towards cancer research.
- Most importantly have a handsome loving Husband of nine years and three children.

Experience

Founded First Impressions Handcasts in 2005, and have since grown and developed the company into a 15 franchise chain. First Impressions Handcasts is the largest Handcasting Company in the USA.

Member of the Gate City Rotary Club for 2 years, recipient of the "new member of the year" award.

Have served in church leadership positions for 8+ years, including the following:

- President of Primary Organization
- First Counselor in Primary Organization
- Various other positions in the Primary Organization

Summit Public Charter School founding member.

Heather Lorimer

1630 Sundance Pocatello, Id 83201

(208)269-0211:lheather269@gmail.com

Professional Summary

Dependable Educational Assistant with over 20+years experience in working with children of all age groups. Committed to providing a safe harbor for learning.

Qualifications

- Effectively works with parents, board, Staff, and general public
- Community Involved

Outstanding Social skills

Strong Collaborator

Experience

Educational Assistant

August 2007-present

The Academy Charter School-Pocatello, Idaho

Combined discipline plan with effective measures and various lesson plans to increase concentration, participation, and progress student accountability.

Owner/Manager

Peanuts Daycare

Nov.1994-Mar.2001

Owned and operated a successful child care center. Responsible for 40 kids and 5 employees. Took care of all the scheduling and bookkeeping, organization of all daily activities, and trained and mentored all employees on good business practices.

Education

Pocatello High School,1992

Pocatello,Idaho USA

Diploma

Over

Certifications

Para-Professional Certificate, 2008

Community Involvement

Board of Directors, The Academy Harbor Foundation, Mar 2010-present

Responsible for coordinating community fundraisers

work closely with Chamber of Commerce to promote strong ties with the community

find and write all types of grants for our schools to successfully raise 100K

Parent Volunteer, Aug 2002-present

Church Volunteer, July 1988-present

Key words

Community Involvement, Critical Thinking, Goal Setting and Implementation, Grant Writing, Public Relations,and Parental Participation.

Appendix-H

SUMMIT CHARTER SCHOOL

COMPUTER/NETWORK ACCEPTABLE USE POLICY

GENERAL VIEWS OF SUMMIT CHARTER SCHOOL TOWARD COMPUTER USAGE

In harmony with the mission of Summit Charter School to preserve a safe working and learning environment, the following policy is in place insure best practices and professional conduct regarding computer, internet, and in-house network usage.

INTERNET/ON-LINE CONDUCT

1. The User is expected to abide by generally accepted rules of network etiquette, including, but not limited to:

a. Be polite.

b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Do not get abusive in your messages to others.

c. Illegal activities, including "hacking," are strictly forbidden.

d. Do not reveal personal information of others and be cautious when revealing your own personal information (credit card numbers, social security number, home address, phone number, etc.)

e. Do not use the network in such a way that you would disrupt the use of the network by other Users.

f. All communications and information accessible via the network should be assumed to be private property of Summit Charter School.

g. Do not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material; nor encourage the use of controlled substances. Summit Charter School does not condone or permit the use of such materials in the school environment. A user knowingly bringing such materials into the school environment will be dealt with according to the discipline policies of Summit Charter School, and such activities may result in termination of access to Summit Charter School's computer Network, termination of employment, and/or school expulsion.

h. Do not transmit materials, information or software in violation of any local, state or federal law or Summit Charter School policy.

2. Any action by the User that is determined to constitute inappropriate use of Summit Charter School's network or to improperly restrict or inhibit other users from using Summit Charter School's network is strictly prohibited and may result in disciplinary action.

3. The User specifically agrees to indemnify Summit Charter School and the administrators for any losses, costs, or damages, including reasonable attorneys' fees, relating to, or arising out of any breach of this agreement by the user.

4. Summit Charter School's computer network is to be used by the User for his/her professional/educational benefit. Commercial uses, such as promoting or advertising any business, are strictly prohibited.

a. Summit Charter School's computer network may not be used to promote any political or charitable cause or organization, including soliciting of funds, unless it is a school related and sanctioned cause.
b. Personal use by the User is to be limited to time when the user is not providing paid services for Summit Charter School.

c. Use of the network is a privilege, not a right.

d. Inappropriate use will result in the removal of privileges.

e. Unauthorized equipment connected by the User to Summit Charter School's computer network, harmful to network performance, is not allowed.

f. The User may not attach any equipment or cabling that may cause Summit Charter School's computer network to be out of accepted network specifications. Any such equipment will be removed when found.

g. The user may not perform any maintenance of equipment connected to Summit Charter School's computer network, unless authorized by an Administrator, nor has the right to authorize such.

h. The User can not install, connect, or use unauthorized equipment on Summit Charter School's computer network unless authorized by an Administrator.

5. The User agrees not to use the facilities and capabilities of Summit Charter School's Computer Network to conduct any business or activity or to solicit the performance of any activity that is prohibited by law or policy.

6. Because Summit Charter School's computer Network provides the Internet, (World Wide Web access), the user specifically understands that the Administrators and Summit Charter School do not have control of information residing on other systems. Measures to restrict minors' access to harmful materials include Internet filtering. Summit Charter School recognizes and advises the User's that no filter provides complete blocking of all harmful materials.

SOFTWARE LIBRARIES

1. Public domain files, or files in which the author has given expressed consent for online distribution, may be uploaded to the software libraries by the User.

2. Any software to be added to the computer network or to individual computers need to be approved by administration. The software needs to have been researched, and demonstrate an educational or school related purpose.

3. Any software having the purpose of damaging other Users' systems or Summit Charter School's computer network (e.g. computer viruses) is specifically prohibited.

4. The Administrators or their designees reserve the right to refuse posting of files and to remove files.

5. The Administrators further reserve the right to immediately terminate the account of any user who misuses the software libraries.

6. The Administrators do not necessarily inspect software uploaded by users and Summit Charter School does not guarantee the suitability or performance of any software downloaded from Summit Charter School's software libraries or other accessed services.

7. The User is responsible for inoculating all uploaded/downloaded software for viruses.

COPYRIGHTED MATERIAL

1. Copyrighted material must not be placed on any system connected to Summit Charter School's computer network without purchasing the appropriate license or obtaining the author's permission.

2. Only the owner(s) or persons they specifically authorize may upload copyrighted material.

PUBLIC DOMAIN MATERIAL

1. The User assumes all risks regarding the determination of whether a program is in the public domain. Further, the User is responsible for inoculating all uploaded/downloaded software for viruses.

PUBLIC POSTING AREAS (MESSAGE BOARDS/ INSTANT MESSAGING/USER NET GROUPS)

1. UseNet messages are posted from systems connected to the Internet.

2. The Administrators have no control of the content of the messages posted.

3. UseNet groups will not be available on Summit Charter School's local network.

4. Instant messaging is real-time chat between 2 or more individuals.

5. The Administrators have the obligation to monitor and limit all instant messaging due to factors such as band-width, inappropriate or unethical use, federal E-Rate requirements, and Policy.

6. Messages received by Summit Charter School are retained for 30 days unless deleted by the recipient. A canceled Summit Charter School account will not retain its e-mail.

7. The User is expected to remove old messages in a timely fashion and the Administrators may remove such messages if not attended to by the User.

8. No district employee may use the District's e-mail or on-line services (Internet) for the promotion of:

   a. Election or political campaigns.

   b. Issues dealing with private or charitable organizations or foundations.

   c. Ballot issues

9. Use for other informal or personal purposes is permissible within reasonable limits.

10. E-mail should not be considered private.

   a. The District's e-mail and Internet systems are intended to be used for educational purposes only.

   b. All e-mail/Internet records are considered Summit Charter School's records and should be transmitted only to individuals who have a need to receive them.

   c. Additionally, all Summit Charter School records and e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process.

   d. Administrators may investigate complaints regarding e-mail which is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material to District, local, state, or federal officials in investigations concerning any e-mail transmitted on Summit Charter School's computer network.

   e. While Summit Charter School does not intend to regularly review Users' e-mail/Internet records, Users have no right or expectation of privacy in e-mail or the Internet.

   f. The District owns the computers and software making up the e-mail and Internet system and permits the Users to use them in the performance of their duties for the District.

   g. E-mail messages and Internet records are to be treated like shared paper files, with the expectations that anything in them is available for review by the Administrators or designee.

   h. Consequently, Users should always ensure that the educational information contained in e-mail/Internet messages is accurate, appropriate, and lawful.

   i. The Administrators do not guarantee delivery or receipt of e-mail to any User.

11. E-mail/Interned messages by employees may not necessarily reflect the views of Summit Charter School.

12. Abuse of the e-mail or Internet systems, though excessive personal use, or use in violation of the law or Summit Charter School policies, will result in disciplinary action, up to and including termination of employment.

13. The User agrees not to publish on or over Summit Charter School's computer Network any information which violates or infringes upon the rights of others or any information which would be abusive, profane or sexually offensive to an average person, or which without the approval of the Administrators, contains any advertising or any solicitation of other users to use goods or services.

DISK USAGE

1. The Administrator's reserve the right to set quotas for disk usage on Summit Charter School's computer network.

2. If the User exceeds his/her quota, the User will be required to delete files to return to compliance.

3. The User may request that disk quota be increased by submitted an email to the Administrator's stating the need for the quota increase.

4. The User who remains in non-compliance of disk space quotas after seven (7) days of notification will have files removed.

SECURITY

1. Security is a high priority.

2. If the User can identify a security problem on Summit Charter School's computer network, the User must notify an Administrator.

3. The User should not demonstrate the problem to others.

4. The User may not let others use his/her account except as noted below (*STUDENT SUPERVISION).*

5. Passwords should not be easily guessable, nor should they be words found in a dictionary.

6. Attempts to login to Summit Charter School's computer network using another User's account or as an Administrator will result in termination of the User's account.

7. The User should immediately notify an Administrator if his/her password is no longer secure, or if the user has reason to believe that someone has obtained unauthorized access to his/her account.

8. If the User is identified as a security risk, the user may be denied access to Summit Charter School's computer network.

STUDENT SUPERVISION

1. A Summit Charter School staff person may allow students who are not authorized users to access Summit Charter School's computer network through the staff member's account as long as the staff member does not disclose the password to the student and understands that the staff member assumes responsibility for actions of students using his/her account.

2. In the event that students have individual accounts, a staff member must be present supervising the student's use of Summit Charter School's computer network.

3. It is the student's responsibility to obtain permission from a Summit Charter School Staff Member to use Summit Charter School's computer network.

VANDALISM

1. Vandalism will result in disciplinary actions.

2. Vandalism is defined as any attempt to harm or destroy data of another User, Summit Charter School's computer network or any of the agencies or other networks that are connected to Summit Charter School's computer network. (This includes, but is not limited to, the uploading or creation of computer viruses)

TERMINATION OF ACCOUNT

1. A User's access to Summit Charter School's computer network may be terminated at any time by the User by notifying an Administrator.

2. Accounts inactive for more than 30 days (and associated files) may be removed without notice to the User.

3. The administration, faculty, and/or staff may request the Administrator to deny, revoke, or suspend a User's access.

a. The Administrators reserve the right, at their sole discretion, to suspend or terminate a User's access to Summit Charter School's computer network upon any breach of the terms of this agreement by the User.

b. Prior to a suspension or termination or as soon after as is practicable, an Administrator will inform the User of the suspected breach and give the user an opportunity to present an explanation.

c. The User may request a review hearing with a different Administrator than the one who imposed the suspension or termination within seven (7) days of such suspension or termination.

d. After the review, access may be restored if an Administrator upholds User's appeal.

e. The Board/designee shall be promptly notified of all termination actions.

PERSONAL INFORMATION

1. Summit Charter School will not disclose personal information without expressed consent of the user.

2. There will be no unauthorized disclosure, use, or dissemination of personal information regarding minors.

3. Administrators reserve the right to cooperate fully with the, local, state, or federal officials in investigations concerning illegal activities on Summit Charter School's computer network.

GLOSSARY OF TERMS

Academy Computer Network: all Local Area Computerized Networks which includes all attached equipment (computers, printers, servers, hand held palms, and other connecting devices) that make up the Local Area Networking System of Summit Charter School.

Electronic mail ("E-mail"): an electronic message sent by or to a user in correspondence with another person having e-mail access

On-line services (Internet): a communications tool whereby information, reference material, and messages are sent and retrieved electronically on personal computers.

Student: Any student that is full-time, part-time or dually enrolled in any school or facility of Summit Charter School.

Staff Member: All employees working in any capacity for Summit Charter School at

User: all Staff Members or Students that use Summit Charter School's computer network in any capacity.

Appendix-I

Focused, Relevant, & Ongoing Professional Development

Professional Development: Discovering, Monitoring, and Continuously Improving Practices

To address the uniqueness of the program, Summit Charter School provides and requires an extensive amount of professional development for teachers to ensure that they are not only highly qualified in curriculum and instructional methods, but highly *effective* as well. Summit Charter School will contract with The Academy at Roosevelt Center and its fully trained and experienced site teachers, for training and mentoring services. All professional development days will include instructional and philosophy training or review. Additionally, all regularly scheduled staff meetings will contain staff development exercises.

All Summit Charter School teachers are immersed in the instruction for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor culture, the importance of pacing, and the reliability of high expectations for every student.-Each Summit Charter School teacher will be assigned a "Mentor" teacher for ongoing training throughout the year. Workshops and in-service training will be scheduled as needed.

Professional Development Focuses will include:

- Programmatic Mentorship with and The Academy at Roosevelt Center
- Curriculum alignment and pacing
- Spalding Method I and II: The Writing Road to Reading
- Initial and ongoing training with collaboration with Professional Learning Communities approaches
- Making data-driven decisions
- Best practices and high yield instructional practices

Collaboration: The Setting and Framework for Professional Development Reflective Practice, and Data-Driven Decisions

The staff members of Summit Charter School do not work in professional isolation, but work together. The staff of Summit Charter School collaborates regarding student achievement, behavior, and character development.

Richard DuFour teaches of the power and synergy that evolves when educators work, not only as individual classroom teachers, one-on-one with a class of students, but also as a team, or a community of educators. Thus, "The very essence of a learning community is a focus on and a commitment to the learning of each student" (Dufour, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2006, p. 3). A student, who is supported by a team of educators collaborating consistently for his/her learning, achievement, and character growth, is far more likely to be successful in the myriad of ways this charter professes. While students are taught to the high, being exposed to concepts repeatedly, teachers have the responsibility to use their expertise of learning, and create relationships with each individual student, focusing on

individual needs. One role of a charter school administrator is to assure each student has the educational resources, structure, and attention needed to demonstrate consistent acquisition of knowledge and skills. Therefore, the principal can ensure these resources are effectively used when teachers share with each other curricular knowledge, strategies, and insight gleaned from multiple forms of student observation, formative, and summative data. Summit Charter School staff members embrace and execute the appropriate steps towards common practice as related by Little (1981):

"Collegiality is the presence of four specific behaviors, as follows: Adults in schools talk about practice. These conversations about teaching and learning are frequent, continuous, concrete, and precise. Adults in school observe each other engaged in the practice of teaching and administration. These observations become the practice to reflect on and talk about. Adults engage together in work on curriculum, by planning designing, researching and evaluating curriculum. Finally, adults in schools teach each other what they know about teaching, learning, and leading. Craft knowledge is revealed, articulated, and shared."

As the staff of Summit Charter School engages in the behaviors and practice stated above, and as led by the principal, they will experience enriching activities and conversations which will scaffold and strengthen their abilities to teach students to the high, provide multiple learning opportunities, and to analyze multiple forms of informal and formal data.

Reflective Practice through collaboration at Summit Public Charter School will consist of, but not be limited to the following:

- The teaching staff, guided by the principal, is itself a collaboration team; thus, The faculty meets in staff meeting to collaborate about the effectiveness of methodology, teaching practices, and the needs of students
- The Principal provides coaching and feedback to each teacher regarding practices, management, and instructional strategies instructional practices, student needs and situations, and implementing the program with fidelity
- Teachers meet in grade level teams in context, and pertinent to grade level focuses in vertical curriculum, detailed by the following examples: K-2, 1-3, 2-4, 3-5, 4-6, 5-7, 6-8
- As teams, teachers and administration follow the "guiding questions" and follow the "systematic process", as detailed below; they do so continually, and
- Teachers and the principal have informal conversations regarding a student, and his or her academic progress, or behavior and how it is adversely affecting the students' learning; in such conversations, the teacher and principal design an approach to best remedy the academic struggles or lack of behavioral performance
- Teachers converse with other teachers regarding students and their performance; these conversations become especially beneficial when one or more teachers in the dialogue previously taught said students in years past
- A data team is assembled, which administers school-wide screening probes, progress monitors students, and provides weekly, monthly, and tri-annual data addressing proficiency of students in multiple curricula; the various forms of information is then shared with teachers individually, in specific vertical teams, or as a staff
  Teachers, Education Assistants, and administration work together to provide Harbor culture and character growth for students

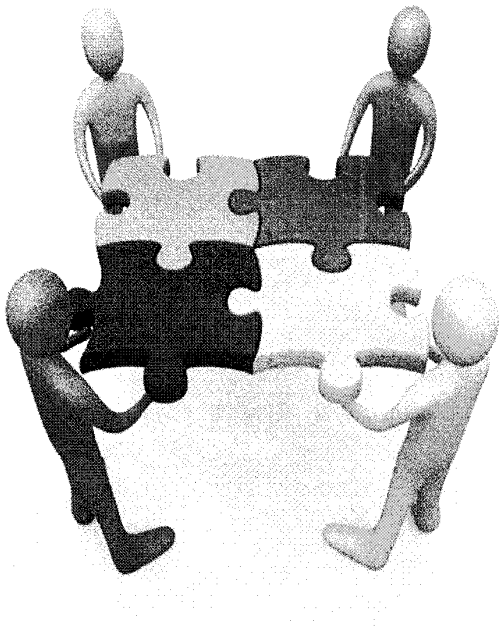
Guidelines for *Reflective Practice* at Summit Charter School:

The questions which guide our dialogue and decisions:

- What are they supposed to be learning? What knowledge and skills should every student acquire as a result of this lesson, unit, etc.? (Standards, Harbor curriculum, Pacing)
- How do we know they are getting it? How will we know when each student has acquired the essential concepts, knowledge, skills, and ability to apply new concepts and skills? What are our indicators? What determines when we satisfied constant learning is happening?(Classroom based assessments, observation, formative assessment, summative assessment, attentiveness to the Spiraling curriculum)
- What are we going to do if they do not get it? What determines when we either step in and intervene, or trust they will pick it up through repetition and mastery? (Re-teach with fidelity to direct instruction and to high levels of concept learning, teaching to the high, identify interventions or alternate strategies)

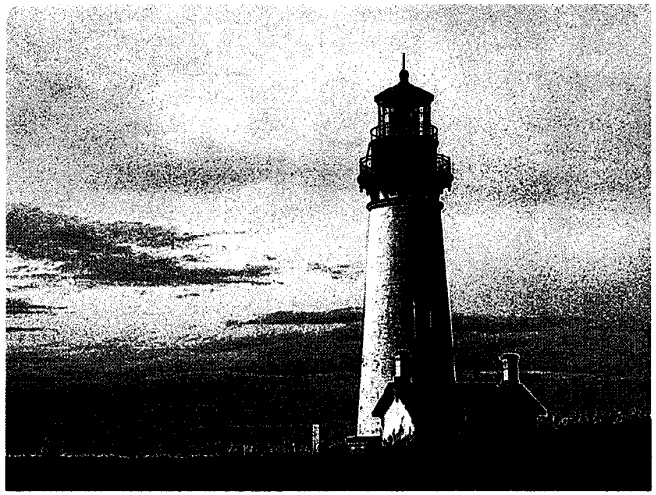
The Systematic Process which guides our decisions and actions:

- Gather evidence of current levels of student learning
- Develop strategies and ideas to build on strengths and weaknesses in both instruction and student learning
- As a team, implement, monitor, and evaluate implementation and actions taken
- Analyze the impact of those steps and strategies on student achievement and instructional practice, determining whether they were effective and why, or not effective and why
- Apply in practice the new knowledge, strategies, etc., learned from this
- Measure the impact of implementation on student learning and achievement through multiple forms of assessment



Appendix-J

SUMMIT CHARTER SCHOOL



Parent/Student Handbook

Policies, Procedures, and Expectations

2012-2013

Dear Parents:

Congratulations on your decision to enroll your child/children at Summit Charter School. Summit Charter School is pleased to offer academic rigor and low incidence of bullying, teasing, other student misbehaviors.

Our school environment offers safety from bullying, violence, teasing, and gossip. Both adults and children have the right to attend school and work without the fear and anxiety caused by the above actions. Further, we believe a rigorous and challenging curriculum within a safe environment allows students to learn at an increase and more enriching rate.

Agents of Summit Charter School believe that a strong school culture, supported by all stakeholders, sets the ideal environment for meaningful and substantial learning. When each teacher follows a universal instructional method, coupled with individual style, and when expectations and routines for behavior and academic performance are high and consistent across grades, student achievement accelerates.

It is our hope that the information in the following pages will help you to understand the core elements of Summit Charter School, so that you can support your child in his/her academic experience with us. Welcome!

Sincerely,

The Principal of Summit Charter School

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Our Mission

The mission of Summit Public Charter School is to enable students, within a safe learning environment, and by being exposed to a spiraling curriculum through direct instruction and the "teach to the high" philosophy, to become competent, productive, confident, and responsible young citizens who possess the character, attitude, skills, and habits necessary to contribute to their various life communities and to succeed in their lives. These approaches function as scaffolds to prepare our students for successful learning in their secondary and post-secondary education, and for satisfying lasting employment. We envision students capable of pursuing any subject area because they understand *how* to learn and they enjoy the process of learning. Educators at Summit Charter School will fulfill the mission by:

- Holding students to clear and consistent high expectations for learning and behavior, and making learning *personal* to and *important* to students
- Consistently reflecting on student learning, teaching practices, and research driven high-yield strategies
- Making intentional data-driven decisions using multiple forms of assessment without creating anxiety for either students or staff
- Purposely contributing to and safeguarding an environment of safety, accountability, engagement, participation, and responsibility of and for children

Our Vision

Our vision is to provide a safe environment where *all* children are capable of learning, developing, and succeeding. Thus, we envision all stakeholders having high expectations for their children or students in a school that will develop students' intellectual, social, interpersonal, and character growth. We envision a comprehensive education consisting of a solid, proven, and rigorous fast-paced curriculum coupled with meaningful, consistent parental partnerships/involvement, and a dynamic character development model centered in teaching and shaping students' attitudes and dispositions about what kindness, respect, and responsibility truly are, and how students cultivate, embrace, and weave these attributes into their characters.

Our Philosophy

The philosophy of Summit Public Charter School is grounded in the following belief: *When children do not feel threatened physically, emotionally, or academically, and the curriculum is advanced and rigorous, their learning is proven to take place at a faster pace.* Every child has the right to come to school without fear of taunting, teasing, bullying, or violence. Parents have the right to expect a safe, kind, and respectful school learning environment for his/her child. Each staff member has the right to teach without fear of violence, gossip, professional isolation, or lack of support. Students, parents, and teachers will experience peace of mind and engage in meaningful and measurable learning in the setting of Summit Public Charter School.

Summit Charter School

240 East Maple Drive
Pocatello, Idaho 83201

Phone: 208-232-1447
E-mail: j.lovstedt@theacademyarc

We're on the Web!

example.com

Your business tag line here.

This would be a good place to insert a short paragraph about your organization. It might include the purpose of the organization, its mission, founding date, and a brief history. You could also include a brief list of the types of products, services, or programs your organization offers, the geographic area covered (for example, western U.S. or European markets), and a profile of the types of customers or members served.

It would also be useful to include a contact name for readers who want more information about the organization.

Back Page Story Headline

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What is the Culture of Summit Charter School?

Summit Charter School maintains a a child-centered educational program built on high expectations for both student behavior and academic endeavor. Decisions on every level should be based on the question, "what's best for kids?" The method proactively sets up an environment that allows students to focus on learning, while in a safe, secure setting.

A Direct Focus on Respect and Kindness for Others

Summit Charter School provides a comprehensive plan for character education. Kindness and respect are two elements which are rare or even extinct in many public schools throughout America. At Summit, students are taught the true nature and actions of kindness and respect, modeled by adults in various venues and in various means, including many deliberate scenarios.

Academic Program

Summit Charter School uses a strong emphasis on success in the workplace to make its behavior expectations relevant to the real world. It is built on high expectations for all students. Academy teachers do *not* compromise program rigor for fear that some students "are not getting it". When all adults engage the culture of the school. They ensure that students will "get it" without the need to slow the entire class down in the process. Direct instruction combined with individual student attention (provided by educational assistants, teachers, and parent volunteers) is the key to each student's success. Students are not leveled or grouped by ability. The curriculum guide provides details in the specific curriculum prescribed for all grade levels and must be followed in its entirety at each grade level, and from grade level to grade level.

School Administration

The governing board supports the staff and governs the school consistent with the culture of making decisions based on what is the best for students. The board provides the checks and balances needed for financial and legal matters. They set policy and have direct involvement in hiring the principal. The principal is responsible for the educational and day to day operations of the school.

He does this through daily supervision and support of teachers to ensure the consistent application of the culture and instruction of the school. During the instructional period of the day, the principal spends most of his time in the classrooms and student contact areas, not in the office. Administrative paperwork and meetings with parents should be handled outside of class hours to allow the principal to focus on students and teachers during instructional time. The charter of Summit Charter School defines the principal's role in terms of assisting teachers to maximize their lesson planning and instructional time.

Attendance

Summit Charter School has an attendance policy of 96% and utilizes specific strategies to ensure that the attendance goal is met. Those strategies include parental awareness training on the importance of high attendance, student awareness training with a school-to-work emphasis on the importance of attendance, a family friendly year-round schedule, and no personal leave days for staff to ensure they model our attendance policy and a grading system that can be positively or adversely affected by attendance.

Financial Management

We believe that our revenues represent a sacred public trust. Every dollar spent must be maximized for student benefit. We believe that one of the most effective ways to do that is to hold our teachers to the highest professional standards and to pay them well. Summit Charter School maintains a high standard of checks and balances for all financial transactions, and undergoes thorough annual audits.

Parental Involvement

We believe that parents should have a complete understanding of the school culture before enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the culture through classroom service.

Research shows that parental involvement improves student attitude towards school and increases student achievement. When children see you modeling good citizenship, and taking time to enhance their education, it reinforces what we are teaching. and increases our effectiveness.

Summit Charter School requires a minimum of 3 hours of volunteer service a month/family or 30 hours for the school year. These service hours can be accomplished in a variety of ways including:

- Assisting teachers with grading, filing, and record keeping
- Observing classes
- Participating in small group learning activities
- Working in the library/office
- Helping assemble/prepare lesson projects
- Supervising at lunch/recess/special activities
- Attending board and committee meetings

Attendance Policy

"If you miss school you miss out" At the Academy, 90% of our teaching is through direct instruction, where students interact "directly" with the teacher —rather than through a worksheet or textbook chapter— to learn important curriculum. This underscores the importance of daily attendance and punctuality at all grade levels. High attendance helps assure that students are getting the full benefits of our program.

Idaho state funding presumes a minimum of 96% attendance from students. The state does not distinguish between excused or unexcused absences for funding. When students are absent for any reason, the school is deprived of funding for that student on that day. Because of this, our school calendar has been carefully arranged to allow several extended breaks throughout the year so that parents have ample opportunity to set regular doctor, dentist or other appointments without impinging on school resources. Please make every effort to set these appointments when school is not in session.

Absences

Students missing more than 7 days a year will be out of compliance with our policy and may be referred to the Board of Directors for Expulsion. On the 3rd and 5th unexcused absences parents will receive notice, and will meet with a school administrator. If the student passes the 7th unexcused absences the administrator will be compelled to refer the student to the Board of directors for expulsion from The Academy. (Please keep in mind that 3 unexcused tardies equals 1 absence). At the 6-8 level, 3 unexcused absences will result in the dropping of one letter grade in each subject area. Students with attendance/punctuality problems do not qualify for Citizen of the Week awards.

Excused absences are taken into consideration by the Board of Directors when expulsion (because of attendance) from Summit Charter School is deliberated. An excused absence is one caused by Illness, or a death in the family. All other absences will be considered unexcused. In order for absences due to illness or bereavement to be excused, oral or written communication from the student's parent/guardian must be received within 48 hours of the last day of absence.

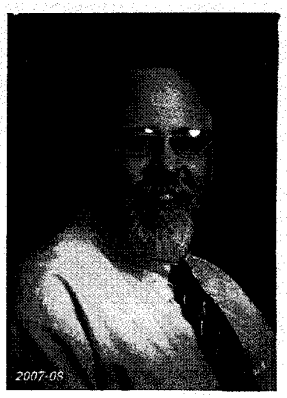
Tardies

Students are expected to be in their seat and ready to learn at 8:15 A.M. otherwise they are considered tardy. On the third tardy, and each time thereafter, for the remainder of the trimester, students will receive a lunch detention. If tardiness continues to be a problem, parents will meet with an administrator to discuss corrective actions and consequences.

Make-up Work and Tests

Make-up work/make-up tests are only allowed for excused absences and are subject to the limitations imposed by missing direct instruction..

8th Grade



Mr. Peter Griffin
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Daily Homework: 90 minutes to 2 hours

8th grade Literature:

- Diary of a Young Girl - Story of Ann Frank
- Killer Angels
- My Brother Sam is Dead
- All Things Great and Small
- The Westing Game
- Kon Tiki
- Deathwatch
- Swiss Family Robinson

Field trips/Special Activities:

- Expedition Yellowstone
- Sports for Life Ski Program – Pebble Creek Ski Resort
- Trout in Classroom

Gossip-A poem

My name is Gossip.
I have no respect for justice.
I maim without killing.
I break hearts and ruin lives.

I am cunning and malicious and gather strength with age.
The more I am quoted the more I am believed.
I flourish at every level of society.
My victims are helpless.

They cannot protect themselves against me because I have no name and no face.
To track me down is impossible.
The harder you try, the more elusive I become.
I am nobody's friend.

Once I tarnish a reputation, it is never the same.
I topple governments and ruin marriages.
I ruin careers and cause sleepless nights, heartache and indigestion.
I spawn suspicion and generate grief.

I make headlines and headaches.
Remember, before you repeat a story, ask yourself:
Is it true? Is it fair? Is it necessary?
If not, do not repeat it, KEEP QUIET!

What is Success?

To laugh often and much;
To win the respect of intelligent people
and the affection of children;
To earn the appreciation of honest critics
and endure the betrayal of false friends;
To appreciate beauty;
To find the best in others;
To leave the world a bit better, whether by
a healthy child, a garden patch
or a redeemed social condition;
To know even one life has breathed
easier because you have lived;
This is to have succeeded.

-Ralph Waldo Emerson

parents will be notified immediately.

Minor Disciplinary Actions

Minor discipline problems will be handled in class by either a classroom teacher or an administrator. Following due process and open discussion, students are expected to publicly apologize, as appropriate, to those adversely affected by their misbehavior or unsuitable actions. Additional consequences (disciplinary actions) may include, detention, in house suspension, a loss of privileges and/or parent conferences. Parents will be notified of any disciplinary actions taken. Minor disciplinary issues include, but are not limited to the following:

- Talking disrespectfully to teachers, the principal, or other staff members
- Not completing homework or in class assignments
- Talking to or treating another student disrespectfully
- Mild forms of bullying and teasing including name-calling and other disrespect
- Not following classroom rules of any kind
- Not following systemic rules including different forms of hallway behavior, lunchroom behavior, and bathroom behavior
- Noticeable lack of effort toward school work and respect and kindness towards others

Major Disciplinary Actions

Major discipline problems will be referred to the administration or for appropriate consequences that may include detention, off-site suspension or referral to the Board of Directors or designee for expulsion. As stated above parents will be notified of any disciplinary actions taken.

Temporary Suspension

Students who cannot abide by the school regulations and policies of Summit Charter School or disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the administration or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for and additional ten (10) school days.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The Board may delegate it's authority for student expulsion to an expulsion hearing officer, as implicitly provided by Section 33-205, 33-513(2) and or 33-513(5)(g), Idaho Code.

The recommendation for expulsion will be reported to the administration or designee on a Recommendation Expulsion Form. In the event that a hearing officer is delegated the authority for student expulsion, the Board may serve as an appellate body for those whose wish it to contest the hearing officers decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes

6th Grade

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Daily Homework: 50 minutes- 1 hour:

6th grade Literature:

- Where Roses Bloom
- I Have No Mouth and I Must Scream
- My Name is Muerte
- Twilight

Field trips/Special Activities:

- Sports for Life Ski Program – Pebble Creek Ski Resort

IF

IF you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
' Or walk with Kings - nor lose the common touch,
if neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!

-Rudyard Kipling

7th Grade

Count That Day Lost

If you sit down at set of sun
And count the acts that you have done,
And, counting, find
One self-denying deed, one word
That eased the heart of him who heard,
One glance most kind
That fell like sunshine where it went –
Then you may count that day well spent.

But if, through all the livelong day,
You've cheered no heart, by yea or nay –
If, through it all
You've nothing done that you can trace
That brought the sunshine to one face—
No act most small
That helped some soul and nothing cost –
Then count that day as worse than lost.

-George Eliot (Mary Ann Evans)

Friendship

Friendship needs no studied phrases,
Polished face, or winning wiles;
Friendship deals no lavish praises,
Friendship dons no surface smile.

Friendship follows Nature's diction,
Shuns the blandishments of Art,
Boldly severs truth from fiction,
Speaks the language of the heart

Friendship favors no condition,
Scorns a narrow-minded creed,
Lovingly fulfills its mission,
Be it word or be it deed.

Friendship cheers the faint and weary,
Makes the timid spirit brave,
Warns the erring, lights the dreary,
Smoothes the passage to the grave.

Friendship - pure, unselfish friendship,
All through life's allotted span,
Nurtures, strengthens, widens, lengthens,
Man's relationship with man.

--Anonymous

Ms. Jo Bowen
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j.bowen@theacademyarc.com

Daily Homework: 1 to 1½ hours

7th grade Literature:

- The Outsiders
- A Christmas Carol
- The Hobbit
- The High King
- The Adventures of Tom Sawyer

Field trips/Special Activities:

- Camp Perkins
- Sports for Life Ski Program – Pebble Creek Ski Resort

Behavior Expectations

Our intent is to promote prudent decision-making, self-discipline, and excellent moral character. Kindness and respect are the two foundational virtues at Summit Charter School. When students and adults are kind and respectful problems relating to fighting, arguing, name calling and other types of bullying are greatly reduced. Harbor schools have identified certain specific activities that make children feel excluded or unwanted. These include handing out party invitations during school to only part of the class, sitting in exclusive groups at lunch, being ignored at recess and other similar activities. Students are taught and expected to avoid these activities and to actively reach out to others in friendship.

Background noise is distracting to teachers and students. It can increase stress and reduce concentration. Environments with distracting background noise feel less secure and inhibit learning and comprehension. To reduce background noise and promote a safe, polite learning environment we have four simple rules that apply anywhere at school or wherever students are representing the Academy:

- No talking is allowed in the hallways or when entering and exiting assembly programs.
- Students are required to walk in straight lines (it is easier to monitor student hands and what is in those hands).
- Students will say "please" and "thank you" and in all other ways be respectful to adults and each other
- Students are expected to use napkins, model manners and social graces, and to talk quietly during lunch.

Discipline

Agents of Summit School believe students function best within a safe, orderly, and consistent environment. Expectations for successful behavior and attitudes are paramount at Summit Charter School, and will be enforced consistently. Upon acceptance into the school, and during Parent Orientations, students and parents will learn how students can be successful by adhering to high expectations. Summit Charter School will assemble a student handbook which details expectations, rules, and procedures including expectations and consequences for intolerable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy through communication from the school. Typically, the principal will be involved with

Suspension or expulsion will be considered as options, only after other efforts to change behavior have failed, or seem unsuccessful. The following are plausible examples of actions to be taken to correct behavior and avoid suspension or expulsion:

- Parent/Guardian notification by teacher or staff (Written and Verbal).
- Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.
- Suspension with parental notification
- Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or
- Five Day Suspension with re-admission after a hearing within five (5) school days with the Governing Board. Pursuant to Idaho Code Section 33-205, the Governing Board may extend the suspension.
- Expulsion to be determined by the Governing Board in compliance with Idaho Code Section 33-205.

Please read below for specific details of actions and steps available, and for offenses warranting discipline.

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Summit Charter School students. There is little tolerance for disrespect at Summit Charter School. Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Summit Charter School. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at Summit Charter School is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code section 33-205. In the case of suspension or expulsion, a student will be given written or oral notice of the charges and an opportunity to present his version of the incident. Whenever a student is faced with disciplinary actions the

plosive, including firecrackers, or any knife. This definition does not include school supplies such as pencils, or compasses where they have reasonable use in connection with an educational function in which the student is engaged.

Summit Charter School maintains a policy of ZERO tolerance for weapons. A student who carries a weapon onto school property or who has a weapon in his/her possession while on school property or at a school function, shall be immediately referred to the administrator for disciplinary action. Such action may include referral to law enforcement authorities, and/or suspension from school, not to exceed 5 days, and referral to the governing board of Summit Charter School for expulsion.

Student Dress Code

Summit Charter School has adopted a dress code in order to provide a safe school environment with minimal distractions. All students are required to adhere to the following dress code.

Uniform Guidelines

Bottoms - slacks, shorts, skirts, or skorts are to be in navy blue or khaki. All bottoms must be worn at the waist, no "hip huggers". Pants cannot be ripped or torn. Shorts, skirts, and skorts must be modest and be no more than three inches above the knee. Shorts and Capri pants cannot be worn between fall and spring break.

Tops - polo shirts, dress shirts, turtlenecks, t-shirts (no undershirts), sweaters or sweatshirts can be khaki, navy blue, burgundy or white. Shirts must be plain solid colors with no words or pictures except for The Academy logo. Shirts must be modest, and brief garments will not be allowed such as undershirts, halter-tops, tube tops, net tops, tank tops, spaghetti straps, midriff shirts, sleeveless shirts or plunging necklines (front or back). Layering of tops will be limited to two school approved shirts.

Shoes - sturdy shoes for daily P.E. are required and can be kept in the student's cubby if they choose to wear other types of shoes to school. Sandals and flip-flops cannot be worn between fall and spring break. No shoes with wheels shall be worn.

Tights & socks - can only be in school colors.

Coats & Jackets - winter coats or jackets that are worn outside can be any color. Jackets or sweatshirts that the students wish to wear in the classroom must be plain solid school colors with no words or pictures except for The Academy logo.

Hats & scarves - baseball caps, knit hats, and scarves may be any color and may be worn at recess, but not in the classroom. Hats with brims must be worn with the brim straight over the face. Any symbol, print, or logo must be appropriate and meet The Academy's standards.

Casual Fridays - Students may wear appropriate non-uniform clothing each Friday based on student or class performance as determined by the administration. All clothing must adhere to the neatness and modesty standards identified in this policy.

Crazy hair day - not more than one crazy hair or dress day per trimester may be approved each year at the discretion of the administration. These days must be identified at least one month in advance and modesty guidelines shall apply.

Promotional Clothing - Clothing (such as t-shirts, hats, bracelets, etc.) sponsored by approved school clubs, teams or school support organizations may be worn on a limited basis with prior administrative approval. The articles must conform to school neatness and modesty standards.

Additional Guidelines

Neatness & Modesty Standards - Student clothing and footwear should fit appropriately. All articles of clothing should be worn as originally intended, be clean and in good repair. Clothing which is faded, worn out, distracts from the educational environment or draws unwarranted attention (such as short shorts and skirts, tight clothing, and shirts that do not cover the stomach) is unacceptable. Extremes in clothing or hairstyles are also unacceptable.

Makeup - lipstick, gloss, blush, eye makeup, or foundation are not allowed at Summit Charter School. Cover-up for acne is allowed when needed.

Accessories - students can w ear different colored headbands without scarves attached or necklaces as long as they are not a distraction.

Gang Attire - Any article of clothing judged by administration as promoting gang membership or affiliation is prohibited.

4th Grade

Ms. Jolene Hurst
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Daily Homework: 50 minutes- 1 hour:

5th grade Literature:

- Sign of the Beaver
- Trouble River
- Sarah, Plain and Tall
- Trouble for Lucy
- Thunder Rolling in the Mountain
- The Lion, the Witch and the Wardrobe

Field trips/Special Activities:

- Swore Farms
- Fort hall Replica
- Massacre Rock
- Idaho History Day

The Man in the Looking Glass

When you get what you want in your struggles for self
And the world makes you king for a day,
Just go to a mirror and look at yourself
And see what *that* man has to say.

For it isn't your father or mother or wife
Whose judgment upon you must pass,
The fellow whose verdict counts most in your life
Is the one staring back from the glass.

Some people might think you're a straight-shooting chum
And call you a wonderful guy.
But the man in the glass says you're only a bum
If you can't look him straight in the eye.

He's the fellow to please, never mind all the rest
For he's with you clear to the end
And you've passed your most dangerous test
If the guy in the glass is your friend.

You may fool the whole world down the pathway of years
And get pats on the back as you pass
But your final reward will be heartache and tears
If you've cheated the man in the glass.

-Anonymous

5th Grade

Can't

"Can't" is the worst word that's written or spoken;
Doing more harm here than slander and lies;
On it is many a strong spirit broken,
And with it many a good purpose dies.
It springs from the lips of the thoughtless each morning
And robs us of courage we need through the day:
It rings in our ears like a timely-sent warning
And laughs when we falter and fall by the way.

"Can't" is the father of feeble endeavor,
The parent of terror and half-hearted work;
It weakens the efforts of artisans clever,
And makes of the toiler an indolent shirk.
It poisons the soul of the man with a vision,
It stifles in infancy many a plan;
It greets honest toiling with open derision
And mocks at the hopes and the dreams of a man.

"Can't" is a word none should speak without blushing;
To utter it should be a symbol of shame;
Ambition and courage it daily is crushing;
It blights a man's purpose and shortens his aim.
Despise it with all of your hatred of error;
Refuse it the lodgment it seeks in your brain;
Arm against it as a creature of terror,
And all that you dream of you some day shall gain.

"Can't" is the word that is foe to ambition,
An enemy ambushed to shatter your will;
Its prey is forever the man with a mission
And bows but to courage and patience and skill.
Hate it, with hatred that's deep and undying,
For once it is welcomed 'twill break any man;
Whatever the goal you are seeking, keep trying
And answer this demon by saying: "I can."

-by Edgar A. Guest

Ms. Kelly Watson
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MA– Massachusetts University
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Daily Homework: 50 minutes- 1 hour:

5th grade Literature:

- Where Roses Bloom
- I Have No Mouth and I Must Scream
- My Name is Muerte
- Twilight

Field trips/Special Activities:

- Simplot Fertilizer Production Facility
- Animal Shelter
- City Dump

- with educational activities organized by school officials.
- Extortion by means of force or threat to obtain money or property from another student
- Intimidation of any person with threat of bodily harm
- Causing or attempting to cause damage to school property
- Stealing or attempting to steal school property
- Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- Cursing, using profanity or vulgar language.
- Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)

Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, or tobacco on or off school grounds while under the supervision of school authorities. (Use of prescribed drug authorized by a registered physician will not be a violation of this rule.)

Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

Disciplinary Procedures for Special Education Students

Summit Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

Re-admittance to School Following Expulsion

A student who has been expelled may appeal to a Reinstatement Committee authorized by the Board to hear a petition for reinstatement in school. The Committee will make a recommendation to the Board which will make the final decision. If the committee recommends "not to reinstate" the student may petition the Board for a hearing with the Board. Summit Charter School and its governing board shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

- Any student reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the administration, or in the absence of the administrator the person temporarily appointed in his or her stead.
- The school administrator shall have the duty to contact the student's parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
- This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
- Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
- Upon formal adoption of the policies and procedures manual of Summit Charter School the Board shall also formally adopt this policy entitled "Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants."

Weapons

Weapons are defined as ANY object which may be reasonably categorized as a firearm, any flammable substance, any ex

child permission to go on field trips that his or her class participates in at The Academy. Please note, that you will have the opportunity to deny permission if there is a field trip you do not wish your child to participate in. A notice of time, place and method of transportation will be sent home at least one week prior to each field trip.

The following are some guidelines for field trips:

- Drivers will need to have a valid driver's license and proof of insurance at the time of the field trip.
- Chaperones- Please remember that your first concern is the safety of our students. Therefore, The Academy would appreciate it if you made childcare arrangements for your other children so that you can devote your full attention to the students on the field trip.
- Students are not allowed to sit in the front seat of the vehicle.
- If your child requires a child safety seat or a booster seat, please be prepared to provide one.

Please make sure that footwear (for you and your student/s participating in the field trip) is sturdy and suitable for the activity.

Directory Information and Photo Release

The Academy may disclose, without consent, directory information such as the following:

Student Name, Age and Grade
Phone Number
Parent Name
Student Photograph

If you **do not** want your child's directory information released you may sign an opt out form.

Cell Phones, I-Pods, etc.

Cell phones provide a useful function; however, students will ask permission to use the school phone for all calls unless an emergency condition exists. Personal cell phones may be used before and after school, but must be turned off, and turned in at the office during the school day. Students using cell phones at school will have them confiscated.

Medication and Insurance

Whenever possible, all medication should be taken at home. If medication must be given at school, it must be personally delivered by the parent and accompanied by an Academy ARC Medication Request and Release Form from the parent/guardian that includes the name of the medication and the instructions for its administration (time and dosage).

Student Injuries & Medical Costs

It is important for parents to understand that even with The Academy taking the greatest of precautions and having close supervision, accidents unfortunately can, do, and will happen at our school. The Academy carries only liability insurance, which means that we do not carry health insurance that will cover the cost of medical expenses resulting from an injury accident that a student may sustain while attending school. Please be prepared for possible medical expenses that may arise should your child involved in an accident at school.

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Daily Homework: 40-50 minutes

2nd grade Literature:

- Beezus and Ramona series
- Socks
- The Littles
- Ralf S. Mouse series
- Magic Tree House series

Field trips/Special Activities:

- Carnival
- Knitting
- Bowling
- Class skits

2nd Grade

If You Were Busy Being Kind

If you were busy being kind,
Before you knew it you would find
You'd soon forget to think 'twas true
That someone was unkind to you.

If you were busy being glad
And cheering people who seem sad,
Although your heart might ache a bit,
You'd soon forget to notice it.

If you were busy being good,
And doing just the best you could,
You'd not have time to blame some man
Who's doing just the best he can.

If you were busy being true
To what you know you ought to do,
You'd be so busy you'd forget
The blunders of the folks you've met.

If you were busy being right,
You'd find yourself too busy quite
To criticize your brother long,
Because he's busy being wrong.

-By R. Foreman

3rd Grade

What Have We Done Today?

We shall do so much in the years to come,
But what have we done today?

We shall give our gold in a princely sum,
But what did we give today?

We shall lift the heart and dry the tear,
We shall plant a hope in the place of fear,
We shall speak the words of love and cheer,
But what did we speak today?

We shall be so kind in the afterwhile,
But what have we been today?

We shall bring each lonely life a smile,
But what have we brought today?

We shall give to truth a grander birth,
And to steadfast faith a deeper worth,
We shall feed the hungering souls of earth,
But whom have we fed today?

We shall reap such joys in the by and by,
But what have we sown today?
We shall build us mansions in the sky,
But what have we built today?

'Tis sweet in idle dreams to bask,
But here and now do we do our task?
Yes, this is the thing our souls must ask,
"What have we done today?

-Anonymous

Ms. Mary Harris
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Field trips/Special Activities:

- Simplot Fertilizer Production Facility
- Animal Shelter
- City Dump

Homework

Research has shown that, regardless of a student's ethnic background or family income level, the most successful students are those who have regularly structured homework time. At the Academy we believe that regular, meaningful homework develops lifelong habits that will benefit students as they progress toward post-secondary education and the workplace. The purpose of homework assignments is to support, review and amplify what has been taught and learned in the classroom.

For this reason, we do *not* expect parents to help their children by *teaching* them how to do their homework, but to support them with a structured environment conducive to learning and review where homework can be completed. Parent involvement involves setting a homework time, encouraging children to do their best, helping them understand directions (as needed), and ensuring their homework is completed and *turned in to the teacher on time*. Where possible, we encourage parents to sit at the table with their children while they are doing homework and that extraneous distracters such as music, television or loud conversations be at a minimum. (zero).

Some homework assignments require active participation from parents. These parent assisted practice serves a dual purpose: they give students extra practice time with an adult to reinforce and advance the skills taught in school and give parents a chance to interact with their child(ren) academically to build self-value and memories.

Students that come to school unprepared will receive consequences according to their classroom policy and will vary according to the grade and maturity of the student. These consequences range from missing a particular daily activity (such as recess, or special classes) to detention or parent conference with an administrator. After six detentions in a grading period a student may be referred to the board for expulsion. Please note that 5th - 8th students are given periodic free assignment passes that allow them to not do a homework assignment. In addition, the fifth and sixth graders are given one opportunity in a grading period to turn in their homework one day late without penalty.

Students are to bring their completed homework to school on the day it is due. Expectations for daily homework commitment can vary on a day-to-day basis but generally fall within the parameters of the Daily Homework Expectations (See table). Please contact the principal if your child spends more than the recommended time on homework .

Celebrating Student Success

Hall of Fame

Students in each class (1st through 8th grade) practice timed mastery of math and geography facts. Those who reach a predetermined level of proficiency in one minute (according to grade level) have their names displayed in a prominent place in the classroom .

Citizen of the Week

This award is given to students who exhibit an extra measure of kindness, responsibility, and helpfulness at school during a given week.. Approximately 30 can be earned in each class per year.

Citizen of the Month

This is an award given to those students who show exemplary behavior in the following areas:

- *A good citizen is kind and supportive to other students.*
- *A good citizen is responsible and turns in all work on time.*
- *A good citizen follows all the rules.*
- *A good citizen exhibits interest and enthusiasm about learning.*
- *A good citizen is one who is at school and is on time.*

These students will be honored at an assembly each month.

Field Trip Guidelines

At different times during the school year, your child may have the opportunity to take educational field trips away from the school under the supervision of school personnel. Experience has shown that it is difficult for schools to send home permission slips prior to each field trip and have 100% returned before the field trip departure time. The result is often a hasty effort to obtain last minute parent permission by telephone or a disappointed child who has to stay at school while his or her classmates go on a field trip.

Therefore, we ask that you sign and return the release form (you may have done this at registration) if you wish to give your

1st Grade

The Boy Who Never Told a Lie

Once there was a little boy,
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy—
The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
'Twas said, "There goes the honest youth."

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

Ms. Lorrie Woods
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Field trips/Special Activities:

- Simplot Fertilizer Production
- Animal Shelter
- City Dump

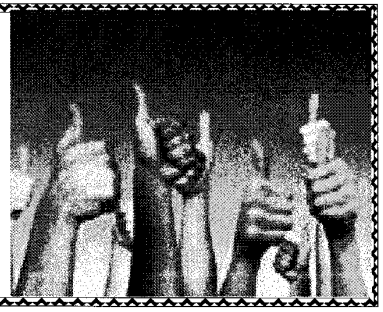
I pledge allegiance to the Flag
of the United States of America,
and to the Republic for which it stands:
one Nation under God,
indivisible,
With Liberty and Justice for all.

The Bottom Line

Face It: Nobody owes you a living, what you achieve or fail to achieve in your lifetime is directly related to what you do or fail to do. No one chooses his parents or childhood but you can choose your own direction. Everyone has problems and obstacles to overcome, but that too is relative to each individual. Excuses Are For Losers: Those who take responsibility for their actions are the real winners in life. Winners meet life's challenge head on, knowing there are no guarantees, and give it all they've got.. Never think it's too late or too early to begin, time plays no favorite and will pass whether you act or not.. Take Control of Your Life! Dare to dream and take risk: Compete! If you aren't willing to work for your goals, don't expect others to. BELIEVE IN YOURSELF!

I will act in such a way,
That I will be proud of myself,
And others will be too.
I came to school to learn,
and I will learn.

I WILL HAVE A GREAT DAY!



Kindergarten

Ms. Lori Turpin
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Field trips/Special Activities:

- Popcorn Factory
- Zoo
- Town & Country Nursery

Which Loved Her Best?

"I love you, Mother," said little John;
Then, forgetting his work, his cap went on.
And he was off to the garden swing,
And left her the water and wood to bring.

"I love you, Mother," said little Nell;
"I love you better than tongue can tell."
Then she teased and pouted full half the day,
Till her mother *rejoiced* when she went to play.

"I love you, Mother," said little Fan;
"To-day I'll help you all I can;
How glad I am school doesn't keep!"
So she rocked the baby till it fell asleep.

Then, stepping softly, she took the broom,
And swept the floor and tidied the room.
Busy and happy all day was she,
Helpful and happy as child could be.

"I love you, Mother," again they said,
Three little children going to bed.
How do you think that Mother guessed
Which of them really loved her best?

Appendix-K

Albertsons Foundation Charter-Start Grant

Beginning Balance:	$250,000.00
STAFFING:	
10-12 Month Salary: ***Start-Up Director***	$60,000.00
2-Month Contract: ***Special Education Director***	$6,000.00
4 Month Salary: ***Business Manager***	$10,000.00
EQUIPMENT:	
Student Desks	$14,000.00
Teacher Desks	$5,000.00
Support Staff Desks	$5,000.00
Kinder Student Desks	$1,200.00
Intervention Tables	$2,000.00
Filing Cabinets	$1,000.00
25 Book Shelves	$2,500.00
Copy Machine/Printer	$10,000.00
SUPPLIES	
Elementary Supplies	$2,500.00
Secondary Supplies	$2,500.00
Janitorial Supplies	$2,000.00
Administration Supplies	$2,000.00
Administration Purchased Services	$2,000.00
PURCHASED SERVICES	
Professional Development w/ The Academy	$25,000.00
2M Payroll and Human HR Software	$3,200.00
PowerSchool Student Management System	$3,200.00
Curriculum Purchase: New Texts	$25,000.00
Curriculum Purchase: Academy Transfers	$15,000.00
Total Expenses	$199,100.00
Remaining Balance	$50,900.00

Appendix-L

Kindergarten-8th Grade Pro-forma Years 1-3

Best Case

	Year 1 (FY 12)			Year 2 (FY 13)			Year 3 (FY 14)		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students K	32		$0.00	32		$0.00	32		$0.00
Number of Students 1-3	96		$0.00	96		$0.00	96		$0.00
Number of Students 4-6	96		$0.00	96		$0.00	96		$0.00
Number of Students 7-12	64		$0.00	64		$0.00	64		$0.00
Exceptional									
Total Number of Students	288			288			288		
Revenues:									
State Apportionment			$1,247,609			$1,247,609			$1,247,609
State Transportation		85%			85%			85%	
Nutrition Program			0			0			0
Federal Grants			0			0			0
Contributions/Donations			10,000			5,000			5,000
State Revenue (IRI/LEP/Except/Voc)			57,943			57,943			57,943
Insert Revenue Lines Here									
Total Revenues			$1,315,552			$1,310,552			$1,310,552
Expenses:									
Salaries:									
Teachers			$437,500			$437,500			$437,500
Special Ed			42,000			42,000			42,000
Instructional Aides			0			0			0
Classified/Office Staff			193,227			193,227			193,227
Administration			80,000			80,000			80,000
Nutritional Program			0			0			0
Librarian			0			0			0
Maintenance/Other			0			0			0
Insert Salaries Lines Here									
Total Salaries			$752,727			$752,727			$752,727
Benefits:									
Retirement/PERSI			$80,269			$80,269			$80,269
Health/Life Insurance			96,585			96,585			96,585
Payroll Taxes			50,721			50,721			50,721
Workers Compensation			5,500			5,500			5,500
Insert Benefits Lines Here									
Total Benefits			$233,075			$233,075			$233,075
Operating Expenses:									
Textbooks			$0			$0			$3,500
Supplies			$0			$10,000			$10,000
Equipment			$0			$0			$0
Contract Services			$500			$5,500			$5,500
Legal			$3,500			$3,500			$3,500
Accounting			$6,000			$6,000			$6,000
Advertising/Marketing			$1,000			$1,000			$1,000
Gas/Electric			$8,600			$8,600			$8,600
Telephone			$3,000			$3,000			$3,000
Liability & Property Insurance			$4,500			$4,500			$4,500
Testing & Assessment			$0			$0			$0
Staff Development			$0			$0			$0
Consulting			$0			$1,200			$1,200
Travel			$2,000			$2,000			$2,000
Postage			$200			$200			$200
Rents and Leases			$63,900			$85,200			$85,200
Debt Retirement			$0			$0			$0
Grounds & Maintenance			$18,500			$18,500			$18,500
Miscellaneous			$1,600			$1,600			$1,600
Water/Sewer/Garbage			$5,000			$5,000			$5,000
2M Accounting System			$0			$500			$500
Student Management System			$0			$1,000			$1,000
Insert OE Lines Here									
Total Operating Expenses			$118,300			$157,300			$160,800
Program Expenses:									
Transportation									
Nutrition Program			14,000			14,000			14,000
Title I									
Title VI-B									
Insert Program Expenses Lines Here									
Total Benefits			$14,000			$14,000			$14,000
Total Expenses			$1,118,102			$1,157,102			$1,160,602
Net Operating Income/(Loss)			$197,451			$153,451			$149,951
Beginning Fund Balance			0			197,451			350,901
Ending Fund Balance			197,451			350,901			500,852

Summit Public Charter School
Kindergarten-8th Grade Year 1 - Monthly

Best Case

	Year 1 (FY 12)			Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
	Number	Rate	Amount												
Number of Students K	32		$0.00												
Number of Students 1-3	96		$0.00												
Number of Students 4-6	96		$0.00												
Number of Students 7-12	64		$0.00												
Exceptional															
Total Number of Students	288														
Revenues:															
State Apportionment			$1,247,609	$249,522	$249,522	$0	$249,522	$249,522	$0	$0	$112,285	$0	$0	$112,285	$24,952
State Transportation		85%													
Nutrition Program			0												
Federal Grants															
Contributions/Donations			$10,000		$2,500	$0	$2,500	$0	$2,500	$0	$2,500	$0	$0	$0	$0
State Revenue (IRI/LEP/Except/Voc)			$57,943	$11,589	$11,589	$0	$11,589	$11,589	$0	$0	$5,215	$0	$0	$5,215	$1,159
Insert Revenue Lines Here															
Total Revenues			$1,315,552	$261,110	$263,610	$0	$263,610	$261,110	$2,500	$0	$120,000	$0	$0	$117,500	$26,111
Expenses:															
Salaries:															
Teachers			$437,500	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458
Special Ed			42,000	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500
Instructional Aides			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classified/Office Staff			193,227	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102
Administration			80,000	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667
Nutritional Program			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Librarian			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance/Other			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Insert Salaries Lines Here															
Total Salaries			$752,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727
Benefits:															
Retirement/PERSI			$80,269	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689
Health/Life Insurance			96,585	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049
Payroll Taxes			50,721	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227
Workers Compensation			5,500	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458
Insert Benefits Lines Here															
Total Benefits			$233,075	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423
Operating Expenses:															
Textbooks			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Supplies			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Equipment			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Contract Services			$500	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42
Legal			$3,500	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292
Accounting			$6,000	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500
Advertising/Marketing			$1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83
Gas/Electric			$8,600	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717
Telephone			$3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250
Liability & Property Insurance			$4,500	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375
Testing & Assessment			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Development			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Consulting			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Travel			$2,000	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167
Postage			$200	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17
Rents and Leases			$63,900	$0	$0	$0	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100
Debt Retirement			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Grounds & Maintenance			$18,500	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542
Miscellaneous			$1,600	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133
Water/Sewer/Garbage			$5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417
2M Accounting System			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Management System			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Insert OE Lines Here															
Total Operating Expenses			$118,300	$4,533	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858
					$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Program Expenses:					$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Transportation			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Nutrition Program			14,000	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167
Title I			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Title VI-B			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Insert Program Expenses Lines Here															
Total Benefits			$14,000	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167
										$0	$0	$0	$0	$0	$0
Total Expenses			$1,118,102	$87,850	$93,175	$93,175	$93,175	$93,175	$93,175	$93,175	$93,175	$93,175	$93,175	$93,175	$93,175
					$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Operating Income/(Loss)			$197,451	$173,260	$170,435	-$93,175	$170,435	$167,935	-$90,675	-$93,175	$26,825	-$93,175	-$93,175	$24,325	-$67,064
Beginning Fund Balance			0	0	$173,260	$343,696	$250,520	$420,956	$588,891	$498,216	$405,041	$431,865	$338,690	$245,515	$269,840
Ending Fund Balance			197,451	$173,260	$343,696	$250,520	$420,956	$588,891	$498,216	$405,041	$431,865	$338,690	$245,515	$269,840	$202,776

Kindergarten-8th Grade Pro-forma Years 1-3

Most Likely

	Year 1 (FY 12)			Year 2 (FY 13)			Year 3 (FY 14)		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students K	30		$0.00	32		$0.00	32		$0.00
Number of Students 1-3	91		$0.00	96		$0.00	96		$0.00
Number of Students 4-6	91		$0.00	96		$0.00	96		$0.00
Number of Students 7-12	51		$0.00	58		$0.00	64		$0.00
Exceptional									
Total Number of Students	263			282			288		
Revenues:									
State Apportionment			$1,149,200			$1,212,463			$1,247,609
State Transportation		85%			85%			85%	
Nutrition Program			0			0			0
Federal Grants			0			0			0
Contributions/Donations			0			0			0
State Revenue (IRI/LEP/Except/Voc)			57,943			57,943			57,943
Insert Revenue Lines Here									
Total Revenues			$1,207,143			$1,270,406			$1,305,552
Expenses:									
Salaries:									
Teachers			$437,500			$437,500			$437,500
Special Ed			42,000			42,000			42,000
Instructional Aides			0			0			0
Classified/Office Staff			193,227			193,227			193,227
Administration			80,000			80,000			80,000
Nutritional Program			0			0			0
Librarian			0			0			0
Maintenance/Other			0			0			0
Insert Salaries Lines Here									
Total Salaries			$752,727			$752,727			$752,727
Benefits:									
Retirement/PERSI			$80,269			$80,269			$80,269
Health/Life Insurance			96,585			96,585			96,585
Payroll Taxes			50,721			50,721			50,721
Workers Compensation			5,500			5,500			5,500
Insert Benefits Lines Here									
Total Benefits			$233,075			$233,075			$233,075
Operating Expenses:									
Textbooks			$0			$0			$3,500
Supplies			$0			$10,000			$10,000
Equipment			$0			$0			$0
Contract Services			$500			$5,500			$5,500
Legal			$3,500			$3,500			$3,500
Accounting			$6,000			$6,000			$6,000
Advertising/Marketing			$1,000			$1,000			$1,000
Gas/Electric			$8,600			$8,600			$8,600
Telephone			$3,000			$3,000			$3,000
Liability & Property Insurance			$4,500			$4,500			$4,500
Testing & Assessment			$0			$0			$0
Staff Development			$0			$0			$0
Consulting			$0			$1,200			$1,200
Travel			$2,000			$2,000			$2,000
Postage			$200			$200			$200
Rents and Leases			$63,900			$85,200			$85,200
Debt Retirement			$0			$0			$0
Grounds & Maintenance			$18,500			$18,500			$18,500
Miscellaneous			$1,600			$1,600			$1,600
Water/Sewer/Garbage			$5,000			$5,000			$5,000
2M Accounting System			$0			$500			$500
Student Management System			$0			$1,000			$1,000
Insert OE Lines Here									
Total Operating Expenses			$118,300			$157,300			$160,800
Program Expenses:									
Transportation			$1,000			$1,000			$1,000
Nutrition Program			14,000			14,000			14,000
Title I									
Title VI-B									
Insert Program Expenses Lines Here									
Total Benefits			$15,000			$15,000			$15,000
Total Expenses			$1,119,102			$1,158,102			$1,161,602
Net Operating Income/(Loss)			$88,042			$112,305			$143,951
Beginning Fund Balance			0			88,042			200,346
Ending Fund Balance			88,042			200,346			344,297

Summit Public Charter School
Kindergarten-8th Grade Year 1 - Monthly

Likely Case

	Year 1 (FY 12)			Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
	Number	Rate	Amount												
Number of Students K	30		$0.00												
Number of Students 1-3	91		$0.00												
Number of Students 4-6	91		$0.00												
Number of Students 7-12	51		$0.00												
Exceptional															
Total Number of Students	263														
Revenues:															
State Apportionment			$1,149,200	$229,840	$229,840	$0	$229,840	$229,840	$0	$0	$103,428	$0	$0	$103,428	$22,984
State Transportation		85%													
Nutrition Program			0												
Federal Grants															
Contributions/Donations			0												
State Revenue (IRI/LEP/Except/Voc)			57,943	$11,589	$11,589	$0	$11,589	$11,589	$0	$0	$5,215	$0	$0	$5,215	$1,159
Insert Revenue Lines Here															
Total Revenues			$1,207,143	$241,429	$241,429	$0	$241,429	$241,429	$0	$0	$108,643	$0	$0	$108,643	$24,143
Expenses:															
Salaries:															
Teachers			$437,500	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458	$36,458
Special Ed			42,000	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500
Instructional Aides			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classified/Office Staff			193,227	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102
Administration			80,000	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667
Nutritional Program			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Librarian			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance/Other			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Insert Salaries Lines Here															
Total Salaries			$752,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727	$62,727
Benefits:															
Retirement/PERSI			$80,269	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689
Health/Life Insurance			96,585	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049
Payroll Taxes			50,721	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227
Workers Compensation			5,500	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458
Insert Benefits Lines Here															
Total Benefits			$233,075	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423
Operating Expenses:															
Textbooks			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Supplies			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Equipment			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Contract Services			$500	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42
Legal			$3,500	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292
Accounting			$6,000	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500
Advertising/Marketing			$1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83
Gas/Electric			$8,600	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717
Telephone			$3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250
Liability & Property Insurance			$4,500	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375
Testing & Assessment			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Development			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Consulting			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Travel			$2,000	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167
Postage			$200	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17
Rents and Leases			$63,900	$0	$0	$0	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100
Debt Retirement			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Grounds & Maintenance			$18,500	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542
Miscellaneous			$1,600	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133
Water/Sewer/Garbage			$5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417
2M Accounting System			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Management System			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Insert OE Lines Here															
Total Operating Expenses			$118,300	$4,533	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858
					$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Program Expenses:					$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Transportation			$1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83
Nutrition Program			14,000	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167
Title I			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Title VI-B			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Insert Program Expenses Lines Here															
Total Benefits			$15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250
										$0	$0	$0	$0	$0	$0
Total Expenses			$1,119,102	$87,933	$93,258	$93,258	$93,258	$93,258	$93,258	$93,258	$93,258	$93,258	$93,258	$93,258	$93,258
					$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Operating Income/(Loss)			$88,042	$153,495	$148,170	-$93,258	$148,170	$148,170	-$93,258	-$93,258	$15,384	-$93,258	-$93,258	$15,384	-$69,116
Beginning Fund Balance			0	0	$153,495	$301,665	$208,407	$356,577	$504,747	$411,489	$318,230	$333,615	$240,356	$147,098	$162,482
Ending Fund Balance			88,042	$153,495	$301,665	$208,407	$356,577	$504,747	$411,489	$318,230	$333,615	$240,356	$147,098	$162,482	$93,367

Kindergarten-8th Grade Pro-forma Years 1-3

Worst Case

	Year 1 (FY 12)			Year 2 (FY 13)			Year 3 (FY 14)		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students K	29		$0.00	30		$0.00	30		$0.00
Number of Students 1-3	86		$0.00	91		$0.00	91		$0.00
Number of Students 4-6	86		$0.00	91		$0.00	91		$0.00
Number of Students 7-12	45		$0.00	51		$0.00	51		$0.00
Exceptional									
Total Number of Students	246			263			263		
Revenues:									
State Apportionment			$1,088,537			$1,149,200			$1,149,200
State Transportation		85%			85%			85%	
Nutrition Program			0			0			0
Federal Grants			0			0			0
Contributions/Donations			0			0			0
State Revenue (IRI/LEP/Except/Voc)			57,943			57,943			57,943
Insert Revenue Lines Here									
Total Revenues			$1,146,480			$1,207,143			$1,207,143
Expenses:									
Salaries:									
Teachers			$390,420			$390,420			$390,420
Bonus Teachers									
Special Ed			43,380			43,380			43,380
Bonus Special Ed			37,000			37,000			37,000
Instructional Aides			0			0			0
Classified/Office Staff			193,227			193,227			193,227
Administration			70,000			70,000			70,000
Administration Bonus									
Nutritional Program			0			0			0
Librarian			0			0			0
Maintenance/Other			0			0			0
Insert Salaries Lines Here									
Total Salaries			$734,027			$734,027			$734,027
Benefits:									
Retirement/PERSI			$80,269			$80,269			$80,269
Health/Life Insurance			96,585			96,585			96,585
Payroll Taxes			50,721			50,721			50,721
Workers Compensation			5,500			5,500			5,500
Insert Benefits Lines Here									
Total Benefits			$233,075			$233,075			$233,075
Operating Expenses:									
Textbooks			$0			$0			$3,500
Supplies			$0			$10,000			$10,000
Equipment			$0			$0			$0
Contract Services			$500			$5,500			$5,500
Legal			$3,500			$3,500			$3,500
Accounting			$6,000			$6,000			$6,000
Advertising/Marketing			$1,000			$1,000			$1,000
Gas/Electric			$8,600			$8,600			$8,600
Telephone			$3,000			$3,000			$3,000
Liability & Property Insurance			$4,500			$4,500			$4,500
Testing & Assessment			$0			$0			$0
Staff Development			$0			$0			$0
Consulting			$0			$1,200			$1,200
Travel			$2,000			$2,000			$2,000
Postage			$200			$200			$200
Rents and Leases			$63,900			$85,200			$85,200
Debt Retirement			$0			$0			$0
Grounds & Maintenance			$18,500			$18,500			$18,500
Miscellaneous			$1,600			$1,600			$1,600
Water/Sewer/Garbage			$5,000			$5,000			$5,000
2M Accounting System			$0			$500			$500
Student Management System			$0			$1,000			$1,000
Insert OE Lines Here									
Total Operating Expenses			$118,300			$157,300			$160,800
Program Expenses:									
Transportation			$1,000			$1,000			$1,000
Nutrition Program			14,000			14,000			14,000
Title I									
Title VI-B									
Insert Program Expenses Lines Here									
Total Benefits			$15,000			$15,000			$15,000
Total Expenses			$1,100,402			$1,139,402			$1,142,902
Net Operating Income/(Loss)			$46,079			$67,742			$64,242
Beginning Fund Balance			0			46,079			113,820
Ending Fund Balance			46,079			113,820			178,062

Summit Public Charter School
Kindergarten-8th Grade Year 1 - Monthly

Worst Case

	Year 1 (FY 12) Number	Rate	Amount	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13
Number of Students K	28		$0.00													
Number of Students 1-3	84		$0.00													
Number of Students 4-6	84		$0.00													
Number of Students 7-12	48		$0.00													
Exceptional																
Total Number of Students	246															
Revenues:																
State Apportionment			$1,088,537	$217,707	$217,707		$217,707	$217,707			$97,968			$97,968	$21,771	
State Transportation		85%														
Nutrition Program			0													
Federal Grants																
Contributions/Donations			0	0		0		0		0						
State Revenue (IRI/LEP/Except/Voc)			57,943	$11,589	$11,589		$11,589	$11,589			$5,215			$5,215	$1,159	
Insert Revenue Lines Here																
Total Revenues			$1,146,480	$229,296	$229,296	$0	$229,296	$229,296	$0	$0	$103,183	$0	$0	$103,183	$22,930	
Expenses:																
Salaries:	# teachers	median salan	total													
Teachers	9	43380	$390,420	$32,535	$32,535	$32,535	$32,535	$32,535	$32,535	$32,535	$32,535	$32,535	$32,535	$32,535	$32,535.00	
bonus	9	0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Special Ed			43,380	$3,615	$3,615	$3,615	$3,615	$3,615	$3,615	$3,615	$3,615	$3,615	$3,615	$3,615	$3,615.00	
bonus Special Ed	$ 1	0	$7,000	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083.33	
Instructional Aides			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Classified/Office Staff			193,227	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102	$16,102.21	
Administration			70,000	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833.33	
Bonus Administration	$ 1	0	0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Nutritional Program			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Librarian			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Maintenance/Other			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Insert Salaries Lines Here																
Total Salaries			$734,027	$61,168.88	$61,169	$61,169	$61,169	$61,169	$61,169	$61,169	$61,169	$61,169	$61,169	$61,169	$61,168.88	
Benefits:																
Retirement/PERSI			$80,269	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689	$6,689.08	
Health/Life Insurance			96,585	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,049	$8,048.75	
Payroll Taxes			50,721	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,227	$4,226.75	
Workers Compensation			5,500	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458.33	
Insert Benefits Lines Here															$0.00	
Total Benefits			$233,075	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,423	$19,422.92	
Operating Expenses:																
Textbooks			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Supplies			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Equipment			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Contract Services			$500	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$41.67	
Legal			$3,500	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$291.67	
Accounting			$6,000	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500.00	
Advertising/Marketing			$1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83.33	
Gas/Electric			$8,600	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$717	$716.67	
Telephone			$3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250.00	
Liability & Property Insurance			$4,500	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375.00	
Testing & Assessment			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Staff Development			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Consulting			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Travel			$2,000	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$166.67	
Postage			$200	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$16.67	
Rents and Leases	9	7100	$63,900	$0	$0	$0	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100	$7,100.00	
Debt Retirement			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Grounds & Maintenance			$18,500	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,542	$1,541.67	
Miscellaneous			$1,600	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133.33	
Water/Sewer/Garbage			$5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$416.67	
2M Accounting System			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Student Management System			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Insert OE Lines Here																
Total Operating Expenses			$118,300	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858	$9,858.33	
				$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Program Expenses:				$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Transportation			$1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83.33	
Nutrition Program			14,000	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,166.67	
Title I			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Title VI-B			0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Insert Program Expenses Lines Here																
Total Benefits			$15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250.00	
									$0	$0	$0	$0	$0	$0	$0.00	
Total Expenses			$1,100,402	$91,700	$91,700	$91,700	$91,700	$91,700	$91,700	$91,700	$91,700	$91,700	$91,700	$91,700	$91,700	
				$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	
Net Operating Income/(Loss)			$46,079	$137,596	$137,596	-$91,700	$137,596	$137,596	-$91,700	-$91,700	$11,483	-$91,700	-$91,700	$11,483	-$68,771	
Beginning Fund Balance			0	$0	$137,596	$275,192	$183,492	$321,088	$458,683	$366,983	$275,283	$286,766	$195,066	$103,366	$114,849	
Ending Fund Balance			46,079	$137,596	$275,192	$183,492	$321,088	$458,683	$366,983	$275,283	$286,766	$195,066	$103,366	$114,849	$46,079	

Appendix-M

SUMMIT CHARTER SCHOOL
Policy Regarding Dual Enrollment

Part-Time Attendance / Dual Enrollment

In context of this policy, the term "non-public school student" refers to a student who is enrolled in a non-public school (including a home school or private school), enrolled in a public charter school or enrolled in a post-secondary institution.

Any non-public school student will be allowed to enroll at Summit Charter School and be entitled to participate in any program (curricular or extracurricular), subject to the same requirements as other students who are enrolled full-time in the Charter School and subject to the requirements set forth below in this policy.

Non-public school students admitted to Summit Charter School shall only be on school property during the hours of enrollment or as otherwise indicated by the Principal. Summit Charter School will not be responsible for the student during non-enrollment hours or times.

Admittance

The parent/legal guardian of any non-public school student wishing to admit their son/daughter in Summit Charter School for any academic or nonacademic program must register the student and provide the following prior to acceptance of any such student:

1. Birth certificate;
2. Evidence of residency within boundaries of Summit Charter School;
3. Immunization records (or an appropriate waiver); and
4. Student records from the previously attended public school, if any, and any other records providing academic background information.

Extracurricular Activities

The following rules apply for a non-public school student to be eligible to participate in nonacademic school activities (i.e., extracurricular activities):

1. Eligibility standards must be met the same as other regular full-time students;
2. The non-public school student shall achieve a minimum score on the achievement test(s) required annually by the State Board of Education for purposes of determining eligibility for the following school year. The minimum composite test score of the student must fall within the average range or higher as established by the test service utilized. The minimum score on each assessment is the fifth (5th) stanine for the battery total score;
3. A non-public school student will be subject to the same requirements as public school students regarding school attendance on the date of an activity. If the non-public school student is not scheduled to attend academic courses in the Charter School on activity days, the non-public school student's primary education provider shall provide assurance to the Charter School that such student has met the attendance requirements in the non-public school academic setting.

Priority

Priority for enrollment, when school programs reach maximum capacities, will be given to students enrolled on a regular full-time basis. If a number of non-public school students request admission into the same class, they will be accepted on a first-come basis. In the event the class enrollment position of a non-public school student is needed for a regular full-time student during the course of the year, the full-time student will have priority for the position beginning with the semester after the need is identified. Students with disabilities residing in the Charter School who are attending private or home schools will be accepted in accordance with state and federal statutes.

Average Daily Attendance

Students who are dual enrolled (i.e., enrolled on a part-time basis) shall be used in calculating the Charter School's state fund, but only to the extent of the student's participation in the programs of Summit Charter School programs.

Transportation

Summit Charter School does not provide transportation services for any students.

Graduation

In order to graduate from the 8th grade of Summit Charter School, all non-public school students must meet the grade and other graduation requirements the same as regular full-time students.

Legal References:

I.C. § 33-203 (1-9)	Dual Enrollment
I.C. § 33-5205 (3) (R)	Dual Enrollment
I.C. § 33-1001, et. seq.	Average Daily Attendance
IDAPA 08.02.03.111.13	Dual Enrollment

Board History with Policy:

Approved and Adopted on: **Thursday, September 29, 2011**

Jonathan Braack

Jonathan Braack, M.Ed
Chairman of the Board

Heather L Lorimer

Heather Lorimer
Secretary of the Board

Appendix-N

New Dates
3/29 - 3/30 - 3/31

RAVEN PRODUCTIONS
PO BOX 4967 Pocatello, Idaho 83205
(208) 232-2232

Dear Spring Fair Exhibitor:

Just a short note to confirm your advance reservation for **THE BIGGEST SELLING EVENT OF THE YEAR...SPRING FAIR 2012!**

SHOW DATES: Thursday-Friday-Saturday March ~~22, 23, & 24,~~ 2012

A complete informational packet will be mailed to all exhibitors in January 2012. If you have any questions or changes in your exhibit plans please let us know. Remember that all space **MUST BE PAID IN FULL** on or before February 18, 2012.

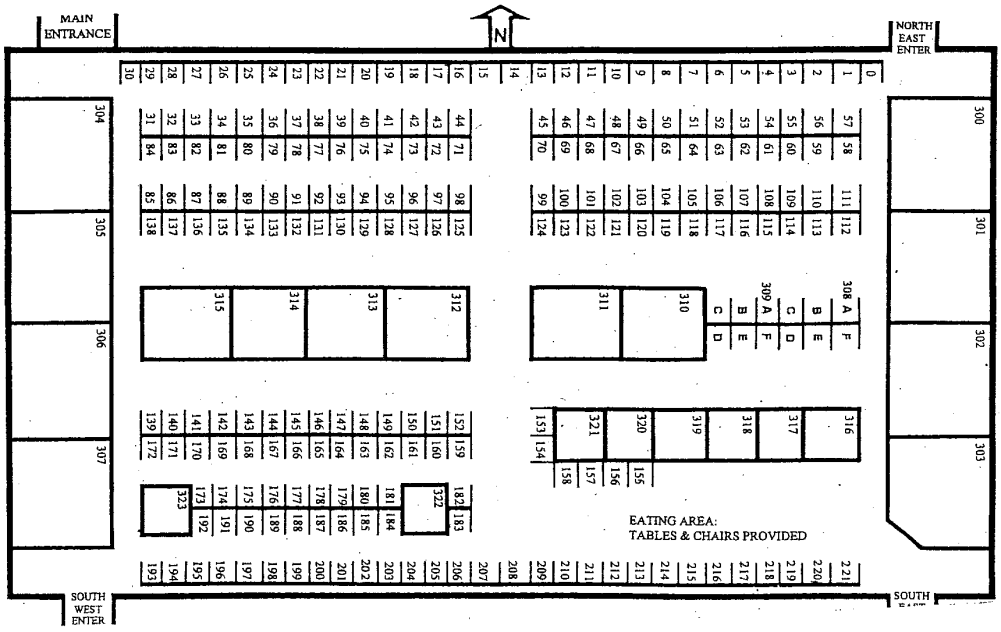
BOOTH/BULK AREA 81 **EXHIBIT FEE** 440 -

DEPOSIT PAID 44 - **DEPOSIT DUE** ~~0~~

REMAINING BALANCE DUE ON OR BEFORE FEB. 18, 2012 396 -

NOTICE.....
Only **CONFIRMED** products/services/concepts will be **ALLOWED** in your exhibit area. Those items, as we know, are listed below. Any changes to this list must be approved by ***RAVEN PRODUCTIONS.*** (Please be Brand Specific)

Info about new Charter School



SAFETY AND HIGH
EXPECTATIONS FOR
EVERYONE

WWW.GOSUMMIT.ORG

Hampton Inn & Suites
151 Vista Drive
Pocatello, ID 83201

To Whom it May Concern:

Summit Charter School is a new school in the Pocatello/Chubbuck area petitioning to open August 2012, for the 2012 – 2013 school year. The schools focus is to provide a safe environment for the children's learning while maintaining high expectations to challenge the children to excel. As a free public school, fundraising is necessary for the school to open and operate. We are asking for your help for an upcoming fundraiser, the information is below.

Date:	Friday, August 12th
Time:	5:00 PM
Location:	To be determined
Event:	Benefit concert featuring Jordan and Kaitlynn Bluth, including a VIP dinner.
Attendance:	VIP dinner is expected to have 30 and concert is expected to have up to 500 in attendance.
Our Request:	A space to hold the VIP Dinner, to hold up to 50 people (count includes staff) with serving tables for the dinner.
Donor Recognition:	All businesses supporting the event will be recognized as sponsors in event marketing which may include print, radio, and TV advertising. Recognition will also be made during the event.

Your support would be greatly appreciated! We are excited about the opportunity this event provides our school to raise necessary funds to open and operate. Summit Charter School values our community and always appreciates your support. If you have any questions, feel free to contact Heather Lorimer, our Fundraising Committee Chairman, at 208-269-0211.

Sincerely,

Susan Hall
Summit Charter School Board Founder

December 15, 2011

Summit Charter School, Inc.
4739 Kimmi Ct.
Chubbuck, ID 83202

Jonathan Braack,

On behalf of DevriAnn LLC we would like to thank the executive board and founders for the efforts with the Summit Charter School project. We can see a great value in the future success for the school especially for the future students. We would like to show our support by offering our services in an effort to save time and money for the school.

DevriAnn LLC specializes in custom manufactured consumer products, mostly in clothing however we have many other product opportunities as well. Below is a listing of products that we have worked with or have suppliers that work with. If the school is in need of a product that is not listed please contact us for a no obligation price and leadtime quote.

Product Possibilities:

- Clothing
- Promotional Items
- Computers
- Computer Components
- Monitors
- Network Hardware
- Sports Equipment
- Kitchen Equipment
- Student Desks
- Professional Desks
- Student Chairs
- Office Chairs
- Tables
- Cleaning Supplies

Supplies:

- Pencils
- Pens
- Chalk
- Notebooks
- Binders
- Calculators
- Paper

Many other items

We will be willing to limit any markup on the items to cover our costs or in some circumstances we may be willing to donate some of these items as well. Please let us know how we can be of assistance.

Sincerely,

Bart Ward
Owner – DevriAnn LLC

Summit Charter School, Inc.
4739 Kimmi Ct.
Chubbuck, ID 83202

Jonathan Braack,

As a founder of the Summit Chart School Board I would like to give an update on current and future fundraising efforts. Our first fundraiser is scheduled to take place in a few weeks. This fundraiser is the beginning of a great effort to obtain necessary funds that will take the school through the startup and first open operating phases. A detailed update on the first fundraiser is listed below; it is several events that will work together as one fundraiser.

Fundraiser Part I

Dates:	August 11
Time:	5:00pm
Location:	Cotant Park, Chubbuck Idaho
Event:	Free concert at the park featuring Jordan and Kailtynn Bluth. Dinner will be offered exclusively by board members and founders for attendees to purchase, all proceeds from the dinner will go directly to the school. This will be in conjunction with the local city sponsored Chubbuck Days festival.
Attendance:	We are anticipating on attendance of 250 to 500 people.
Potential Benefit:	$1,250 - $2,500

Fundraiser Part II

Dates:	August 12
Time:	5:00pm
Location:	Hampton Inn & Suites, 151 Vista Dr. Pocatello Idaho
Event:	VIP Dinner with Jordan and Kaitlynn Bluth
Attendance:	30 Tickets to be sold in conjunction with the Concert Meet and Greet.
Potential Benefit:	$2,550

Fundraiser Part III

Dates:	August 12
Time:	7:30pm
Location:	Stephens Performing Arts Center, Bistline Theater, Idaho State University
Event:	Concert with Meet and Greet Featuring Jordan and Kaitlynn Bluth
Attendance:	We are anticipating on attendance of 250 to 500 people.
Potential Benefit:	$3,250 - $6500

Total fundraiser benefit: $7,050 - $11,550

Our first Fundraiser is to start the ball rolling in the right direction and to fund our first marketing and miscellaneous expenses. Our other efforts are not set completely at this point but will be as we work toward future fundraising activities. Listed below are some details of our plans that are in current development.

Community Events:

Spring of 2012 we have a possibility of hosting a benefit concert with Kurt Bestor. We have made contact with Kurt Bestor and he is considering the concert with a split of the profits earned. In the past Kurt Bestor has sold out Christmas concerts in Pocatello. This fundraiser has the potential to raise $15,000 to $30,000 or more for the school

Community 3 on 3 basketball tournament. We have contacts with Shawn Bradley, a retired NBA player that may be available to play in the tournament to attract more involvement.

The Jordan and Kaitlynn Bluth concert is a part of the Chubbuck Days festival. The City of Chubbuck has asked that it become an annual event, the school can elect to continue this fundraiser for at least the next 3 to 5 years.

The Pocatello area is predominantly and LDS community. With the high level of church activity and access to well known LDS performers and authors we are working on hosting several of them in the area for various activities.

Philanthropy:

Local support has always been a big part of schools and other non-profit entities in the area. There are a number of business owners and philanthropists that we have access to and will be working with to build local funding support.

In addition to community members we have access to many others that may potentially help with funding the school. A small incomplete list of people we will be working with are listed below.

Dr. Stephen R Covey – Author and faculty at Utah State University
Michael Ballam – Singer, Performer
Ronald Daw – International Business Owner
Shawn Bradley – Retired NBA Star
Kurt Bestor – Singer, Songwriter
Michael McLean – Singer, Performer
Jon Huntsman – Business Owner, Major Donor to Huntsman Cancer Center
Glenn Beck – TV Show Host, Entertainer, Political Strategist
Several others we are currently working on.

Grants:

There are many grants available from local groups to national level companies, individuals, and governments. We have a team that will be working on grant research and writing to utilize that avenue of financing to the fullest as well.

The Fundraising committee has been busy with these and other possible fundraising activities to raise the necessary money to get the school running. We plan to have all expenses covered for start up as well as assistance and emergency funds available throughout the start up and well into the future of school operation.

Sincerely,

Bart Ward
Summit Charter School Founder Board Member

Summit Charter School, Inc.
4739 Kimmi Ct.
Chubbuck, ID 83202

Jonathan Braack,

On behalf of DevriAnn LLC we would like to thank the executive board and founders for the efforts with the Summit Charter School project. We can see a great value in the future success for the school especially for the future students. We would like to show our support by offering our services in an effort to save time and money for the school.

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- Chalk
- Notebooks
- Binders
- Calculators
- Paper

Many other items

We will be willing to limit any markup on the items to cover our costs or in some circumstances we may be willing to donate some of these items as well. Please let us know how we can be of assistance.

Sincerely,

Bart Ward
Owner – DevriAnn LLC

APPENDIX O

Summit Charter School 9/28/2011

Reference: Donation to Summit
Marianne Healea
1505 Olympus Point
Pocatello, Idaho 83201

I have decided to donate $10,000 to the school for start-up costs. I will also donate $5000 each year for the first 3 years the school is in operation.

Marianne Healea

Summit Charter School

Fund Raising Committee

Dear Sirs:

Donna Rollman
12512 N. Fallen Shadows Dr.
Marana AZ. 85658

Donna has a great deal of experience in coordinating fund raisers in the Arizona area.

Donna has also been working with a firm called Send Out Card and has volunteered to assist

Summit with marketing and fundraising ideas she has used in the Arizona area.

This seminar will be free and will help us focus on best practices in the future.

The seminar will be during Sept 2011 and will be scheduled in August.

Greg Smith

Summit charter school

Founders board

7/29/2011

Dear Sirs:

It is my intent to assist you in a meaningful way before your opening in the school year 2012. I will help buy funding whatever is needed at that time to the best of my abilities.

Marianne Healea

APPENDIX P

HOLY SPIRIT CATHOLIC SCHOOL

540 North 7th Avenue
Pocatello, Idaho 83201
(208) 232-5763

September 15, 2011

FOOD SERVICE CONTRACT LETTER OF INTENT
2012/2013 SCHOOL YEAR

Holy Spirit Catholic School (HSCS) will provide meals for Summit Charter School (SCS) for the 2012/2013 school year under the following stipulations:

1. Meals provided by HSCS will meet the standards imposed by the Federal School Lunch Program.
2. HSCS will be responsible to transport the meals to SCS. (Subject to change depending on location.)
3. SCS will be responsible to pay for the meals as follows:
   Full rate.....$2.75 (Students)
   Reduced rate.....$ .40 (for qualifying students)
   Free..... -0- (for qualifying students)
   Milk only.....$ .35 (Subject to change)
   Adults.....$3.00
   - If food or fuel prices change dramatically, HSCS reserves the right to renegotiate this contract.
   - HSCS will receive subsidy for SCS students who qualify for Free and Reduced lunch.
4. SCS will be responsible for distributing and collecting Free and Reduced forms.
5. SCS will be responsible for serving the meals.
6. SCS agrees that HSCS will be the only entity supplying school lunch for SCS for the 2012/2013 school year.

This contract letter of intent is for the period August 1, 2012 through June 30, 2013

09/15/11

Richard Howlett, Food Service Mgr date
Holy Spirit Catholic School

HOLY SPIRIT CATHOLIC SCHOOL
540 North 7th Avenue
Pocatello, Idaho 83201
(208) 232-5763

September 15, 2011

FOOD SERVICE CONTRACT LETTER OF INTENT
2012/2013 SCHOOL YEAR

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091511

Richard Howlett, Food Service Mgr date
Holy Spirit Catholic School

APPENDIX Q

STATE OF IDAHO
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Mr. Tom Luna

P.O. Box 83720
Boise, ID 83720-0027

Phone (208) 332-6815
Fax (208) 334-2228

September 21, 2011

Joel Lovstedt
The Academy (Arc)
240 E Maple
Pocatello, ID 83201-4647

Dear Principal Lovstedt,

Thank you, and congratulations, for the hard work you and your administrators, teachers, staff, parents and students at The Academy (Arc) demonstrated in making Adequate Yearly Progress (AYP) for the 2010-2011 school year.

I am grateful for your continued dedication to instilling excellence in the students of Idaho. Meeting AYP grows increasingly challenging as we continue to raise the bar. Your success this year is a great accomplishment.

I am impressed by your school's ability to meet AYP standards in all 41 categories — not an easy feat. Your commitment to improving the achievement of all students in your school is commendable, and your success in doing just that deserves serious recognition. Your efforts are a vital part of our state's push to ensure all our students graduate prepared to succeed in postsecondary education and the workplace.

The State Department of Education celebrates your success with you, and we would like to learn more about the strategies your educators on the ground used to improve student achievement. Stories like yours are an encouraging example to others who seek to duplicate your success. I'd love to visit your school to learn more and to congratulate you personally.

Thank you for faithfully serving the citizens of Idaho, both current and future, as we all continue to work together to ensure our children find the success and opportunities they deserve.

Sincerely,

Tom Luna
Superintendent of Public Instruction

cc: District Superintendent

APPENDIX R

Idaho School Boards Association, Inc.
"Trustee Leadership for Excellence in Idaho Public Education"
PO Box 9797, Boise, Idaho 83707-4797
Phone (208) 854-1476 Toll-Free (866) 799-ISBA Fax (208) 854-1480

4739 Kimmi Court
Chubbuck, Idaho 83202

ATTN: Letter of Intent to Provide Board Governance Training

Board of Directors of Summit Public Charter School:

Thank you for inviting me to your board meeting the other day. It was a pleasure to visit with you. I appreciate the time you dedicate to the students of Idaho and your willingness to serve.

The purpose of this letter is to summarize our discussion regarding training for your district.

- Pending approval from the Public School Charter Commission, ISBA will deliver monthly training for your board of directors at a cost of $1200 for 12 months, as a 1 hour session per visit. This cost does not include travel costs, from Firth to Pocatello, at the state reimbursed travel rate. Additional hours would be billed at $100 per hour.
- A spectrum of topics will be covered including, but not limited to: Effective Governance, Roles and Responsibilities, Effective Meetings, Board/Administrator Relationships, Policy, Community Engagement, School Finance, Strategic Planning, Administrator Evaluations, and Open Meeting Law. Selection of the topics will be the responsibility of the Board Chair and the Administrator.
- All topics will be examined within the context of your district charter, by-laws, policies, and strategic plan.

I am excited about the opportunity to work with you monthly, and I look forward to doing so in the near future. Please feel free to contact me with any other questions.

Sincerely,

Liz Killpack
School Board Trainer
Idaho School Boards Association, Inc.

"The Idaho School Boards Association provides leadership and services to local school boards for the benefit of students and the advocacy of public education."

APPENDIX S

THE WESTWOOD FACILITY PLAN

The Westwood Facilities. Another excellent choice for the future home of Summit Public Charter School is an existing 12 classroom area at the Westwood location. This West Wood facility is a proven facility that was previously used as a home for the Pocatello Community Charter School for 5 years. The School building is owned by MRFB,LLC located in Logan Utah and is locally managed by Carla Albertson a local real estate professional in Pocatello. MRFB,LLC .has 35 years experience leasing.

FACILITY DESCRIPTION AND CONFIGURATION. The 1-story building has 15,293 sq ft available. There is currently 9 classrooms with the possibility of changing a small 6 room area into 2 more large classrooms. There is also another large open space that could be used for 3 more classrooms for the possibility of up to 14 classroom. It also offers multiple other existing room that could be used for administration offices, storage, testing areas, a large common area to accommodate a lunch area, and a full kitchen area. This site also offers many external amenities that could be negotiated to enhance the learning experience. The facility houses other large facilities that could be used to benefit the Summit Charter School. Tenants such as Fitness Inc Health Club, the largest athletics business in town at almost 40,000 sq.ft., offers swimming facilities, gymnastic and other health related activities. In addition, E.P Athletics, a gymnastics center, is excited to work with us to offer potential gymnastics opportunities as part of a robust P.E. program.The landlord has also informed us that a newly signed tenant will begin building an events center in the vacant lot adjacent to the proposed Summit site that will offer a community events atmosphere with two large gymnasiums. Said gymnsiums are projected to be completed before the target open date of Summit Public Charter School. A playground and grass area adjacent to the building and will be negotiated over, in order to host playground activities for our students. These neighboring businesses mentioned here have been approached and are excited to negotiate exciting opportunities for Summit students.

DOCUMENTATION OF AVAILABILITY. The Board of Directors is currently finalizing negotiations with the landlord on items and contingencies of the lease. Upon authorization of the charter, The Board of Directors will finalize negotiations with the owner, and will sign the lease. The lease attached is the most current and exemplifies 2 months of negotiations. The attached lease shows a period of 7 years, but is not the only lease option provided by the owner. ***The Board of Directors was advised by the staff of the PCSC to use the attached lease as the basis for pro-forma budget revision.***

RENOVATIONS, AND IMPROVEMENTS. Some minor improvements and changes are needed in order to bring it up a reasonable standard as a charter school facility. The minimum renovations would include new carpeting, painting of all rooms, and conducting a thorough code/life/safety review to determine what improvements are needed in order to start operations. The cost are listed as misc expenses and only requires to remove/add some walls and adding or closing off doors area. The landlord will amortize the new carpet

and paint and reflect such in the lease amount at a cost of $400 per month.

LOCAL REQUIREMENTS. This facility was formally an educational facility but will need a conditional use permit from the City of Pocatello. This permit is currently in the process of being obtained. No utility installations, additional parking, or other known issues inhibit the immediate occupancy and continued use of this facility. Attached is a letter from the Pocatello zoning office. (See attached zoning letter)

OPERATIONS AND MAINTENANCE COSTS. The operations and maintenance costs for this facility should be similar to those reported by the Academy because the building is approximately the same square footage. Below are the budgeted amounts for 2011-2012 school year. These numbers are represented in all proforma budgets submitted:

Telephone	$3,000
Electricity	$ 5,000
Gas	$ 3,600
Water and Sewer	$ 5,000
Property Insurance	$ 4,500
Custodial services	$15,000
Custodial supplies	$4,037
Building Maintenance	$3,500
Grounds Maintenance	CAM included in rent

TOTAL OPERATIONS BUDGET $43,637

LEASE COST. The lease rate for this facility is $5.57 per square foot or $7,100 per month. The landlord is providing new carpet and paint and has estimated this to be valued at $400 a month during the first 7 years and is included in the proposed rent amount. The annual lease rate is $85,200. They have also agreed to give a 3 month rent free rental concession if a 7 year lease is signed, saving $21,300 on this upfront cost over the first annual lease year. A 5 year lease option is available at the same rate of $7,100 but Summit would lose the 3 month rental concession in year 1.

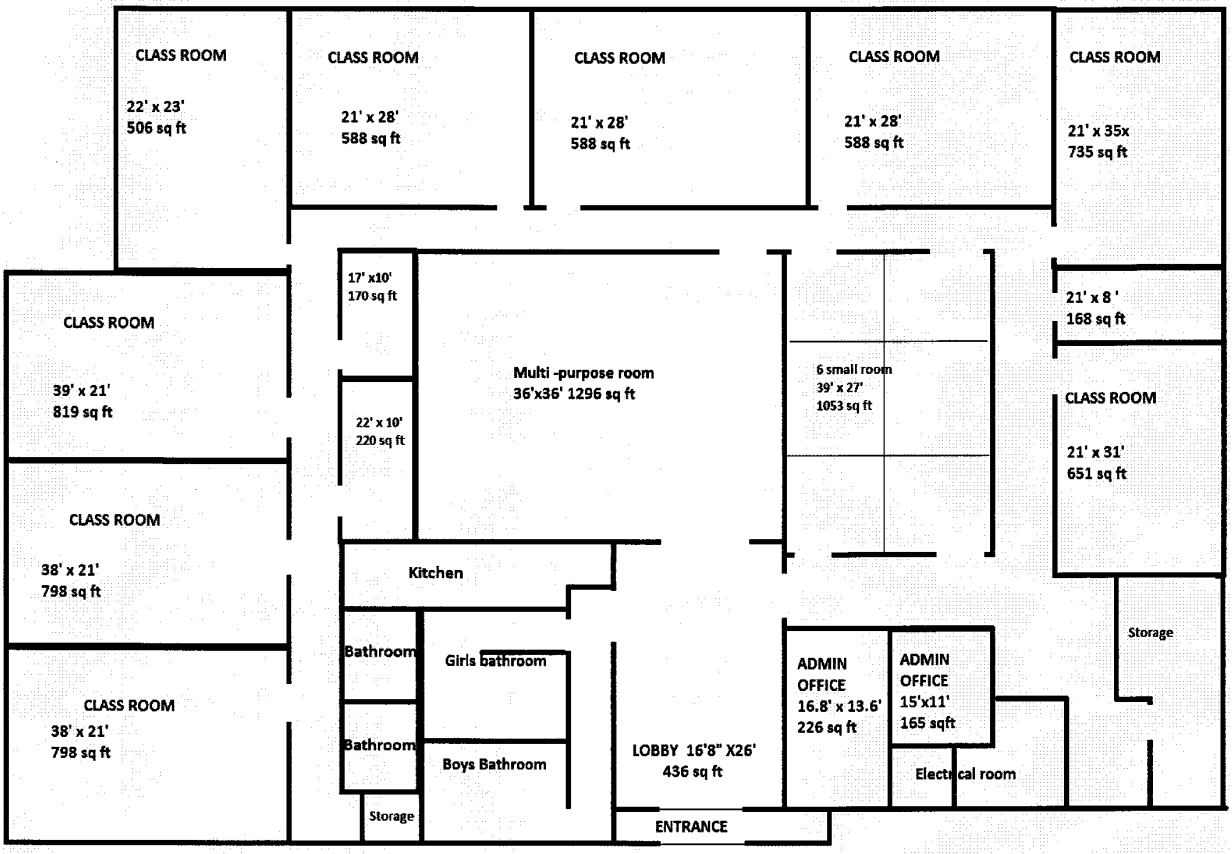
Lease amount for year 1 is $85,200-$21,000=$63,900
Operating costs for year 1 are $43,637

Total ANNUAL cost estimate for year 1: $107,537
Total ANNUAL cost estimate per year for years 2-7: $128,837

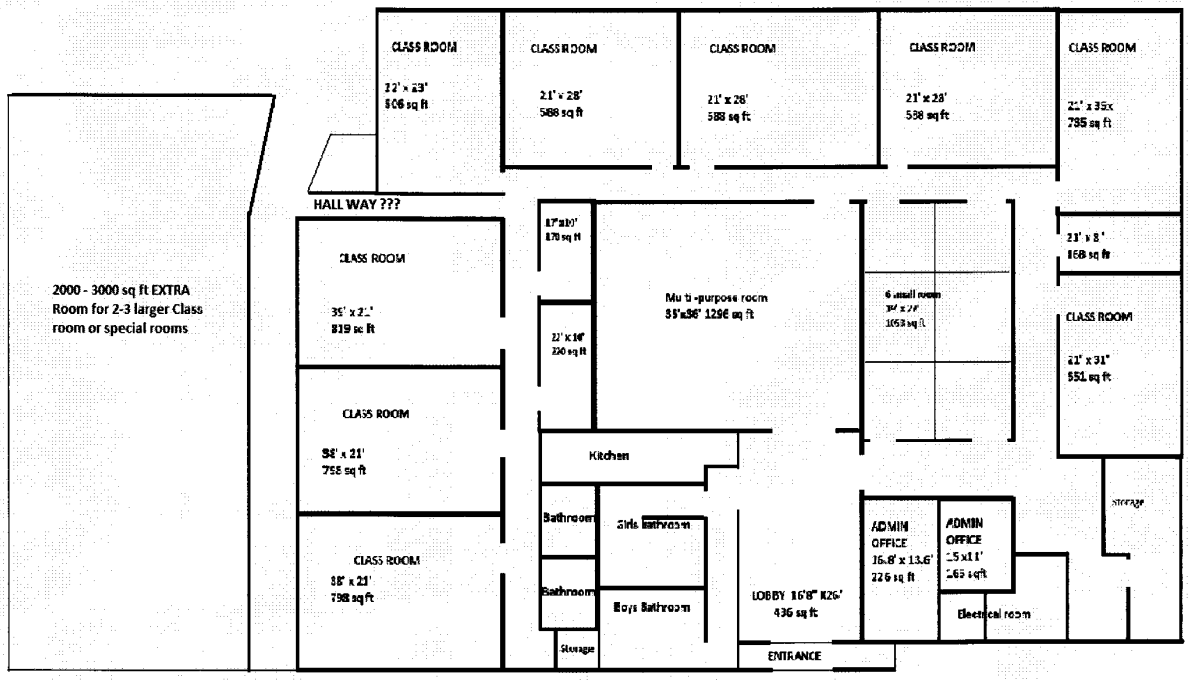
Operating costs are estimates. If the operating costs exceed those represented in the Best Case, Most Likely Case, and Worse Case budgets, the net operating income will

be adjusted to satisfy costs of operations.

Existing layout of the previous tenant, Pocatello Community Charter:



Floor plan of the West Wood facility with square footage as represented in the lease financials:


CLASS ROOM
22' x 23'
506 sq ft
CLASS ROOM
21' x 28'
588 sq ft
CLASS ROOM
21' x 28'
588 sq ft
CLASS ROOM
21' x 28'
588 sq ft
CLASS ROOM
21' x 35x
735 sq ft
HALL WAY ???
2000 - 3000 sq ft EXTRA Room for 2-3 larger Class room or special rooms
CLASS ROOM
35' x 21'
819 sq ft
CLASS ROOM
38' x 21'
798 sq ft
CLASS ROOM
38' x 21'
798 sq ft
17'x10'
170 sq ft
22' x 14'
220 sq ft
Multi-purpose room
35'x36' 1296 sq ft
6 small room
1053 sq ft
21' x 8'
168 sq ft
CLASS ROOM
21' x 31'
551 sq ft
Kitchen
Bathroom
Girls Bathroom
Bathroom
Boys Bathroom
Storage
LOBBY 16'8" X26'
436 sq ft
ENTRANCE
ADMIN OFFICE
16.8' x 13.6'
226 sq ft
ADMIN OFFICE
15x11'
165 sqft
Electrical room
Storage

Lease Agreement

THIS LEASE AGREEMENT, Dated this _____ day of _____ 2011 made between **MRFB, LLC**, (the West Wood Mall) (herein called "LANDLORD"); Summit Public Charter School, Inc: "Tenant").

.

GRANT: In consideration of the TENANT agreeing to pay rent and perform the terms and conditions contained in this lease, the LANDLORD leases to the TENANT and the TENANT leases form the LANDLORD the premises, which are hereinafter described.

PREMISES: The LANDLORD is the owner of the property at 1800 Garrett Way located in the City of Pocatello, Idaho, commonly known as the Westwood Mall. Site Plan Lease Exhibit "A" is herein referred to as the "LEASED PROPERTY".

WITNESSETH: That LANDLORD, for and in consideration of the covenants and agreements hereinafter set forth to be kept and performed by TENANT, does hereby lease unto TENANT that building located at 1800 Garrett Way # 2 and 2A, Pocatello, Idaho (See Exhibit "A") (herein called "the LEASED PROPERTY"), together with the nonexclusive right to use, in common with others; the parking areas, driveways, footways and other facilities provided by LANDLORD for the common use of tenants such common use facilities being herein collectively called "the PARKING FACILITIES" of the building (herein called the "Westwood Mall").

TENANT does hereby rent the same from LANDLORD upon the following terms and conditions:

1. **TERM:** The term of this Lease Agreement shall be for 7 years (84 months), with three one-year (12 month) term options, a potential full term of 10 years or (120) months. Tenant may exercise it's option to extend the term of the Lease by giving Landlord 90 days written notice prior to the expiration of the

Initials:
Landlord: _____
Tenant: _____

term of their current Lease or any option term of its intent to exercise an option.

2. Landlord reserves the right to transfer this Lease Agreement with 30 days notice to move the Tenant to a new location within the mall area suitable to both parties.

A. **EFFECTIVE DATE OF THE LEASE:** The lease will be in full force and effect after the occurrence of the following events:

1. Approval of Tenant's zoning by the City of Pocatello.
2. Approval of Tenant's Charter by the State of Idaho.
3. Relocation of the current Tenant to accommodate the space requested by Tenant by the 1st day of May 2012.

In the event of the failure of any one of these events, this Lease shall be null and void.

B. **COMMENCMENT OF LEASE TERM:** Subject to ¶2A hereof, the term of the lease shall start on July 1st, 2012 or date of possession, which ever comes later. (Commencement Date).

C. **COMMENCEMENT OF RENT FOR THE LEASE:** Rent shall begin for TENANT on the Commencement Date. If there is a partial month's rent due and payable when TENANT'S rent begins, that partial month's rent will be credited to TENANT from the first month's rent paid at the time the lease is executed with the balance to be applied to the next months rent. After the partial month's rent payment, all rent will be due on the 1st of each month as stated in Item 2 below.

2. **RENT:** As rent for the LEASED PROPERTY, TENANT covenants and agrees to pay to LANDLORD at the address hereinafter set forth, the following sums as monthly rent:

Initials:
Landlord: _____
Tenant: _____

Year 1	$7,100.00 per month w/ a 3 month rent concession for the first 3 months after the Commencement Date. (not to exceed 3 months rent).
Years 2-7	$7,100.00 per month
Years 8, 9, and 10	Tenant shall have the option of 3 – 1 year (12) month extensions, provided that Landlord and Tenant can agree to the rent increases for each such renewal term within 30 days of Tenant's notice of exercise of each such option.
Relocation	In addition to monthly rent, Tenant shall pay Landlord's actual costs for relocating the current tenant to a new location inside the mall, to be billed and paid monthly as costs are incurred, not to exceed $65,000.00 for Tenant's share.

3. **COMMON AREA MAINTENANCE:** In addition to the aforementioned rent, TENANT covenants and agrees to pay to LANDLORD, TENANT'S Share (as hereinafter defined) of monthly estimated Common Area Maintenance (hereinafter, "CAM") charges of:

CAM is included in rent

CAM charges include the cost of operation and maintenance of the common area including the taxes and insurance described in Sections 4 & 5 below. Cost of operations shall include but not be limited to; exterior maintenance, sanitary control, cleaning, lighting, landscaping, painting and normal snow removal, of common areas, public liability, fire and extended coverage and property damage insurance policy and property taxes. CAM charges does not include outsourced snow removal, which is charged to the TENANT on a prorated basis of LANDLORD'S actual cost of snow removal as incurred. The charges for snow removal will be in addition to Rent.

4. **CASUALTY INSURANCE:** TENANT shall provide any and all casualty insurance covering the contents of the LEASED PROPERTY. LANDLORD shall secure and

Initials:
Landlord: _____
Tenant: _____

maintain fire and extended coverage insurance covering the entire building in an amount equal to 100% of the full replacement costs of the insurable portion of said building, excluding its contents, naming as insured LANDLORD, TENANT and any mortgagee or mortgagees designated by LANDLORD from time to time, as their respective interests may require. LANDLORD shall also secure general public liability insurance (as described in Section 11 below) against claims occurring on or about the PARKING FACILITIES. Casualty Insurance is included within the costs of CAM with TENANT'S portion of CAM charges noted in Item #3 above.

5. **TAXES:** TENANT shall pay all property taxes assessed against all of TENANT'S personal property, trade fixtures and inventory. LANDLORD shall pay the property taxes on the Leased Premises as they currently exist (Base Rate).
In the event the assessment for taxes exceed the Base Rate in the future, the LANDLORD will furnish to TENANT a statement setting forth the estimated total amount of property taxes in excess of the Base Rent and TENANT'S pro rata share of the taxes allocated to the LEASED PROPERTY. LANDLORD will notify TENANT at the end of each calendar year and new rent amount will be adjusted in writing for estimated taxes in excess of the Base Rate. TENANT shall reimburse LANDLORD, the amount thereof in equal monthly installments within the next calendar year. TENANT will receive notice in writing with a copy of the tax assessment or notice or other documentation in the event of a tax increase.

6. PRORATA SHARE: The term "Tenant's Pro-rata Share" as used in this lease shall mean the ratio calculated by dividing the square footage of the Leased Property by the total square footage of the Westwood Mall to be applied to payment of taxes, snow removal etc. as stipulated in the various lease sections.

7. DELINQUENT RENT: All rent shall be due and payable on or before the first (1st) of the month. Delinquent rent (if not received by the 10th of the month) or other charges bill to Tenant not paid within 30 days, shall be subject to a late charge of twelve percent (12%) and if over thirty days (30) delinquent, shall bear interest thereafter at a rate of eighteen percent (18%) per year.

Initials:
Landlord: _____
Tenant: _____

8. **SECURITY DEPOSIT: A deposit of $7,100.00 is due at the time of execution of the lease.** This deposit shall be held by the Landlord, without interest, as security for unpaid rents, damage to the property (normal wear and tear excepted) and Tenant's failure to perform Tenant's covenants and obligations herein. The balance, after application to the same, shall be refunded to the Tenant within 30 days of termination (as provided herein) of this Lease. Any deductions from this deposit shall be documented by a statement accompanying a the refund of the balance of the deposit, if any. Tenant shall remain responsible for any amounts owing by Tenant which exceed the deposit.

9. **USE OF THE LEASED PROPERTY:** TENANT covenants and agrees that TENANT will use the LEASED PROPERTY for a Charter School K-8. TENANT will make no unlawful use of the LEASED PROPERTY and will not keep or maintain thereon any substances or materials or conduct its business operation in a manner which may violate or endanger the validity of the hazard insurance on the improvements or increase the premium of such.

Tenant understands and agrees that other Tenants with the Westwood Mall have or will have operations which include the sale of beer, wine and/or liquor within 300 feet of Tenant's public school. Tenant agrees to the sale of beer, wine and/or liquor within the Westwood Mall within 300 feet of Tenant's nearest entrance or otherwise and agrees to approve and support any request to the governing body of the City of Pocatello by the Landlord or a Westwood Mall tenant to approve such operations and the issuance of a beer, wine or liquor license within the Westwood Mall. Tenant further understands and agrees that in the event a present or future Tenant of the Westwood Mall is refused a license for beer, wine or liquor by the State of Idaho, Bannock County or the City of Pocatello, due to Tenant's presence in the Westwood Mall, Landlord may elect to terminate this lease within 30 days written notice with Tenant to vacate the Leased Property as soon as practicable, which shall not exceed the end of the current school semester.

Initials:
Landlord: _____
Tenant: _____

10. **LIABILITY INSURANCE FOR LEASED PROPERTY:** TENANT covenants and agrees to secure and maintain during the term hereof, an insurance carrier or carriers approved by LANDLORD, which approval LANDLORD shall not unreasonably withhold, general public liability insurance against claims for personal injury, death or property damages, occurring in, on or about the LEASED PROPERTY, with limits of not less than one million dollars ($1,000,000.00) for personal injury or bodily injury or death of any one person, one million dollars ($1,000,000.00) for personal injury or bodily injury or death of more than one person in one occurrence and five hundred thousand dollars ($500,000.00) with respect to damage to or destruction of property for each occurrence, which shall name both LANDLORD and TENANT as insured's. TENANT shall provide LANDLORD with a certificate of insurance to comply with this paragraph. If TENANT fails or refuses to secure the same, LANDLORD may secure and maintain such insurance, the cost for which shall be added to the rent and shall be subject to the late charge and interest as provided for delinquent rent. Insurance required hereunder shall be with companies licensed to do business in the State of Idaho and be rated "B class" or better in the AM Best Company Rating Guide.

11. **UTILITIES:** TENANT shall pay for utilities used or consumed on the LEASED PROPERTY, including but not limited to water, electricity, gas and the disposal and removal of trash. If TENANT fails or refuses to pay the same, LANDLORD may make such payments and such payments shall be added to the rent and shall be subject to the late charge and interest as provided for delinquent rent.

12. **MAINTENANCE & REPAIRS:** TENANT shall keep the interior of the Leased Property in a good state of repair including paint (except for structural defects); shall perform all maintenance, repairs and replacements as required to maintained the Leased Property and its contents to at least its current condition including but not limited to heating, air conditioning, fire suppression system pipes, heads and all other systems and improvements. Tenant is responsible for electrical, above-grade water and sewer facilities within the building; shall promptly replace all broken or damaged glass. Tenant will have carpets professionally cleaned once in every calendar year. If not the Landlord

Initials:
Landlord: _____
Tenant: _____

will have it done upon inspection and will back charge the Tenant, and or Tenant will be responsible for carpet replacement if needed. It is the Tenants responsibility to provide and maintain any equipment used to facilitate its customers or operations. Tennant shall keep sidewalks and entry ways to the Leased Property free from snow and ice during normal business hours, litter, merchandise and obstructions of any kind; shall make no structural changes in the building without the prior written consent of LANDLORD; and shall repair any damage to the roof of the building caused by Tenant including the installation of approved signs, or satellite dishes thereon erected by the Tenant or for the benefit of TENANT. If TENANT fails to keep and maintain the LEASED PROPERTY as herein provided, LANDLORD may perform such repairs and maintenance, and the costs thereof, plus twelve percent (12%) for supervision, shall be added to the rent and shall be subject to the late charge and interest as provided for delinquent rent. LANDLORD shall keep the exterior of the building in a good state of repair; shall correct any structural defects; and shall keep the roof in a good state of repair, except for damages caused by Tenant. TENANT shall return the LEASED PROPERTY to LANDLORD upon the termination of this Lease in the same condition and with said improvements (see Exhibit B for improvements) as when received, ordinary wear, tear and acts of God only excepted. TENANT shall keep all exits clear of debris for exiting. Shall not stack merchandise over legal limits in height for fire codes and fire suppression system. TENANT shall maintain all valves, heads and pipes controlling water supply for fire suppression sprinkler system, maintain illuminated exit signs, and all fire extinguishers.

13. **DESTRUCTION OF BUILDING:** If the building is totally destroyed (or so substantially damaged as to be untenantable) by storms, fire, earthquake or other casualty, this Lease shall terminate as of the date of such destruction or damage, and rental shall be accounted for between LANDLORD and TENANT as of that date. If the building is damaged but not rendered wholly untenantable and the damage can be fully repaired within one hundred eighty (180) days, rent shall abate in proportion as the building has been damaged and LANDLORD shall restore within said time limit, whereupon rent in full shall recommence. Should the LANDLORD fail or refuse to fully

Initials:
Landlord: _____
Tenant: _____

repair the building within said one hundred eight (180) days, TENANT may terminate this Lease.

14. **PARKING FACILITIES:** LANDLORD has constructed or provided on the subject property sufficient parking. TENANT'S patrons, employees and customers shall have the nonexclusive right along with the patrons, employees and customers of other tenants of the building to use the parking areas.

The LANDLORD shall:

a. Maintain floodlights and other means of illumination sufficient to illuminate the PARKING FACILITIES including the rear parking areas, during at least three (3) hours or more beyond twilight and evening hours that TENANT is open for business and in operation;

b. Maintain and keep the PARKING FACILITIES in good condition and clean and remove debris, ice and snow there from.

c. Secure and maintain for the mutual benefit of LANDLORD, TENANT and other tenants of the building general public liability insurance against claims for personal injury, death or general property damage occurring on or about the operations of the PARKING FACILITIES. The limits of liability of such insurance shall not be less than one million dollars ($1,000,000.00) for personal injury or bodily injury or death of any one person, one million dollars ($1,000,000.00) for personal injury or bodily injury of more than one person in one occurrence, and five hundred thousand dollars ($500,000.00) with respect to damage to or destruction of property for such accident.

The Tenant shall:

Prepare a traffic plan for the orderly and safe delivery and pick up of students to and from the Leased Property, with limited interference with the use of the parking lot by other tenants, patrons and others coming to and from the Westwood Mall. Tenant shall be solely responsible to

Initials:
Landlord: _____
Tenant: _____

provide personnel to supervise and police the traffic and shall indemnify and hold harmless Landlord from any and all claims for bodily injury or death to a student, parents or other third party arising out of the delivery, pick up, or other traffic event related to the Tenant's operation.

15. **INSPECTION:** LANDLORD may at all reasonable times enter to view the LEASED PROPERTY to make repairs or show the LEASED PROPERTY to persons who may wish to lease or buy the same. LANDLORD will make its best efforts not to enter the premises during TENANT'S peak business hours.

16. **ASSIGNMENT:** This Lease Agreement may be assigned by Landlord. TENANT shall not assign this Lease nor sublet all or any part of the LEASED PROPERTY without the prior written consent of LANDLORD, which shall not be unreasonably withheld.

17. **REMOVAL OF FIXTURES:** TENANT may remove, prior to the termination of this Lease, all fixtures and equipment which it has placed on the LEASED PROPERTY provided, TENANT shall repair all damages caused by such removal.

18. **ADVERTISING SIGNS:** TENANT may display signs it may deem necessary on the LEASED PROPERTY so long as the placement thereof does not interfere with the enjoyment of adjoining premises by other tenants, their patrons and customers, and provided LANDLORD has given prior written approval for the designation, nature, style and location of any such signs, and Pocatello City has approved the signage.

19. **TERMINATION:** If TENANT fails to keep and perform or shall violate any of the covenants, conditions or terms of this Lease, including the payment of the monthly rental when and as due, and fails to remedy such default within thirty (30) days after written notice thereof by LANDLORD, or if TENANT is adjudicated bankrupt or makes an assignment for the benefit of creditors, or if a receiver shall be appointed for TENANT or its interest hereunder, then and in any such event, LANDLORD shall have the right at

Initials:
Landlord: _____
Tenant: _____

any time thereafter to terminate this lease without further notice or demand. The right of termination shall not be exclusive and LANDLORD shall have other such rights and remedies as may be provided by law for enforcing LANDLORD'S rights hereunder and for the collection of rent and other damages.

TENANT agrees to pay LANDLORD'S cost, including reasonable attorney's fees, for enforcing any of LANDLORD'S rights hereunder, including, but not limited to, the collection of rent, late charges ~~and~~ interest on delinquent rent and damages.

20. **BENEFITS:** This Lease and its terms and conditions shall inure to the benefit of the parties and their respective heirs, successors and assigns, limited however, by the provisions herein expressed to the contrary.

21. Tenant agrees to (1) remain courteous to Landlord and all other Tenants, (2) Not to cause disruptions including gatherings by students or other conduct while not in school and (3) to not be unusually loud in their conduct of their operations.

NOTICE: Any notice provided for or permitted herein may be delivered in person to the other party or may be delivered by depositing a copy thereof in the United States mail, sent via Certified Mail with Return Receipt requested, postage prepaid, addressed as follows:

LANDLORD:

MRFB, LLC
Jeffrey W. Ballard
P.O. Box 722
Logan, Utah 84323-0722

TENANT:
Summit Charter School, Inc.
4739 Kimmi Court
Chubbuck, ID 83202

Initials:
Landlord: _____
Tenant: _____

Notice by mail shall be considered delivered 24 hours following the deposit and postmark thereof in any United State post office. Either party may change the address of notice by giving appropriate notice thereof in writing to the other Party.

22. **GOVERNING LAW:** This Lease shall be governed by the laws of the State of Idaho; and parties consent to enforcement of this Lease by the courts of the State of Idaho located within Bannock County, Idaho.

23. **ARBITRATION:** The parties agree that any controversy or claim arising out of or relating to this lease, except for the collection by Landlord of unpaid rent or other charges, shall be settled by arbitration in Pocatello Idaho in accordance with the Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrators may be entered in any court having jurisdiction thereof.

24. **MERGER OF NEGOTIATIONS:** All negotiations between the parties are merged into this Lease Agreement and there are no undertakings or agreements other than those incorporated herein. This Lease Agreement may not be modified, except by an instrument in writing by the parties.

IN WITNESS WHEREOF, the parties have execute this Lease Agreement hereto this _____ day of _____ November 2011.

TENANT:	**LANDLORD:** **MRFB DEVELOPMENT, LLC**
By: Jonathan Braack Its: Vice Principal Summit Charter School, Inc.	By: Jeff W. Ballard Its: Managing Member

Initials:
Landlord: _____
Tenant: _____

SEPARATE ENTITY GUARANTEE OF LEASE AGREEMENT

In order to induce MRFB, LLC (Landlord) to execute the foregoing Lease Agreement (hereinafter Lease) with Summit Public Charter School Inc. and all board members as Tenant, the undersigned each hereby unconditionally guarantee the payment and performance of, and agrees to pay and perform as a primary obligor all liabilities, obligations and duties, including, but not limited to, payment of rent imposed upon Tenant under the terms of the Lease as if the undersigned had executed the Lease as Tenant thereunder.

The Entity of the undersigned hereby waives notice of acceptance of this guarantee and all other notices in connection herewith or in connection with the liabilities, obligations and duties guaranteed thereby, including notices of default by Tenant under the terms of the Lease and waives diligence, presentment and suit on the part of the Landlord in the enforcement of any liability, obligation or duty guaranteed hereby. Each of the undersigned further agrees that Landlord shall not be first required to enforce against Tenant or any other person or any liability, obligation or duty guaranteed hereby before seeking enforcement thereof against the undersigned. Suit may be brought and maintained against each of the undersigned by Landlord to enforce any liability, obligation or duty guaranteed hereby without joinder of Tenant or any other person.

The liability of each of the undersigned shall not be affected by any indulgence, compromise, settlement, or variation of terms which may be extended to Tenant by Landlord or agreed upon by Landlord and Tenant and shall not be affected by termination of the Lease or the release of one (1) or more of the undersigned Guarantors. Landlord and Tenant, without notice to or consent by the undersigned, may any time or times enter into such modifications, extensions, amendments or other covenants respecting the lease as they may deem appropriate and the undersigned shall not be released thereby but shall continue to be fully liable for the payment and performance of all liabilities, obligations and duties of the Tenant under the Lease as so modified, extended, or amended.

The Entity agrees that in the event that the Tenant shall become insolvent or shall be adjudicated a bankrupt, or shall file a petition for reorganization, arrangement or other relief under any provision of the federal or state laws governing bankruptcy, now or hereafter in effect, or if the Tenant shall seek a judicial readjustment of the rights of its creditors under any present federal or state law, or if a receiver of all or part of its property and assets is appointed by any federal or state court, no such proceeding or action taken therein shall modify, diminish or in any way affect the liability of the Guarantor(s) under this

Initials:
Landlord: _____
Tenant: _____

Guaranty and the liability of each Guarantor with respect to such Lease shall be of the same scope as if each Guarantor had executed the Lease in the place and stead of the Tenant, and no "rejection" and/or "termination" of the Lease in any of the proceedings referred to herein shall be effective to release and/or terminate the continuing liability of each Guarantor to the Landlord under this Guaranty with respect to the Lease for the remainder of the lease term stated therein unaffected by any such "rejection" and/or "termination" in said proceedings.

Any release of a Guarantor from the obligations of this Guaranty must be in writing and signed by the Landlord and expressly state the Landlord's intent and agreement to release and discharge the Guarantor hereunder.

In the event of the Tenant's default under the Lease or the default of a Guarantor under this Guaranty, each Guarantor agrees to pay Tenant's reasonable attorneys' fees and other costs as provided by the terms of the Lease, incurred by the Landlord in connection therewith, whether or not suit or action is filed, and payment thereof shall be a condition of the curing of such default.

Each Guarantor expressly agrees that this Guaranty, and all rights of the Landlord hereunder, may be assigned by the Landlord to another without the notice to or consent of the Guarantor(s), and if so assigned by the Landlord, the assignee shall have all of the rights of the Landlord hereunder.

This agreement shall be binding upon each of the undersigned, the successors, heirs, executors and administrators of the undersigned and shall inure to the benefit of the Landlord and his heirs, executors, administrators and assigns.

IN WITNESS WHEREOF signed and executed this ____ day of _____to be effective as the date of the above-referenced Lease.

_____
Guarantor

_____
Guarantor, (Print Name)

Initials:
Landlord: _____
Tenant: _____

EXHIBIT "A"

To Lease Agreement between Summit Charter School TENANT and MRFB llc LANDLORD.

DESCRIPTION OF LEASED PROPERTY:

15,293 sq. feet of space

That portion of a tract of land in the SE ¼ of Section 22. Township 6 South, Range 34 EBM, Bannock County, Idaho shown as Parcel No. 4 on a recorded of survey map instrument no. 760780 records of Bannock County, Idaho, located at 1800 Garrett Way, known as the Westwood Mall, the space known as # 2 and 2A. Containing approximately 15,293 square feet as measured by BOMA standards.

Signed for Identification of Exhibit "A"

_____
For LANDLORD

_____
For TENANT

Initials:
Landlord: _____
Tenant: _____

EXHIBIT "B"

Construction and/or Finishing of Improvements to Leased Premises

In accordance with the provisions of the body of the Lease, to which this Exhibit "B" is attached, the improvements to the LEASED PROPERTY shall be constructed and/or finished (as the case may be) in the manner described and upon all of the terms and conditions contained, in the following portion of this Exhibit "B".

TENANT shall:

1. Any items not listed are the sole responsibility of the Tenant.
2. Purchase any items if their business requires anything additional. (ex: fire extinguishers, fire panels, fire doors, etc.)
3. Tenant will do all of their own re-model including new space across the hall including electrical.
4. Lighting in new room is excluded.
5. Accept all restrooms will be left "as is". Any remodeling will be at Tenant's expense.
6. Pay for all Carpet & Paint used to update both spaces.
7. Make any handicapped improvements inside or outside if needed by code. Including concrete at entry.
8. Will provide all Fire Code requirements including panel, wiring to include additional space across hallway, strobes and smoke alarms for the new space across the hall.
9. Provide any "to code" requirements in space needed for a school.
10. Pay all expenses to move Day Care to new location as described in section 2.
11. Will accept additional space across hallway "as is" and will do all remodel required.
12. This lease is contingent on the obtaining their Charter from the State of Idaho as well as obtaining the zoning requirements from the City of Pocatello.

Landlord Shall:

1. Give a 3 month rent concession during the first months of rent. Beginning July 2012 or date of possession.
2. Provide all HVACs in all spaces are working and are in a good state of repair at move in.
3. Will provide the north room with proper remodel of the floor, bringing to code.
4. Re-carpet all floors.
5. Re-paint all walls.

Initials:
Landlord: _____
Tenant: _____

6. Replace glass window in lobby.
7. Replace railing outside front door or provide a metal wedge from one level to another.
8. All light bulbs and light lenses will be installed and in good working order.
9. Any VCT tiles will be repaired if ripped.
10. Provide locked or tamper free covers for electric panels in boy's restroom if required by code.
11. Repair or replace front panel of drinking fountain.
12. Replace any handles on doors that were taken off.
13. Repair rust on second exit door and provide weather stripping.
14. Remove carpet in fire hallway.
15. Paint fire hallway.
16. Lower fire sprinkler heads in classrooms across the hallway.
17. Finish doorway opening into back hallway of main space.
18. Pay for lighting in the new space, including fixtures.
19. Allow Tenant to use the existing mall's trash container for all it's trash.

Signed for Identification of Exhibit "B"

For LANDLORD:

_____

For TENANT:

_____

Initials:
Landlord: _____
Tenant: _____

EXHIBIT "C"

Tenant's Pro-rata Share shall be estimated as follows:

Signed for Identification of Exhibit C

_____
For LANDLORD

_____
For TENANT

Initials:
Landlord: _____
Tenant: _____

RIDER

Landlord and Tenant agree that, if any provision on this rider conflicts with any item in the lease or its exhibits, that the provisions of the rider will govern:

Initials:
Landlord: _____
Tenant: _____

TEMPORARY MODULAR SCHOOL PLAN

MODULAR SCHOOL. Williams Scotsman of Nampa Idaho has extensive experience providing modular classrooms for other charter schools in Idaho. They have given a proposal to Summit to lease 10 modular classrooms for a 24 month term. The facilities total 14,400 sq ft of building space. Williams Scotsman's cost estimates include delivery, setup, skirting, ramps, and stairs. The proposed location for the modulars will be at 2055 Garrett Way, Pocatello, Idaho, on a 2 acre parcel of land. The Landlord, is the Garrett Business Park. They will provide the land and site work including fire lines, extending the water, sewer, and power to the modular buildings. Summit has a letter of intent (LOI) from The Garrett Business Park, who will provide the land and facilitate the set up and operation of the the modular school.

DOCUMENTATION OF AVAILABILITY. These modular units are produced as a commodity and are available on an ongoing basis.

RENOVATIONS, AND IMPROVEMENTS. The classroom units require connection to electricity. Additionally the bathrooms require connection to sewer and water. Some fencing will be required to provide for the playground area and parking.

LOCAL REQUIREMENTS. The land is contained within the Garrett Business Park of Pocatello. The Park is zoned as a Planned Unit Development (PUD) that currently allows schools within the PUD. A site plan will be provided to the city in order to obtain a temporary permit to place the units in the Business Park.

FACILITY DESCRIPTION AND CONFIGURATION. The modular classrooms are 30' long and 24' wide, or 720 sq ft each with two classrooms in each building. Initially Summit will require a minimum of 10 classrooms to begin the first year. (See drawing below) One of those classrooms will be converted to an administration office and one classroom will be converted to a boy's and girl's bathroom and faculty bathroom facility. Additional classrooms can be added during second year if needed.

OPERATIONS AND MAINTENANCE COSTS. The annual operations and maintenance costs for this facility are estimated as follows:

Electricity	$5,000
Water, sewer, garbage	$3,500
Property Insurance	$4,000
Custodial services	$12,000
Custodial supplies	$4,500
Building & Grounds Maintenance	$5,000
TOTAL OPERATIONS BUDGET	**$34,000**

COST. The gross monthly lease rate for 10 classrooms is estimated as follows:

8 class rooms	**$8,000**
Administration & Bathroom Bldg	**$2,800**

Total Lease per year estimated: **$129,600**

Total ANNUAL cost estimate including operations is $163,600

If this option needs to be mobilized, the Best Case, Most Likely Case, and Worse Case budgets have been evaluated to meet the ANNUAL cost listed. All three budgets will support this operation.

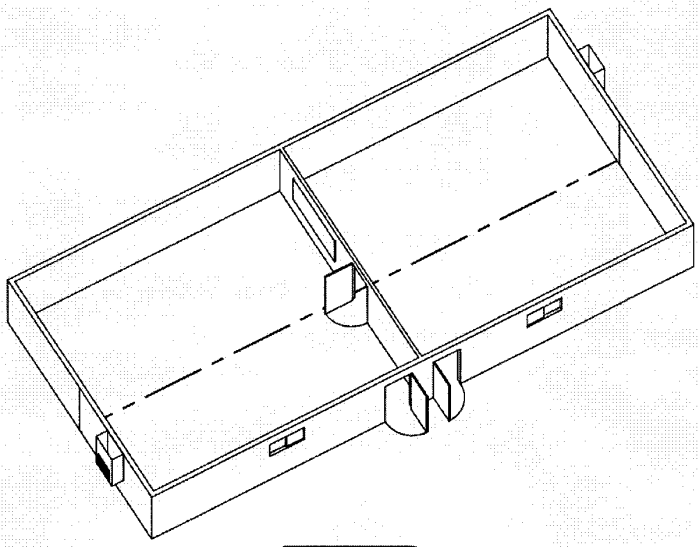
EXHIBIT SHOWING A TYPICAL 60' X 40' MODULAR WITH 2 ROOMS

SPACE BY WILLIAMS SCOTSMAN

8211 Town Center Drive
Baltimore, Maryland 21236-5997
800.782.1500
www.willscot.com

HCD_CL6424

CLASSROOM



DWN BY:	SERIAL#:	REP:	CAD FILE:
MRW			
SCALE:	**DWG #**	**DATE**	**REV#**
1/8"=1'	A-1	01-01-10	0

THE USE OF THIS DRAWING FOR ANY MEANS OTHER THAT INTENDED IS STRICTLY PROHIBITED WITHOUT THE PRIOR WRITTEN CONSENT OF AN AUTHORIZED WILLIAMS SCOTSMAN REPRESENTATIVE.
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GARRETT BUSINESS PARK
2055 GARRETT WAY
POCATELLO IDAHO

AUGUST 1, 2011

Summit Public Charter School
Pocatello, ID 83201

RE: 2055 Garrett Way, Pocatello, ID

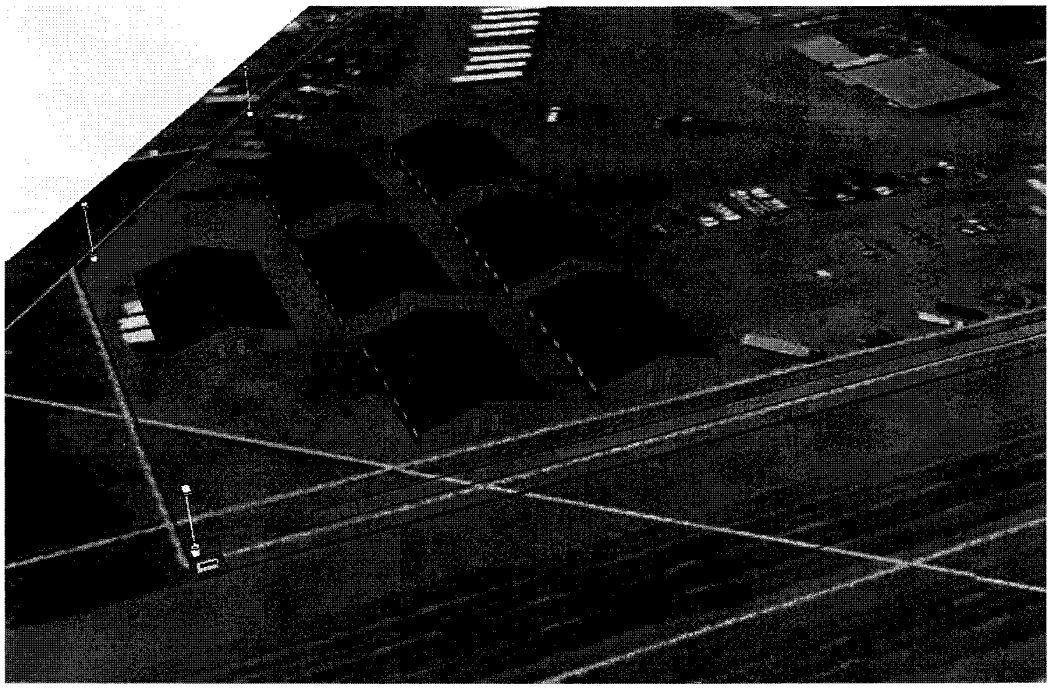
Dear Summit Board,

This Letter of Intent outlines the basic terms under which Rosevelt School LLC., or its assignee ("Lessor") is prepared to offer to Summit Public Charter School ("Lessee") for property located at 240 E. Maple, Pocatello, Idaho and to commence negotiations on a mutually-acceptable Lease Agreement ("Lease") for the Property, the initial draft of which Lease will be prepared by Seller's counsel, including the following terms:

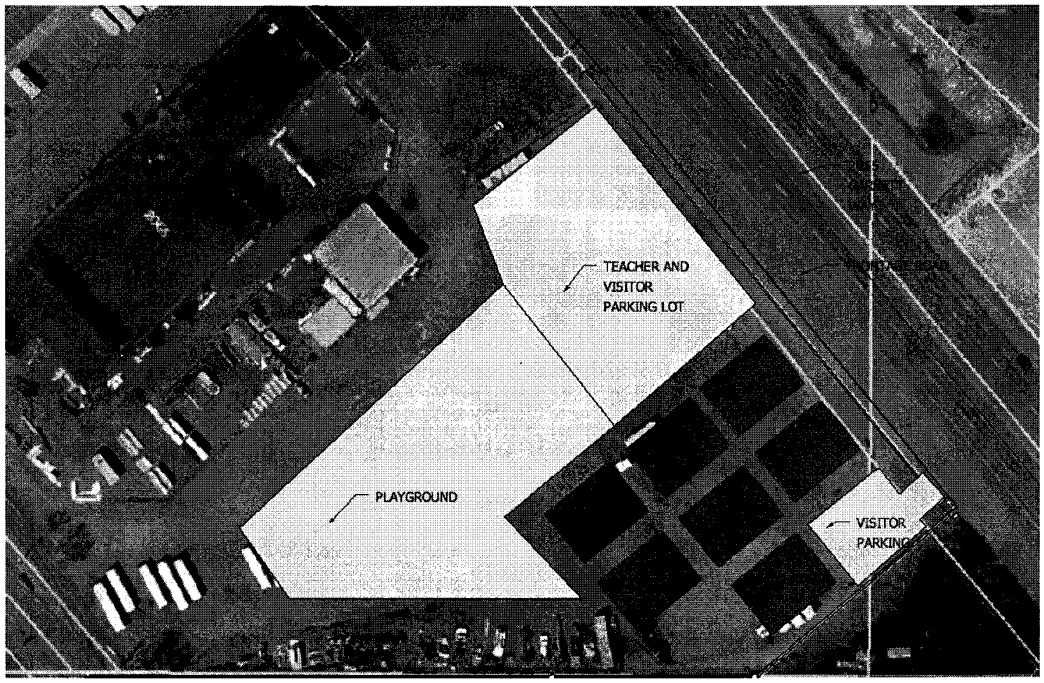
1. Property Description: 2 acres of bare ground in the Garrett Business Park, fenced.
2. Lease Price: $2,000.00 per month, 3N.
3. Term: 2 years
4. Commencement date: September 1, 2012
5. Improvements: Lessor will obtain building permit for a temporary occupancy, and will provide water, sewer, and power access to 5 modular buildings.
6. Documents: Lessor will prepare a draft Lease for review by Lessee and its counsel.

If the foregoing is acceptable, please evidence your acceptance by executing a copy of this letter and returning it to us by facsimile transmission or overnight delivery by 5:00 PM on October 31, 2011. We are looking forward to working with you to successfully complete this transaction.

Sincerely,	**Accepted and Agreed to:**
Lessor: Garrett Business Park	Lessee: Summit Public Charter School
By: Richard D Kirkham	By:_____
Its: Authorized Agent	Its:_____
Date: 8/11/2011	Date:_____



Concept layout for a modular school at 2055 Garrett Way



Concept 2055 Garrett Site Plan

THE CRE-ACT SCHOOL PLAN

THE CRE-ACT SCHOOL. The Cre-act School of Pocatello is a school facility that served the community for many years as a private Catholic school. Built in the 1930s, the school was sold by the School District many years ago to the Franciscan Sisters. The aging sisters have now retired and the school closed down about 2 years ago. The property is currently on the market for sale for $275,000. Summit has a letter of intent from a local developer who will purchase the building, renovate it and lease it back to Summit. (See attached LOI)

FACILITY DESCRIPTION AND CONFIGURATION. The 3-story building is 20,154 sq ft, has 11 classrooms, and sits on slightly less that one acre of ground. While the school lacks adequate parking, administration, multipurpose, and kitchen facilities it remains a viable backup plan. This school would work well as a start up solution while a suitable long-term school facility solution is worked out.

DOCUMENTATION OF AVAILABILITY. The property is currently listed an available on the open market. No attempt has been made to bind the property on contingency at this time. Summit has a signed letter of intent from a developer who will make the improvements necessary for occupancy and lease the facility to Summit.

RENOVATIONS, AND IMPROVEMENTS. While the school is usable and was recently occupied, some improvements are needed in order to bring it up a reasonable standard as a charter school facility. The minimum renovations would require painting of the classrooms, addressing some water damage issues, and conducting a thorough code/life/ safety review to determine what improvements are needed in order to start operations.

LOCAL REQUIREMENTS. This facility is an existing educational facility that is already permitted, zoned, and integrated into the community. No conditional use permits, utility installations, additional parking, or other known issues inhibit the immediate occupancy and continued use of this facility. Attached is a letter from the Zoning Commission showing this location as being permitted outright in this zone district. (See attached zoning letter)

OPERATIONS AND MAINTENANCE COSTS. The operations and maintenance costs for this facility should be similar to those reported by the Academy because the building is approximately the same square footage and age. Below are the budgeted amounts for 2011-2012 school year. Summit estimates that its maintenance and operations costs will be similar at this location:

Electricity	$7,000
Gas	$5,000
Water, sewer, garbage	$7,045
Property Insurance	$6,123
Custodial services	$15,000
Custodial supplies	$4,037

TOTAL OPERATIONS BUDGET $44,205

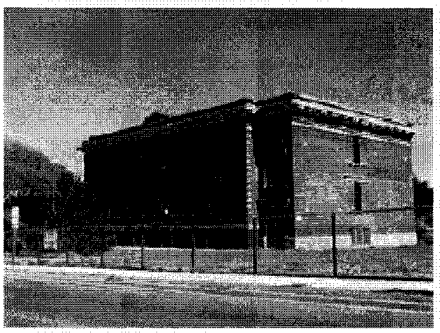
LEASE COST. The lease rate for this facility is $5.50 per square foot or $5,200 per month. The proposed lease term is five years with an option to renew for an additional five years to purchase the facility. The annual lease rate is $62,400.

Total ANNUAL cost estimate including operations is $106,605

If this option needs to be mobilized, the Best Case, Most Likely Case, and Worse Case budgets have been evaluated to meet the ANNUAL cost listed.

If this option is mobilized, adjustments will be made from the net operating income from the Best, Most Likely, or Worst Case Budgets to offset costs of operations as listed above.

CLIENT HANDOUT



Type: Real Estate Only
Area: South Pocatello
Asking Price: $275,000
Address: 526 S Grant
City: Pocatello

MLS #: 538849
Status: ACTIVE
County: Bannock
State: ID
Zip:

Primary Heat Type: Forced Air
Primary Heat Source: Gas
A/C Type: Window/Wall ...
 # Parking Spaces: 30

Prepared Courtesy of:
Jason Christensen - Cell: (208) 851-1616
ReMax Country R E Inc

General

Year Built: 1960
Effective Age: 30
Builder:
Total Sqft: 20,154
Above Grade Sqft: 20,154
Below Grade Sqft: 0
% of Bsmnt Fi
# of Buildings: 1
# of Stories: 3
# of Offices: 11
# of Bathroon
Overhead Doors: No
# of Overhead Doors:
Ceiling Height: 10
Door Height:
Average Electric:
Average Non-Elect. Heat:
Average WSG:
Separate Utilit

Taxes: 0
Tax Year:
Real Property Taxes:
Personal Prop
Building/Business Name: CreAct School Building
Monthly Rent:
Rent per SQFT:
Rent/SQFT/Year:
Annual Gross Income:
Annual Insurance:
Cap Rate:
Net Operating Income:
Other Expenses:
Approx. Acres: 0.96
Lot Dimensions: 300x140
Parcel #: RPPOC386200
Legal Description: Lots 11-20 Block 537
Subdivision: Pocatello Towns
Directions: Benton West to Grant (Corner of Benton/Grant)
Property Exclusions:

Features

ZONING-CITY	**Residential**	CONSTRUCTION STATUS	**Existing**	TERMS	**Ca**
CURRENT USE	**Other**	FOUNDATION	**Concrete**		**Tra**
PRIOR USE	**Other**	BASEMENT/SUBSTRUCTURE	**Full Basement**	EXTRAS	**Re**
POSSIBLE USE	**Other**	PRIMARY ROOF	**Other**	TOPOGRAPHY/SETTING	**Co**
CONSTRUCTION	**Brick**	EXTERIOR-FINISH	**Brick**	ASSOCIATION FEE INCLUDES	**No**
		EXTERIOR-ACCENT	**Brick**	ELECTRIC TYPE	**20**
		LANDSCAPING	**None**	OWNER PAYS	**Ot**
		DOMESTIC WATER	**City/Public Water**	ELECTRICITY PROVIDED BY	**Id**
				SEWER TYPE	**Cit**
				LOCATION	**Lo**
				TENANT PAYS	**Ot**
				SUBMIT TO INTERNET	**Ye**

Remarks

Excellent condition for Age of Building. Well maintained. Was former CreAct School. Music Studio, Playground, Kitchen Area, Lunchroom, 8-10 Classrooms. Plus Office Areas. Roof is in good repair - Has been replaced. $195,000 price reduction on May 19. Very motivated selle

LETTER OF INTENT FOR CRE-ACT SCHOOL

August 1, 2011
To: Summit Public Charter School
Pocatello, ID 83201

RE: 526 E. Grant, Pocatello, ID

Dear Summit Board:

This Letter of Intent outlines the basic terms under which Dale's Inc., or its assignee ("Lessor") is prepared to offer to Summit Public Charter School ("Lessee") for property located at 526 E. Grant, Pocatello, Idaho and to commence negotiations on a mutually-acceptable Lease Agreement ("Lease") for the Property, the initial draft of which Lease will be prepared by Lessor, including the following general terms:

1. Property Description: 20,154 sf of building and .75 acres of land
2. Lease Price: $5,200 per month, 3N.
3. Term: 5 Year lease with a 5 year renewal option to own.
4. Commencement date: September 1, 2012
5. Contingency: This Lease is contingent upon the Lessee successfully securing a Charter from the State of Idaho to begin school operations in August of 2012. The Lease may be cancelled if the Lessee is not granted a contract for that opening date.
6. Improvements: Prior to occupancy Landlord will provide a third party code/life/safety review and study of the building by a mutually-acceptable licensed architect and will address all code issues, recarpet and repaint the entire building prior to occupancy.
7. Documents: Lessor will prepare a draft Lease for review by Lessee and its counsel.

If the foregoing is acceptable, please evidence your acceptance by executing a copy of this letter and returning it to us by facsimile transmission or overnight delivery by 5:00 PM on August 1, 2011. We are looking forward to working with you to successfully complete this transaction.

Sincerely,

Lessor: Roosevelt School LLC

Richard D Kirkham

By: Richard D. Kirkham
Managing Partner

Date: 8/1/2011

Accepted and Agreed to:

Lessee: Summit Public Charter School

By:_____
Authorized Representative

Date:_____

THE ROOSEVELT CENTER PLAN

THE ROOSEVELT CENTER. This is an existing 12-classroom school known as the Roosevelt Center. This classic grade school building is a proven facility that currently houses the Academy Charter School. The School building is owned by Roosevelt LLC and is managed by Dale's Commercial Real Estate Services, a local real estate company based in Pocatello. This company has extensive commercial leasing experience and expertise that spans over 50 years in the Pocatello market. Former clients include the Pocatello Community Charter School, The Academy Charter School, and School District 25, among many others.

IMPORTANT NOTE.

The Board of Directors of Summit Charter School is currently in negotiation with Dales, Inc. regarding leasing the Roosevelt Center at some point in the future. This facilities option is still included in this petition to demonstrate to the authorizer that the Board of Directors is committed to forward thinking. While no lease has been drafted, The Board of Directors desires to keep The Roosevelt option available in several years. With the uncertainty of The Academy and its need for the Roosevelt facility for an undetermined number of years, The Board is still in negotiation of what the proposal for Roosevelt would like. Further, The current version of the Westwood Lease calls for 7 years of tenancy. Negotiations for the WW lease are still in session, but are reaching a conclusion.

The following are examples of items being discussed:

Summit Public Charter School now enters into a binding lease contract with Roosevelt School LLC., in which both parties agree to the following terms and conditions set forth herein.

Summit Public Charter School agrees to occupy the property located at 240 E. Maple, Pocatello, Idaho when the Academy at Roosevelt Charter School vacates the premise.

Under this proposal Summit Public Charter School will pay a monthly triple net lease rate of $11,000 for 10 years to the Roosevelt School, LLC.

Lessor agrees as of the signing of this contract to extend a line of credit to the Summit Public Charter School in the amount of $50,000 at an annual interest rate of 10% for a term of **5 years***.

Lessor also agrees to give Summit Public Charter School exclusive rights to occupy 240

E. Maple when the Academy at Roosevelt Charter School vacates the premise for a term of_____.

*Calculating the interest payable to Roosevelt School LLC.: Any outstanding balance of the $50,000 line of credit accrues interest at a daily rate of 0.000278 or .0278%. For example if $20,000 is outstanding for 60 days interest accrued would equal [$20,000 x (60 days x 0.000278)] $333.60.

This Letter of Intent outlines the basic terms under which Roosevelt School LLC., or its assignee ("Lessor") is prepared to offer to Summit Public Charter School ("Lessee") for property located at 240 E. Maple, Pocatello, Idaho and to commence negotiations on a mutually-acceptable Lease Agreement ("Lease") for the Property, the initial draft of which Lease will be prepared by Seller's counsel, including the following terms:

1. Property Description: 19,074 sf of building and 2.14 acres of land
2. Lease Price: $11,000.00 per month, 3N.
3. Term: TBA
4. Commencement date: Undetermined at this time
5. Improvements: Landlord will re-carpet and repaint the entire building prior to occupancy.
6. Documents: Lessor will prepare a draft Letter of Intent for review by Lessee and its counsel.

FACILITY DESCRIPTION AND CONFIGURATION. Originally built in the 1930s, the Roosevelt Center has been renovated and enlarged considerably since that time. Administration, gymnasium, and library areas were added in the 1960s. The electrical service to and throughout the building and property has been updated in the mid 1970s and is in excellent condition. The central boiler system was replaced in 2005 with roof top HVAC units and the building is now completely air conditioned. New efficient windows replaced single plane windows in 2005. The roof is a membrane PVC vinyl roof and is 20 years old. New high efficient lighting fixtures were installed in 2007. The Roosevelt Building, in its current configuration, provides the following amenities:

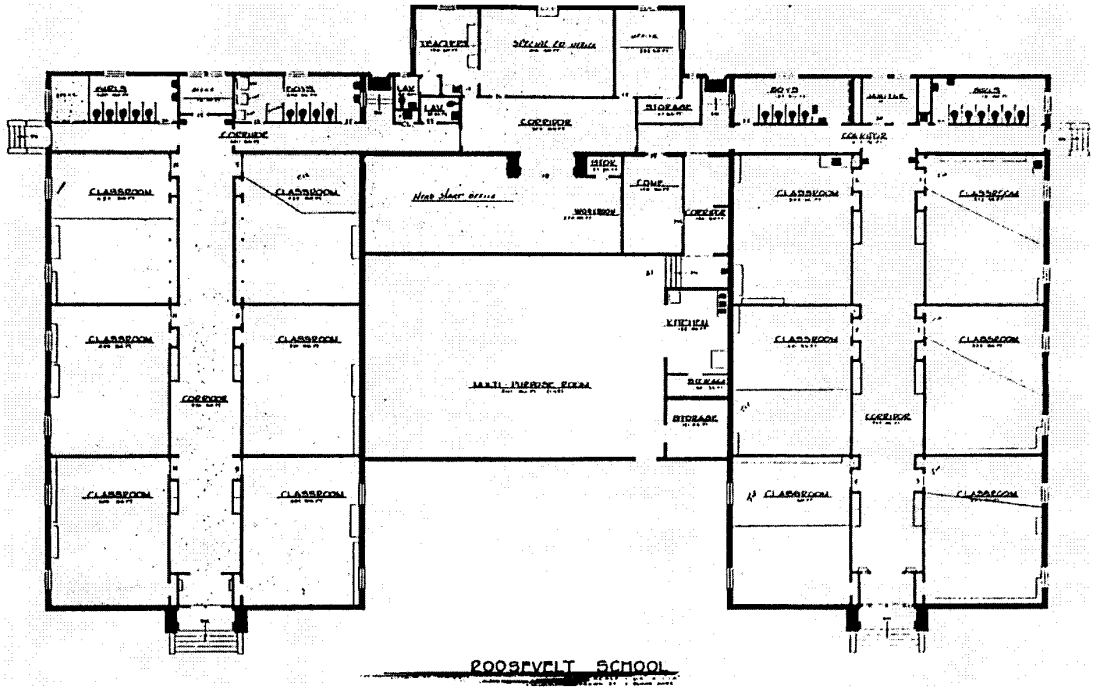
Administrative offices
1 reception/business office
1 Special Education office/student workroom
1 office for Title I Coordinator/Reading Coach
1 teacher workroom (duplication machines, storage of paper, etc.)
1 fully functioning library
1 gymnasium/multipurpose room including a cafeteria

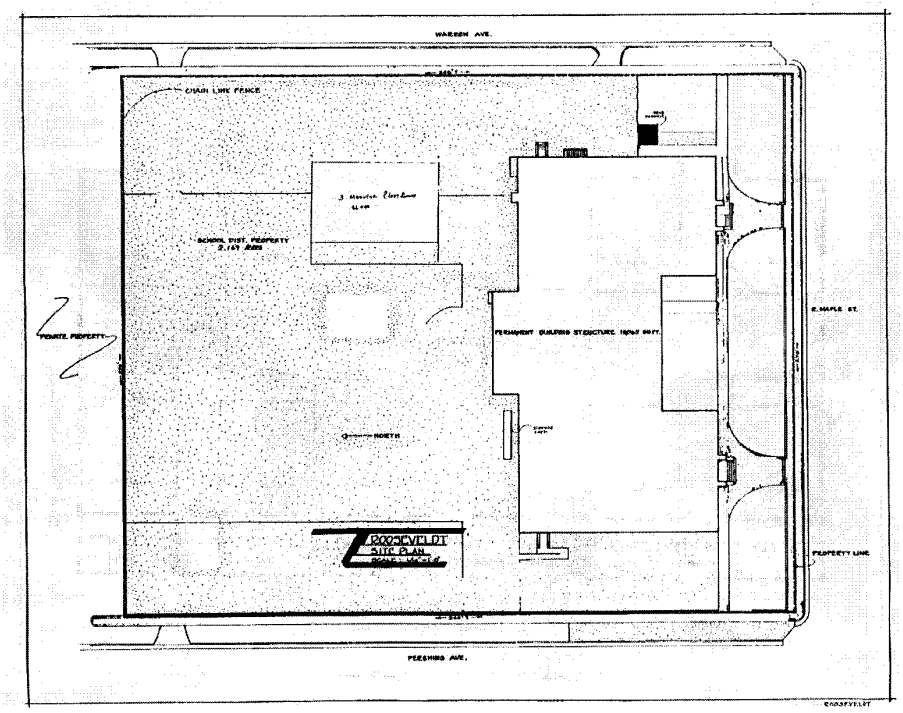
1 warming and serving kitchen
1 classroom per grade level, kindergarten through eighth grades
Storage cubbies for each student, K-8,
1 large science lab
1 large music room
1 large computer lab room
2 boy's bathrooms and 2 girl's bathrooms
2 staff bathrooms
25,000 sf ft playground area with fun playground slide system
30-space off street parking for staff and visitors
1 small room used for speech and other therapy

PROPOSED OPTIONS, RENOVATIONS, AND IMPROVEMENTS. The school is currently occupied by another charter school and is ready to use. The building requires no major additions or renovations to address life and safety issues. The facility is well maintained and ready to go. The building owner will re-carpet all the carpeted areas of the building and repaint the building throughout. Under this lease option, A tenant will continue to pay for its own utilities, insurance, and general maintenance while the building owner will provide all roof and structural maintenance.

LOCAL REQUIREMENTS. This facility is an existing, functioning, operational educational facility that is already permitted, zoned, and integrated into the community. No conditional use permits, utility installations, additional parking, or other known issues inhibit the immediate occupancy and continued use of this facility. Attached is a letter from the Zoning Commission showing this location as being permitted outright in this zone district. (See Attached Zoning Letter)

EXHIBIT - FLOOR PLAN AND SITE PLAN FOR ROOSEVELT SCHOOL





ZONING LETTER

Pocatello
A MUNICIPAL CORPORATION OF IDAHO

PLANNING & DEVELOPMENT SERVICES

911 North 7th Avenue – P.O. Box 4169, Pocatello, Idaho 83205-4169 • 208-234-6184

Rich Kirkham
P.O. Box 4026
Pocatello, ID 83201

September 1, 2011

Re: Summit Public Charter School

Sear Mr. Kirkham:

The following information is being provided in response to your request for zoning and land use confirmation for operating a K-8 charter school at the four locations that you identified.

1. The Roosevelt School – 240 E. Maple: This property is zoned Residential Commercial Professional (RCP) and contains an existing school facility. Schools are permitted outright in this zone district.
2. The Bonneville School - 322 N 8th Ave.: This property is zoned Residential Commercial Professional (RCP) and contains an existing school facility. Schools are permitted outright in this zone district.
3. The Cre-act School - 526 S. Grant: This property is zoned Residential Medium Density Multi-family (RMM) and contains an existing school facility that was established prior to the adoption of the current zoning regulations and is considered a legal established use.
4. The Grace Lutheran School – 1250 Pershing: This property is zoned Residential Medium Density Single-family (RMS) and contains an existing day-care facility that was established with a conditional use permit. A K-8 school at this location would require a new conditional use permit.

Locating a charter school within any of the first three listed school facilities would not represent a change of use and would not require any land use permits or public hearings. A school located at the fourth location would require a conditional use permit and a public hearing. Any renovations of the existing facilities may require standard building permits for structural, electrical, plumbing or mechanical work. Building permits are reviewed and issued through the City Building Department.

Please feel free to contact the City Planning & Zoning Department if you need further information.

Sincerely,

Dave Foster

Dave Foster
Associate Planner

(EXAMPLE OF A) LETTER OF INTENT FOR ROOSEVELT SCHOOL

To: Summit Public Charter School
Pocatello, ID 83201

RE: 240 E Maple, Pocatello, ID

Dear Summit Board,

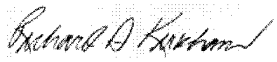
This Letter of Intent outlines the basic terms under which Rosevelt School LLC., or its assignee ("Lessor") is prepared to offer to Summit Public Charter School ("Lessee") for property located at 240 E. Maple, Pocatello, Idaho and to commence negotiations on a mutually-acceptable Lease Agreement ("Lease") for the Property, the initial draft of which Lease will be prepared by Seller's counsel, including the following terms:

7. Property Description: 19,074 sf of building and 2.14 acres of land
8. Lease Price: $11,000.00 per month, 3N.
9. Term: TBA
10. Commencement date:
11. Contingency: This Lease is contingent upon the Lessee successfully securing a Charter from the State of Idaho to begin school operations in August of 2012. The Lease may be cancelled if the Lessee is not granted a contract for that opening date.
12. Improvements: Landlord will re-carpet and repaint the entire building prior to occupancy.
13. Documents: Lessor will prepare a draft Lease for review by Lessee and its counsel.

If the foregoing is acceptable, please evidence your acceptance by executing a copy of this letter and returning it to us by facsimile transmission or overnight delivery by 5:00 PM on August 1, 2011. We are looking forward to working with you to successfully complete this transaction.

Sincerely,

Lessor: Roosevelt School LLC



By: Richard D. Kirkham

Its: Authorized Representative

Accepted and Agreed to:

Lessee: Summit Public Charter School

By:_____

Its:_____

Date:_____

APPENDIX T

STRATEGIC BOARD GOVERNANCE

GOAL STATEMENT: The Directors will receive thorough/continuous training scaffolding them to remain fiscally responsible as they focus on strategically insulating student learning and student character as their mission.

Phase 1

- **Name:** Research the Top Consultants and Sources for Charter Board Governance and Determine the Best Fit: Liz Kilpack, ISBA
- **Deadline:** April, 2011-July 31, 2011

Phase 2

- **Name:** Enter 12 Month Contract with the Idaho School Boards Association
- **Deadline:** Upon Authorization of the Charter and within 1 Month After

Phase 3

- **Name:** Individuals Appointed as Board Members will Attend **all** Trainings Provided by the ISBA and Supplemental Training
- **Deadline:** Upon Authorization of the Charter for 12 Months

TIMELINE: Approval → 12 Months After

FISCAL MANAGEMENT

GOAL STATEMENT: Summit Charter School will practice sound, transparent, solvent financial practices in its pre-opening stage.

Phase 1

- **Name:** Approve Process for Management of all Revenue
- **Deadline:** July 31, 2011

Phase 2

- **Name:** Receive training from Board Clerk of The Academy
- **Deadline:** August 31, 2011

Phase 3

- **Name:** Manage Budgets of Board Sub-Committees
- **Deadline:** August 31,2011

TIMELINE: May 2011 → August 31, 2011

ENROLLMENT

GOAL STATEMENT: Summit Charter School will, by August 2012, obtain and maintain through a waiting list an enrollment of 285 students for grades K-8th.

Phase 1

- **Name:** Make all Necessary Preparations for Waiting List Applicants from the March, 2012 Lottery of the Academy
- **Deadline:** September 1, 2011- March 25, 2012

Phase 2

- **Name:** Hold Public Lottery for Enrollment using remaining Academy list and current Summit List
- **Deadline:** March 30, 2011

Phase 3

- Name: Following marketing Plan for filling all remaining seat after the Initial Summit Enrollment Finalized
- **Deadline:** April 1, 2011-June 30, 2012

TIMELINE: Sept. 2011 → June 30, 2012

FACILITIES

GOAL STATEMENT: Summit Charter School will, by August 2012, obtain a facility and equipment which adequately meet the financial and programmatic needs of the school.

Phase 1

- **Name:** Develop Detailed and Solvent Plan A and Plan B Scenerios
- **Deadline:** April 1, 2011-July 31, 2011

Phase 2

- **Name:** Obtaining Full Leasing and Letter of Intent Documentation for Plans
- **Deadline:** August, 2011

Phase 3

- **Name:** Execute Planning for any Upgrading, Remodeling, and/or other Preparations for Housing the Summit Charter Program
- **Deadline:** July, 2012

TIMELINE: April 2011 → July, 2012

FUNDRAISING

GOAL STATEMENT 1: Summit Charter School will have $500,000 by the Summer of 2012 to offset and/or reimburse for costs of "start up."

Phase 1

- **Name:** Obtain the Alberstons Grant of $250,000
- **Deadline:** September 30, 2011

Phase 2

- **Name:** Raise an additional $150,000 to Serve as "Reserve" *Though* Opening
- **Deadline:** July 31, 2011-July 31, 2012

Phase 3

- **Name:** Retain $100,000 for Reserve and Expenses related to the Opening of the School August 1-September 30, 2012
- **Deadline:** August 1, 2012

TIMELINE: May 2011 → August 1, 2012

FUNDRAISING

GOAL STATEMENT 2: Summit Charter School will raise an additional $100,000 by June 30, 2013 to reimburse the G.O. Budget for the 2012-2013 school year. These are separate dollars than Goal Statement 1.

Phase 1

- **Name:** Track 1 of $33, 333 through established FR Sources and Events
- **Deadline:** August 1, 2012- November 15, 2012

Phase 2

- **Name:** Track 2 of $33, 333 through established FR Sources and Events
- **Deadline:** November 16, 2012-January 31, 2013

Phase 3

- **Name:** Track 3 of $33, 333 through established FR Sources and Events
- **Deadline:** February 1, 2013- May 31, 2013

TIMELINE: Aug. 1, 2012 → **May 31, 2013**

MARKETING AND PUBLIC RELATIONS

GOAL STATEMENT: Summit Charter School will educate the community on the advantages and roles of its program and fill all available seats in preparation for August 2012.

Phase 1

- **Name:** Participate in the annual events of the community including Family Fun Day and Chubbuck Days with the goal of receiving 300 additional surveys
- **Deadline:** June, 2011-August 31, 2011

Phase 2

- **Name:** Particatate in community events, obtain **5** spots on Radio and News Stations, obtain a large Roadside Billboard, and hold the next Open House
- **Deadline:** September 1-December 31, 2011

Phase 3

- **Name:** Attend the 4 day Spring Fair in March, obtain 2 News Station stories discussing the opening of the school and enrollment, and hold **2** remaing Open Houses
- **Deadline:** January 1, 2013- May 31, 2012

TIMELINE: June 2011 → May 31, 2012

HUMAN RESOURCES

GOAL STATEMENT: Summit Charter School will, by April 30, 2012, secure a qualified administrative, instructional, and support staff, prepared to meet the requirements of the program defined in the charter.

Phase 1

- **Name:** Finalize all Staffing Needs and Job Descriptions
- **Deadline:** October 31, 2011

Phase 2

- **Name:** Open Search and Market for Positions
- **Deadline:** November 1, 2011-March 31, 2011

Phase 3

- **Name:** Interviews Completed and Contracts Dispersed
- **Deadline:** April 1, 2012-April 30, 2012

TIMELINE: Oct. 31, 2011 → April 30, 2012

PROGRAMMATIC DEVELOPMENT

GOAL STATEMENT: Summit Charter School will execute the programmatic goals of its charter, namely curriculum, culture, and instructional fidelity.

Phase 1

- **Name:** Research and Development with The Academy
- **Deadline:** September 2011-December 2011

Phase 2

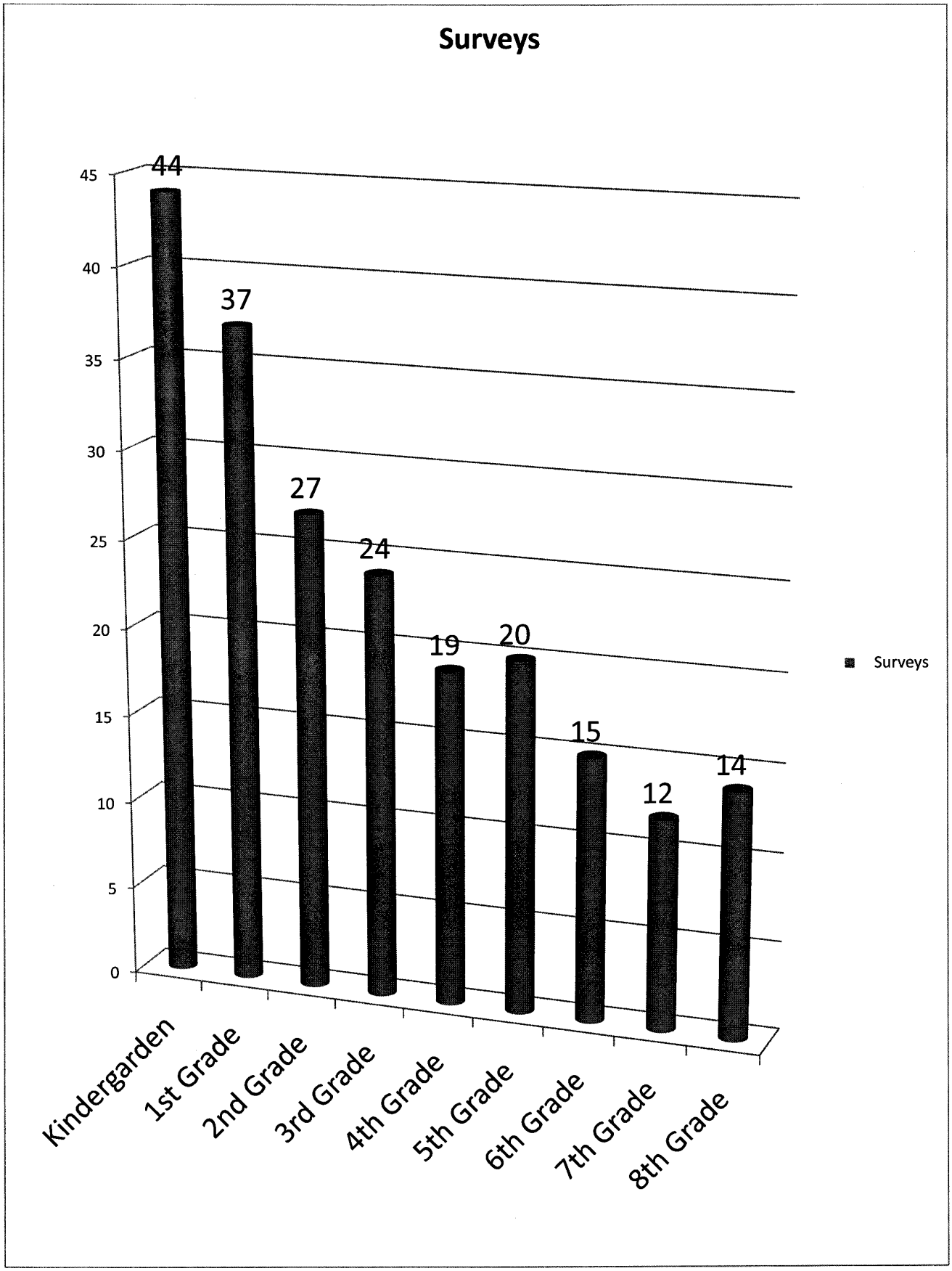
- **Name:** Design of New Teacher Mentoring Program and Modules
- **Deadline:** December 1, 2011-April 1, 2012

Phase 3

- **Name:** Execute Training Modules for New Teachers
- **Deadline:** May 1 2012-August 15, 2012

TIMELINE: May 2011 → August 15, 2012

Appendix U


Surveys
45
40
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Kindergarden
1st Grade
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4th Grade
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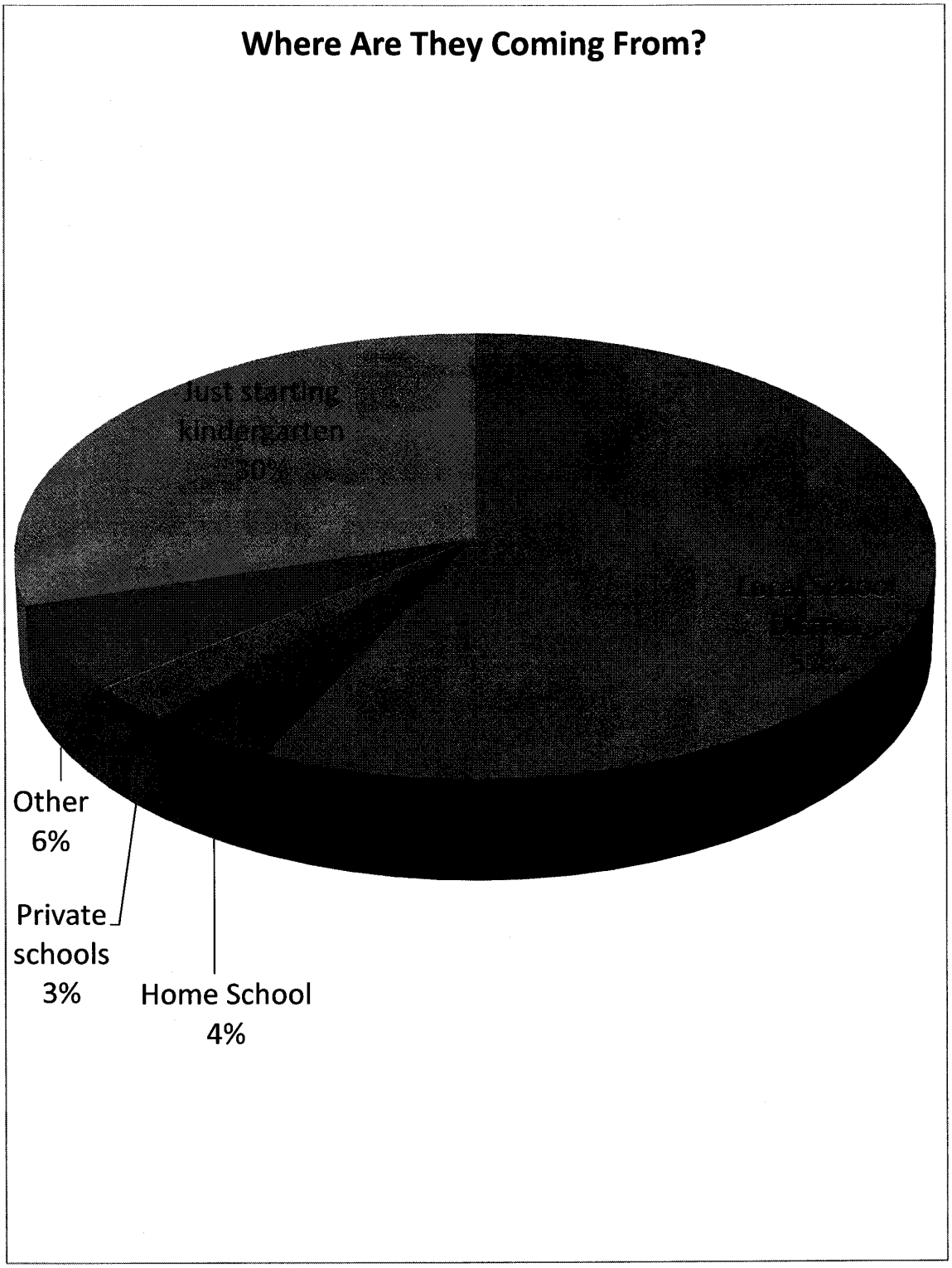
6th Grade
7th Grade
8th Grade
Surveys


Where Are They Coming From?
Just starting kindergarten 30%
Other 6%
Private schools 3%
Home School 4%

Appendix V

Friday, August 05, 2011

ATTN: Letter of Intent to Provide Program Mentorship to Summit Charter School

This letter serves as evidence that The Academy at Roosevelt Center will provide needed mentoring and professional development services to Summit Charter School. Said services are contingent upon the authorization of Summit Charter School

Under the Direction of the principals of The Academy and Summit Charter School, **15 Months** of direct mentorship from classroom teachers will be provided in regards to:

- Implementing the school model of culture and instruction
- Instructional technique
- Curriculum implementation
- Classroom management
- Training on using the Education Assistant most effectively
- Data-driven collaboration
- All other items related as decided upon by the principal and staff of the Academy, and the principal and staff of Summit Charter School.

This letter of intent will be replaced by a legally binding service contract upon authorization of Summit Charter School by the Idaho Public Charter School Commission.

The contract will include provisions for the price required of Summit Charter School and how financial obligations shall be settled.

Joel Lovstedt
Principal
The Academy at Roosevelt Center

Jonathan Braack, M. Ed
Chairman
Board of Directors
Summit Charter School

APPENDIX W

Idaho State Journal

Attn: Suzie Tubbs
232-4780 233-1642 fax
stubbs@journalnet.com

Please run the following public announcement in the Legal Notice section of the Idaho State Journal.

Run Dates: TBA

Total Cost: ISJ will call with a quote

Public Notice:

Summit Public Charter School, located at _____, in Pocatello, Idaho, will hold a "public lottery" drawing for the 2012-13 school year at 9:00 a.m. on Friday, March 23, 2012.

Applications for the 2012-2013 school year will be accepted Monday, January 1, 2012, through Friday, March 9, 2012

Student lottery applications for grades K-8 will be accepted via online submission or a written application delivered/mailed to the school. Students currently enrolled need not re-apply, however new applications must be submitted annually. Again, the application deadline is Friday, March 9, 2012. Visit our website at www.gosummit.org for applications, online submission, and information regarding the program of Summit Public Charter School. Please call 220-7371 to schedule a tour or obtain more information.

Summit Public Charter School accepts all students, regardless of their race, color, national or ethnic origin, religion, gender, social status or special needs.

APPENDIX X

Open House

December 6, 2011

We are holding an open house on December 6, 2011 at the Academy at Roosevelt Center from 3:30 pm -5:30 pm.

We will have a greeter at the entrance to welcome, and direct our guests. Our guests will receive an information packet which will include an interest survey, application to the Academy (our sister school), contact information sheet, and the Mission, Vision, and Philosophy statements of Summit Public Charter School. We will have teachers, The Vice-Principal, and 2 "Academy Families" available to visit with, and answer questions. In addition, we will have a movie playing that teaches about Summit Public Charter School. For our school aged guests, we will have a "T-Shirt Decorating Contest", and the winner will receive a prize. All T-Shirts will be required to feature "Summit Public Charter School" on them, and the winning shirt will be reproduced, and available to purchase.

As a committee, we are implementing several marketing strategies.

1. News paper
   - Our event will be on the community calendar
   - Press release
   - Purchased advertisement
   - "Write up" on the school in the Idaho State Journal, prior to the open house
   - Invite journalists to cover our event
2. News
   - Community calendar
   - Press release/story covering Summit and the progress we have made in the process
   - Invite local news to attend our event
3. Facebook
   - Post information on our walls
   - Have a prize/drawing for those that "like" our page
4. Web Site
   - Post open house details on the website
5. Posters
   - Our committee will hang posters all around town, focusing on locations that reach out to our demographic.

6. Invitations
   - We will mail invitations to all our current contacts
   - Each committee member, founder, and board member (18) will give out at least 20 invitations to families we personally know, which have 5th-7th graders in the household.

Our target group for this open house will be 5th-7th graders, and their families, because those grades seem to be the more difficult grades to fill.

Our goal for attendance is to have 300 guests, and to receive 100 new applications.

We are looking forward to our Open House, and making it a success.

Sincerely,

Susan Hall
Open House Coordinator
Board of Directors
208-339-1411
779 Fir St.
Pocatello, ID

APPENDIX Y

Board of Directors
Summit Public Charter School
4739 Kimmi Court
Chubbuck, Idaho 83202

Commissioners
Public Charter School Commission
PO Box 83720
Boise, ID 83720-0037

Attn: Introduction and Narrative of the Board of Directors

Commissioners:

This letter serves as an introduction and narrative of the Board of Directors of Summit Public Charter School. We hope this letter provides valuable and necessary information regarding our expertise, competencies, and regarding the actions we have taken since the formation of the Board.

The Board of Directors was formed in October, 2010. We have labored diligently through the Sufficiency Review process, the process of petitioning Pocatello/Chubbuck School District #25, and the process of evaluation by the staff of the Public Charter School Commission. As intensive as this process has been, we unanimously feel that each step, each review, and each set of findings and comments have strengthened the breadth and depth of our charter proposal. Further, with the exception of several isolated occasions, the Board has met in a regular public meeting **every two weeks** since October, 2010. Our knowledge of Board decision making and strategic planning has been magnified by each of these regular and consistent meetings. Two members of this Board attended the Idaho Charter School Network Annual Conference in June, 2011. The sessions attended related directly to charter board governance. Our commitment to receiving formal board training solidified due to attendance of these workshops and trainings, as did some of our processes and decision making.

During April, 2011, the Board designed, revised, and sanctioned nine strategic goals to begin in May, 2011 and end in August, 2012. The members of the board saw the necessity and effectiveness of using sound strategic planning to drive the efforts, progress, and goals needed in order for the charter to be approved, and to successfully start and open the school. The goals statements, with their phases, activities, and timelines can be viewed as Appendix T of the charter petition. To help execute the goals, and provide results, the board has made use of committees comprised of founders, with each committee supervised by a board member.

The Directors names, expertise, and contributions to the Board are as follows:

Heath Mitchell

Expertise: Assistant Vice-President, Zions Bank, Old Town Branch, Pocatello, Idaho

Contributions to the Board: Heath has served on the Board since October, 2010, and has helped in the creation, and consistent refinement of the pro-forma budgets for the last 12 months; he has become an expert with the budget formula templates provided by the SDE; his expertise in finance and fiscal responsibility often translates to fiscal conservatism, training on the balancing of budgets, and tools for remaining fiscally solvent; further, Heath is a skilled decision maker, and his decisions reflect process-based,

forward thinking; in addition, Heath has 3 children who will benefit from the programs of Summit Public Charter School

Greg Smith

Expertise: Financial Advisor, Ameriprise Financial, Pocatello, Idaho

Contributions to the Board: Greg has served on various governing boards of other organizations and offers consistent wisdom to our group; Greg, among his contributions to Summit, supervises the fundraising efforts of the Board, and recently brokered a charitable contribution of $20,000 to the start-up costs of Summit, and said funds will be delivered upon authorization of the charter; further, Greg has overseen the execution of several marketing events for Summit; Greg has grandchildren and great grandchildren who will benefit from the programs of Summit Public Charter School

Rich Kirkham

Expertise: Successful entrepreneur, business owner, commercial property owner, and business strategist; One of the original founders and founding board members of The Academy at Roosevelt Center

Contributions to the Board: Rich has served on many Boards in his career, and currently serves on boards of other organizations in Pocatello and Chubbuck. Rich and his company have a long and respected history of business and property ownership as well as property management in this community; Rich has provided consistent counsel and insight about governing and running successful business operations including fiscal management, obtaining and maintaining facilities, and how to work with the costs of operating facilities; as an original founder of The Academy, Rich is vocal about his passion for the vision and mission of Summit Public Charter School

Susan Hall

Expertise: Local Business Owner; Marketing and Public Relations Expert

Contributions to the Board: Susan is the newest member of our executive Board, but has served as a founder and committee member for much of this calendar year; Susan has helped design, organize, and execute several of our marketing efforts and events around the community over the course of 2011; as a mother of young children, Susan has a good sense of the community and what parents want for innovative choice in the community; she is currently overseeing the organizing, marketing, and execution of our second public open house; as a collaborator and decision maker on the board, she is conservative in her thinking, and offers perspectives which are unique and needed; she has three children who will benefit from the programs of Summit Public Charter School

Heather Lorimer

Expertise: Previous Local Business Owner, 5 year employee of The Academy at Roosevelt Center, Parent of children at The Academy

Contributions to the Board: Heather has served on the Board since October, 2010; as board secretary, she has been behind many of the communications, activities, events, and meetings of the Board and founders over the last 14 months; Heather is a passionate parent who has witnessed, first hand, the effects of a charter school because of her children's' success; She has helped with virtually every event and effort we have made to further the Summit project; Heather offers process-based decision making in our discussions and decisions, and often offers very intentional perspectives of multiple stakeholder groups

Jonathan Braack, Chairman

Expertise: School Principal, Teacher, Public Education Trainer and Consultant

Contributions to the Board: Jonathan has served on the Board since October, 2010, and has served as Chairman of the Board since February, 2011; Jonathan, with the insight and assistance of the other board members, has written much of the proposed charter; as a public school principal, and as the Vice-Principal

of The Academy, Jonathan has provided his insight, knowledge, and training toward research-based best practices in public education; he has consistently pushed for governance training, and will serve as a consultant to and advisor to the Board from January, 2012 through August, 2012

The following provides a brief timeline of next steps upon approval of the charter petition on December 15:

- January, 2012-January 2013: Formal Board Governance Training from Liz Kilpack, Trainer for the Idaho School Boards Association
- Execution of Phases 2 and 3 of each of the nine strategic goals for opening the school
- Continued fundraising targeting the costs associated with "start-up"
- Continued Marketing for seats including the use of Media and a 3 day booth at the Annual Spring Fair, which consistently brings over 25,000+ people over three days; the booth will be used specifically to educate about the school, and help fill remaining open seats, K-8th, after the March lottery
- Employ a start-up director to oversee and execute all arrangements for the opening of the school

We thank you for taking the time to read this narrative. We feel it is necessary to provide this information so you will see we are a sound-minded, strategic group, looking forward to providing the next innovative choice in education in the Pocatello community.

With Regards,

Heath Mitchell

Greg Smith

Rich Kirkham

Susan Hall

Heather Lorimer

Jonathan Braack, M.Ed

APPENDIX Z

ACADEMY PARENT SURVEY RESULTS

*Parents: This survey will be solicited at the end of each trimester. It will be used as part of teacher, and administrator evaluations and to improve our school program. Because of its potential impact on employment, anonymous surveys will **not** be considered. Only one survey per family is necessary, although any other adult members of the Academy community may also complete a survey.*

Name of Parent/Guardian filling out survey: _____ **Date:** 1st Trimester (11/11)

Parents/Homework

	Zero	1-3	4-8	9+
In the last 3 months, approximately how many hours have you volunteered at the school or at school functions?	25	18	27	39

	Yes	No
Our home has a dedicated "homework spot" where distractions such as TV or music are minimized.	98	11

How much time does your child *read*, at home, during an average weekday?

Grade	< 20 min	20-30 min	30-60 min	60+ min
K	2	15	1	3
1	1	14	2	2
2	1	13	10	3
3	1	18	5	4
4	0	16	8	0
5	0	9	3	8
6	0	11	6	5
7	1	12	6	7
8	2	2	7	10

Besides reading, how much time does your child spend doing daily homework?

Grade	< 20 min	20-30 min	30-60 min	60+ min
K	21	1	1	0
1	0	3	9	8
2	3	15	7	2
3	2	8	9	8
4	1	4	15	4
5	2	2	10	4
6	1	5	10	7
7	0	3	12	10
8	0	4	9	9

What time does your child usually finish with their homework?

Grade	By 4:30	By 5:30	By 8:00	After 8:00
K	14	3	4	0
1	5	7	7	0
2	10	15	3	0
3	4	17	4	1
4	5	11	9	1
5	2	15	0	1
6	6	11	4	1
7	3	12	9	1
8	2	7	7	6

School Communications

	Yes	No	NA
I have gone to the School's website (www.theacademyarc.com) to seek information (such as lunch menus, handouts, calendar items, student grades, attendance, etc.).	112	5	0
I have accessed PowerSchool Parent Portal to monitor my child's progress and attendance.	32	84	0
I receive and read the School's biweekly newsletter, The Announcer via email.	108	8	0
I receive a response from phone calls or phone messages within 1-2 business days.	75	2	37
I receive a response from emails sent to the school within 1-2 business days.	72	5	39

School Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Academy provides a safe place for learning.	92	23	1	0
My child/children feel safer at the Academy than they did at their previous school. (+27 NA-that never attended other school)	39	22	5	0
The Academy staff is supportive and caring.	66	27	0	0

Academic Quality

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied that my child/children are being challenged academically.	68	20	1	1
I am satisfied that my child/children are being taught the skills and knowledge they will need to be successful.	81	27	2	2
My child/children get the academic support they need from the school to be successful.	75	32	4	1

School Leadership

	Yes	No
I have attended one or more board meetings/committee sessions.	40	74
I know a member of the School Board personally.	65	47

	Strongly Agree	Agree	Disagree	Strongly Disagree
Members of the School Board are aware of "what's going on" at the school and hold the principal accountable.	31	66	3	0
I feel comfortable speaking with the principal (Mr. Lovstedt) about school issues or concerns.	56	52	6	0
My child/children feel comfortable speaking with Mr. Lovstedt about school issues or concerns.	38	63	12	1
All in all, the school is managed effectively- in a way that promotes a safe environment and student academic success.	77	36	1	0

If you would like to add any comments regarding any aspect of the school program please do so below. If you would like to meet with Mr. Lovstedt to discuss any aspect of this survey or the school program in particular, please call 232-1447 to set up an appointment.

Pocatello Chubbuck School District 25

Maximizing Learning For All Students Through Rigor, Relevancy and Relationships

Whatever It Takes!

June 28, 2011

Alan Reed, Chairman
Public Charter School Commission
PO Box 83720
Boise, ID 83720-0037

Dear Public Charter School Commission Members:

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 was presented with the Summit Charter School Petition on May 17, 2011. Following receipt of the petition, the document was examined by School Board members and a District Review Committee appointed by the Superintendent to determine the viability of the School District authorizing the Charter.

At the June 21, 2011 regular meeting of the District 25 Board of Trustees, the Board was presented a draft Resolution to Deny the Summit Charter School Petition. At that time the Board discussed the contents of the Resolution, which outlined the major concerns held by District officials relative to authorizing the Petition.

To comply with Idaho Code, a Special Meeting for the purpose of holding a Public Hearing to consider the Summit Charter School Petition and take any action on the proposed Petition was set for 4:30 on June 27, 2011. At that meeting the Board was again presented with a draft Resolution containing the same rationale but with a recommendation to Refer the Petition to the Public Charter School Commission. After considering pertinent testimony during the Public Hearing, the Pocatello/Chubbuck School District No. 25 Board of Trustees adopted a Resolution to Refer the Summit Charter School Petition to the State Charter Commission as allowed under Idaho Code 33-5205(c).

The Pocatello/Chubbuck School District No. 25 has made a reasonable and good faith effort to consider the Petition and respectfully refers the Summit Charter School Petition to your authority for further review and final determination. Attached documents provide evidence of the School District's reasonable efforts to consider the petition.

Respectfully,

Mary M. Vagner
Superintendent

c. Board of Trustees
Heather Lorimer

Enclosure: Special Meeting Agenda – June 27, 2011
Memorandum re: Summit Charter School Petition
Resolution to Refer the Summit Charter School Petition to the State Charter Commission

POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25
BOARD OF TRUSTEES
SPECIAL MEETING FOR THE PURPOSE OF A PUBLIC HEARING TO SOLICIT INPUT ON THE SUMMIT CHARTER SCHOOL PETITION

Board Room at the Education Service Center
3115 Pole Line Road
Pocatello, ID 83201
4:30 p.m.

Monday, June 27, 2011

AGENDA

The Board of Trustees for the Pocatello/Chubbuck School District No. 25 will hold a Special Meeting in the Board Room at the Education Service Center, 3115 Pole Line Road, Pocatello, ID 83201 for the Purpose of a Public Hearing to solicit input on the following:

1. **Welcome, Call to Order and Statement of Purpose**

2. **Convene Public Hearing to Solicit Input on the Summit Charter School Petition**

3. **Adjourn Public Hearing and Reconvene Special Meeting to Take Action on Summit Charter School Petition**

4. **Adjourn**

MEMO

TO: Superintendent Mary Vagner

FROM: Patti S. Mortensen, Director of Elementary Education

DATE: June 11, 2011

RE: Summit Charter School Petition

At your direction, a committee of district representatives was established to review the petition submitted by the Summit Charter School Board of Directors. Each committee member was asked to read through the petition. In addition, committee members were directed to complete an in-depth review on assigned sections and report their findings relative to strengths and weaknesses observed in the assigned section(s) of the petition.

Committee member assignments were as follows:

Dr. Patti Mortensen	Tab 1 and 2
Jan Harwood, Steven Morton, Stephanie Dahlke	Tab 3
Chuck Wegner and Kathy Luras	Tab 4
Dr. Martha Martin	Tab 5
Dr. Doug Howell	Tab 6
Dr. Martha Martin and Dr. Patti Mortensen	Tab 7
Bart Reed	Tab 8
Dr. Patti Mortensen and Steve Morton	Tab 9 and 10

The committee met on June 10, 2011 to report on their respective sections and share information pertinent to their review of the document. A Resolution was prepared reflecting the thoughts and recommendations of the committee for Board consideration.

Pocatello/Chubbuck School District #25

RESOLUTION TO REFER THE SUMMIT CHARTER SCHOOL PETITION TO THE STATE CHARTER COMMISSION

WHEREAS, representatives of the Summit Charter School submitted a petition to the Board of Trustees of the Pocatello/Chubbuck School District on May 17, 2011 communicating their intention to open a new charter school within the boundaries of District #25 in September 2013;

WHEREAS, the Educational Program outlined in the petition does not acknowledge or incorporate the Common Core State Standards which must be implemented in all Idaho classrooms by 2013-2014 requiring Idaho schools to increase rigor and prepare students with 21st Century Skills;

WHEREAS, the petition does not define a process for curriculum development to align curriculum to the Common Core State Standards nor do the instructional programs and strategies described in the petition align well with scientifically research-based programs and best practices to support the increased rigor required in the Common Core State Standards for mathematics, language arts, science and social studies;

WHEREAS, the petition states that "students who have been enrolled at the school for three (3) consecutive years will meet the following educational benchmarks" when all Idaho schools are accountable to ensure all students meet adopted state standards whether they have been enrolled for three years or not;

WHEREAS, the petition does not acknowledge the requirement for all Idaho schools to engage in continuous school improvement planning using the required Idaho State Department of Education process and tool for documenting and monitoring the school improvement plan;

WHEREAS, the petition does not address the requirements for conducting and documenting pre-referral and pre-intervention efforts prior to referral for special education evaluation nor does the petition adequately address a continuum of services required for special needs students and does not state how students identified as gifted and talented will be served;

WHEREAS, there are currently two charter schools and three private schools operating within the boundaries of the School District offering educational options to parents and students and the community may best be served by a fresh and innovative educational option rather than a replication of the Academy at Roosevelt Center, a Harbor Method school;

WHEREAS, the District is the authorizer of the Pocatello Community Charter School and fully understands the responsibilities and oversight obligations required of authorizers under Idaho Code;

WHEREAS, due to the actions of the Idaho Legislature over the past three years, District #25 resources have been dramatically reduced requiring increased workloads for all employees thereby limiting the District's ability to meet the oversight obligations required of a charter authorizer;

WHEREAS, the Summit Charter School petition was reviewed by the Board of Trustees and a committee of District representatives in a reasonable effort demonstrating due diligence as required by Idaho Code 33-5205 (c);

THEREFORE IT IS RESOLVED, pursuant to 33-5205, Idaho Code and State Board of Education Rules Governing Charter Schools, the Pocatello/Chubbuck School District Board of Trustees exercises its legal authority to refer the Summit Charter School petition to the State Charter Commission.

Adopted this 27 day of June, 2011.

Marianne E. Donnelly
Board Chair

Board Clerk

To: PCSC Commissioners

From: PCSC Staff

Regarding: Summit Public Charter School Founding Board Member Interviews

PCSC staff completed interviews with the six founding board members for Summit Charter School. These interviews focused on the member's interest in founding the school, their roles as board members, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate as the school opens.

Our interviews revealed that two of the board member's backgrounds tend to revolve around the parenting and education fields, three members come from a business background, and one has expertise in both the parenting and business fields. There seems to be a good mix of understanding within the group ranging from parenting, to prior education experience, to business expertise. Many of the members are personally invested in the school, as they plan to have their own children attend Summit.

The consensus of the members is that Charter schools provide choice in education and they see the mission of Summit as being a provider of instruction that will lead to higher achievement. The Board perceives their role to be educating the public about the charter school concept and to market the school. Additionally, four of the members bring business expertise to the board. Richard Kirkham, Greg Smith, and Heath Mitchell have strong business backgrounds centered on the financial and operational aspects of running a business. Susan Hall also has experience in founding and operating her own business. The level of understanding regarding school finance varies from very little to fairly significant. Jonathan Braack and Richard Kirkham have been previously involved in the financial operation of a school.

The board members seem to have a fairly solid understanding of the role of the board, seeing it as being one of governing the school, setting policies, and overseeing the operation of the school. Each member understands the value of formal board training and has verbally committed to participating in such training. The potential challenges they anticipate are adequate enrollment and staying financially sound. Most of them perceive the role of the authorizer as being one of oversight and know that the school is accountable to the authorizer.

Strengths of the board:

- Personal investment
- Role definition
- Business expertise

Areas of concern:

- Founder's syndrome -Jonathan Braack being able to make the transition from Founder to Administrator.
- A potential conflict of interest may exist due to Richard Kirkham owning the Roosevelt Center which is one of Summit's facility options.

SUBJECT

Rolling Hills Public Charter School Fiscal Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209(2)

BACKGROUND

Rolling Hills Public Charter School (RHPCS) is a public charter school authorized by the Public Charter School Commission (PCSC). RHPCS has operated in Boise since 2005.

RHPCS is currently under a notice of defect, issued in January 2011, on the grounds of failure to demonstrate fiscal soundness. In August 2011, RHPCS presented to the PCSC a five-year budget that failed to address the school's ability to fund a required $110,000 bank reserve or repay two founders' loans.

DISCUSSION

RHPCS has continued to provide monthly fiscal updates in a timely fashion, but the school has been slow to provide additional information requested by PCSC staff. Staff has reviewed the updated budgets and makes the following observations:

1. Current enrollment is 271, down from 298 as reported in August 2011. The school has waiting lists for four of its nine grades. The FY12 budget is based on enrollment of 270.

2. RHPCS has added food service revenue and expenses to the FY12 budget. The food service program has been operational for approximately two months. Donations and fundraising dollars have been received to help offset the start up costs. The school anticipates the program will generate sufficient revenue to pay for related equipment purchases. The budget anticipates a food service profit of approximately $2,500 dollars this year. The FY13 budget will be modified in January to reflect projected food service revenue and expenses.

3. The five-year budget has not been revised, and no plan has been developed to meet the required bank reserve and repay founders' loans. RHPCS's finance committee will meet in January to complete revisions for submission to the PCSC.

4. The FY12 budget reflects an operating loss of approximately $29,000, with a projected carryover of approximately $2,250. FY13 estimates anticipate a net gain of approximately $20,000. Both years' budgets rely on substantial fundraising.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must "comply with the terms and conditions of the corrective action plan and…cure the defect at issue within a reasonable time…" If the public charter school fails to comply with the plan and cure the defect, "the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter."

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC continue to require monthly fiscal and enrollment updates, and require the submission of an updated five-year budget prior to the February 2012 PCSC meeting.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

CURRENT FISCAL YEAR BUDGET COMPARISON

ROLLING HILLS CHARTER SCHOOL - 454	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE		**10/31/2011**					
Salary Apportionment	$638,851.40	$554,595.00	$666,866.44	86.81%	Based on enrollment of 270, 14.1 support units.		
Benefit Apportionment	$103,838.00		$98,201.46	0.00%			
Entitlement	$272,801.00		$276,726.60	0.00%			
State Transportation				#DIV/0!			
Lottery				#DIV/0!			
Other State Funds (Specify)	$11,364.00	$4,180.00	$11,364.00	36.78%	IRI,Remediation, Technology		
Special Ed - Regular	$47,000.00	$379.00	$52,701.00	0.81%	IDEA 46,826, SED 5,875		
Special Ed - ARRA				#DIV/0!			
Title I	$73,943.00		$51,562.00	0.00%	Allocation reduced.		
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement	$612,112.00	$121,629.83	$612,112.00	19.87%			
Title IIA	$10,361.00		$8,382.00	0.00%	Allocation reduced.		
Local Revenue (Specify)	$12,000.00	$6,000.00	$18,000.00	50.00%	Facility Rent-Church & Volleyball coach		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)			$2,580.00	#DIV/0!	LEP		
Fundraising	$31,808.00	$23,914.94	$45,000.00	75.19%	Contributions, grants, reimbursements, refunds. Unanticipated $20k donation		
Interest Earned		$93.42	$500.00	#DIV/0!			
Other (Specify)		$3,962.62	$44,000.00	#DIV/0!	Food Service Program		
Other (Specify)	$5,850.00			0.00%	Milk Sales-combined in food service.		
TOTAL REVENUE	$1,819,928.40	$714,754.81	$1,887,995.50	39.27%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	$335,771.00	$137,514.41	$373,979.00	40.95%	Increase due to additional contract amounts for Title I coordinators and increased contract amounts decided by administration and Board.		
Special Education	$48,025.00	$13,334.60	$76,747.00	27.77%	Additional responsibilities, additional contract pay. Additional teacher hired		
Instructional Aides	$103,799.00	$28,243.54	$104,273.00	27.21%			
Classified/Office	$20,000.00	$6,666.72	$20,000.00	33.33%			
Administration	$68,000.00	$23,250.03	$73,000.00	34.19%	Board decision on contract amount.		
Maintenance				#VALUE!			
Other (Specify)		$999.99	$4,000.00	#DIV/0!	Custodial		
Other (Specify)				#DIV/0!			
Total Salaries	$575,595.00	$210,009.29	$651,999.00	36.49%			
200 Employee Benefits							
PERSI/FICA/Benefits	$114,037.00	$50,538.49	$157,369.00	44.32%	Increase due to increased salaries and amount added for health insurance benefits		
Other (Specify)	$6,000.00	$1,152.00	$6,000.00	19.20%	Workers Comp		
Total Benefits	$120,037.00	$51,690.49	$163,369.00	43.06%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA				#DIV/0!			
Legal Pub/Advertising	$2,000.00		$2,000.00	0.00%			
Legal Services	$5,000.00	$427.30	$5,000.00	8.55%			
Special Education	$626,212.00	$93,215.53	$627,304.00	14.89%			
Liablity & Property Ins	$10,000.00	$8,800.00	$9,000.00	88.00%			
Substitute Teachers	$5,000.00	$508.50	$5,000.00	10.17%			
Board Expenses	$8,000.00	$3,750.00	$8,000.00	46.88%	Audit		
Computer Services				#DIV/0!			
Transportation	$1,500.00		$1,500.00	0.00%			
Travel	$6,308.00		$6,308.00	0.00%	McCall Outdoor Science. Fundraising and payments received for this trip.		
Other (Specify)	$17,000.00	$5,403.04	$15,500.00	31.78%	Copier & Phone lease		
Other (Specify)	$10,325.00	$1,622.04	$5,575.00	15.71%	Misc., Dues & Fees		
Total Services	$691,345.00	$113,726.41	$685,187.00	16.45%		$0.00	
Facilities				#DIV/0!			

CURRENT FISCAL YEAR BUDGET COMPARISON

Building Lease				#DIV/0!		
Land Lease	$30,950.78	$13,665.70	$41,268.00	301.17%	No reduction in lease payments for this year.	
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	$41,000.00	$7,404.13	$41,000.00	1.24%		
Site Preparation				#DIV/0!		
Other (Specify)		$2,603.00	$2,603.00	#DIV/0!	Site Improvement	
Other (Specify)	$420.00	$231.42	$450.00	0.00%	Contracted Services	
Total Facilities	$72,370.78	$23,904.25	$85,321.00	33.03%		$0.00
400 Supplies and Maintenance						
Textbooks				#DIV/0!		
School Supplies	$20,000.00	$5,602.36	$22,500.00	28.01%		
Power School				#DIV/0!		
Custodial Supplies	$5,000.00	$988.14	$5,000.00	19.76%		
Other (Specify)	$5,000.00		$0.00	0.00%	Janitorial	
Other (Specify)	$6,500.00	$2,052.88	$6,500.00	31.58%	Maintenance & Lawn Maint.	
Total Supplies	$36,500.00	$8,643.38	$34,000.00	23.68%		$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment	$8,064.00	$18,953.52	$25,000.00	235.04%	Technology improvements.	
Other (Specify)				#VALUE!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	$8,064.00	$18,953.52	$25,000.00	235.04%		$0.00
Debt Service						
Specify	$209,290.00	$78,514.36	$218,290.00	37.51%	US Bank 194,640; Medicaid 10,000; deferral fees 13,65(	
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	$209,290.00	$78,514.36	$218,290.00	37.51%		$0.00
Grant Purchases						
Specify	$36,971.00		$1,660.00	0.00%	Title I	
Specify	$10,361.00		$8,382.00	0.00%	Title II	
Specify	$1,000.00	$2,252.98	$2,255.00	225.30%	Special Education	
Specify		$6,205.30	$41,435.00	#DIV/0!	Food Service Program	
Specify				#DIV/0!		
Total Grant Purchases	$48,332.00	$8,458.28	$53,732.00	17.50%		$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	$1,761,533.78	$513,899.98	$1,916,898.00	29.17%		
Carryover from Previous FY	$16,697.00	$16,697.00	$31,152.00	100.00%	Carryover per 6-30-11 audit 16,697 + 2011 accounts payable of 14,455 that is now available as we received a donation tc pay for the items this year.	$0.00
Reserve/(Deficit)	$75,091.62	$217,551.83	$2,249.50	289.72%		

Rolling Hills Charter 2012-2013	Proposed Budget	Notes	Difference from "Current Fiscal Year"		
REVENUE					
Local Revenue	$12,000.00	Facility Rent			
State Revenue					
Entitlement	$276,726.60	Support Units 14.1, Enrollment 275.			
Wages					
Administration	$66,619.52				
Teachers	$497,089.30				
Classified	$97,141.83				
Medicaid	$612,112.00				
Benefit	$109,775.75				
Transportation					
Federal Revenue					
Title I	$50,000.00				
Special Ed	$47,000.00				
Title II	$8,000.00				
Startup Grant					
	$2,000.00	LEP			
Other Sources (Specify)	$10,000.00	Other State Rev. (Technology, Remediation, IRI)			
Other Sources (Specify)	$27,808.00	Donation, Misc,			
Other Sources (Specify)	$6,350.00	Milk Sales, Interest			
Total Revenue before holdback	$1,822,623.00				
PROPOSED HOLDBACK					
Teacher Salaries					
Classified Salaries					
Admin Salaries					
Benefits					
Entitlement					
Transportation					
Total Holdback	$0.00				
Total Revenue after holdback	$1,822,623.00				
EXPENDITURES					
100 Salaries					
Teachers	$413,425.00	*Teacher and classified staff salaries are decreased by $32,262. This is due to the school hiring an additional special education staff member this year. This position is not yet reflected in the FY13 budget which will be modified in January.*			
Admin	$73,000.00				
Classified	$129,312.00				
Special education					
Other (Specify)					
Other (Specify)					
Total Salaries	$615,737.00				
200 Benefits					
Benefit Dollars					
PERSI/Payroll taxes	$131,387.00				
Other (Specify)	$6,000.00	Workers Comp			
Total Benefits	$137,387.00				
300 Purchased Services					
Transportation	$0.00				
Special Education	$627,112.00				
Proctor costs					
Legal	$5,000.00				
Insurance	$10,000.00				
Copier Lease	$11,000.00				
Printer Lease	$0.00	Paid off Feb. 2012.			
Facility Lease	$42,093.00				
Utilities	$42,500.00				
Professional Development					
Technology					

UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services					
Legal Publications/Advertising	$2,000.00				
Substitute Teachers	$5,000.00				
Board Expenses	$8,000.00	Audit, Programatic Audit			
Other (Specify)	$13,808.00	Misc, Dues & Fees, McCall Outdoor Science			
Other (Specify)	$475.00	Contracted Services			
Total Purchased Services	$766,988.00				
Supplies & Materials					
Teacher/Classroom	$20,000.00				
Office	$4,000.00				
Janitorial	$10,000.00	Janitorial supplies and services.			
Textbooks					
Other (Specify)	$3,000.00	Maintenance			
Other (Specify)	$3,500.00	Lawn Maint.			
Total Supplies & Materials	$40,500.00				
Grant Expenditures					
Specify	$5,000.00	Title I			
Specify	$8,000.00	Title II			
Specify	$1,000.00	Special Education			
Total Grant Expenditures	$14,000.00				
Capital Outlay					
Total Capital Outlay	$5,000.00				
Debt Retirement					
Total Debt Retirement	$221,619.00				
Insurance & Judgements					
Total Insurance & Judgements	$0.00				
Transfers					
Total Transfers	$0.00				
Contingency Reserve					
Building Fund					
Total Expenditures	$1,801,231.00				
Carryover from Previous FY	$2,249.50				
Reserve/(Deficit)	$23,641.50				

Rolling Hills Charter School
Current Enrollment
11-14-11

	Current Enrollment	Wait List
K	35	0
1	32	31
2	29	0
3	32	17
4	33	14
5	32	7
6	29	0
7	29	0
8	20	0
Total	271	

SUBJECT

Xavier Charter School Status Update and Proposed Charter Amendment

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209(1)
I.C. 33-5209(2)
IDAPA 08.02.04.302

BACKGROUND

Xavier Charter School (XCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Twin Falls, XCS is now in its fifth year of operations and serves grades K-12.

In October 2011, XCS presented an annual report to the PCSC. They reported the school was coming from a full year of inadequate fiscal oversight by the board and management company. Additionally, the school's newly-hired administrator had recently been replaced by an interim administrative team. The interim administration and new board are working to improve leadership and correct fiscal issues faced by the school.

XCS's charter states that the educational program will "provide a technology-rich environment that encourages the effective use of technology as a tool in the workplace of the 21st century…" The charter further clarifies that XCS will "use interactive technology as tools in an integrated educational program; emphasize the acquisition of basic computer skills; and use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication." The school was directed to speak to these requirements by presenting a technology report at the December 2011 PCSC meeting.

DISCUSSION

XCS will provide a technology compliance report and fiscal update. The school will also propose a charter amendment updating the charter to accurately reflect grade offerings and enrollment caps at the school.

XCS has progressed toward improved understanding of its financial situation. The federal funding carryover from FY11, previously in question, has been confirmed with the State Department of Education (SDE) and is reflected in the budgets included with these materials. The board is optimistic that a new, independent fiscal audit for FY11 will be published prior to January 1, 2012. XCS continues to investigate other, serious, financial issues including inconsistencies and lack of documentation in numerous budget categories.

The FY12 budget anticipates a year-end deficit of approximately $10,000. However, this conclusion is based on an assumption that the school had no carryover from FY11 because the school cannot yet determine its actual

carryover. The board anticipates that the fiscal audit will identify a positive carryover amount, and the FY12 outlook will be adjusted accordingly.

The FY12 budget is based on enrollment of 642. Current enrollment is 639; ADA cannot be accurately calculated at this time, but will certainly be lower than 100%. 26 students have withdrawn from XCS since the beginning of the school year, and 8 seats have been refilled. Although a formal exit survey document is not currently being used, the school believes it understands the reasons for attrition, some of which raise concerns about the organization of XCS's high school program. The board and administration are in the process of addressing these matters.

XCS has provided a summary of current technology use in the school, as well as a plan for increasing student access to technology. The summary lists technological enhancements available at the school, but does not address the extent to which students are acquiring basic computer skills and using "computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication" as described in the charter.

XCS is proposing an amendment to their charter regarding the number of classes per grade level, as well as the per-class enrollment cap. The charter currently allows for one class per grade level. The school has been operating out of compliance with the charter, having already expanded to offering two classes per grade level. Therefore, the proposed amendment reflects actual practices at the school.

IMPACT

If the PCSC approves the proposed charter amendment, the school will continue its current operations without substantive change. If the PCSC denies the proposed charter amendment, the school will need to phase out one class per grade to return to compliance with its approved enrollment cap without denying enrollment to any returning student.

Pursuant to I.C. 33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect: (a) Committed a material violation of any condition, standard or procedure set forth in the approved charter…"

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct XCS to provide monthly fiscal and enrollment updates. Should these updates indicate possible failure of the school to demonstrate fiscal soundness; XCS will be included on a future meeting agenda to permit timely PCSC consideration of the matter.

Staff further recommends the PCSC consider whether XCS is substantially fulfilling the requirements of its approved charter with regard to the provision of a technology-rich environment as defined in the charter.

COMMISSION ACTION

A motion to approve Xavier Charter School's proposed charter amendment increasing the enrollment cap to offer two classes per grade level.

OR

A motion to deny Xavier Charter School's proposed charter amendment increasing the enrollment cap to offer two classes per grade level.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to issue to Xavier Charter School a notice of defect on the grounds that the Commission has reason to believe the school has committed a material violation of any condition, standard or procedure set forth in the approved charter, specifically, the commitment to provision of a technology-rich environment as defined in the charter.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Status of Fiscal Audit and Timeline

- Auditors have scheduled a site visit for December 5th -7th.
- We have had success confirming our federal funding carryover balances with the State.
- A major delay in the audit process was getting confirmations on escrow and pre-paid rent accounts that we were not receiving statements on. We have worked with our landlord and the banks involved and we have the appropriate signatures to get these statements.
- Lack of support documentation – we have many checks/entries into the ledgers that we do not have supporting documentation on. We are very concerned about many of these expenditures.
- ASB Funds mixed with Federal and State Monies. No separate account were established for Associated Student Body Funds. Not able to secure documentation for beginning balances in these accounts.
- Gaps in check numbers for operating account
- No Food Service Account Tracking
- Payroll was never posted to separate funds. No accounting was posted to federal funds for salaries or benefits.
- Pre-Paid rent account was not balanced monthly. We have reports that show inconsistencies in the reports that were produced for the board and the public.

Despite these major concerns, we continue to work on creating accounting procedure to ensure the success of our future. We are optimistic that our Audit will be completed and published prior to January 1, 2012.

CURRENT FISCAL YEAR BUDGET COMPARISON

Xavier Charter School 11/15/2011	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	$1,331,038.00	$1,397,247.00	$1,331,038.00	104.97%			
Benefit Apportionment	$240,119.26		$240,119.26	0.00%			
Entitlement	$675,134.00		$675,134.00	0.00%	Include note detailing enrollment on which proposed budget is based, as well as actual enrollment		
State Transportation	$109,000.00		$109,000.00	0.00%			
Lottery		$26,924.00		#DIV/0!			
Other State Funds (Specify)	$183,373.00		$183,373.00	0.00%			
Special Ed - Regular	$35,000.00	$873.00	$35,000.00	2.49%			
Special Ed - ARRA				#DIV/0!			
Title I	$81,081.00		$81,081.00	0.00%			
Federal Title I Funds : ARRA	$78,836.00		$78,836.00	0.00%	Title VI-B Monies		
Medicaid Reimbursement	$25,000.00		$25,000.00	0.00%			
Title IIA	$8,000.00		$8,000.00	0.00%			
Local Revenue (Specify)	$89,267.00	$14,205.39	$89,267.00	15.91%	School Lunch Other Revnue and Non-reimburesable		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)	$35,000.00		$35,000.00	0.00%	Exceptional Child		
Fundraising				#DIV/0!			
Interest Earned	$2,000.00	$472.22	$2,000.00	23.61%			
Other (Specify)	$22,000.00	$9,986.50	$22,000.00	45.39%	School Fees & Technology-Classroom		
Other (Specify)	$84,690.00		$84,690.00	0.00%	Transfer from School Lunch - Utilities & Federal Reimbursement Child Nutritior		
TOTAL REVENUE	$2,999,538.26	$1,449,708.11	$2,999,538.26	48.33%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	$916,028.00	$92,769.07	$947,573.00	10.13%	* Data from Internal PR ONLY - External PR not posted.		
Special Education	$43,216.00	$3,602.92	$43,216.00	8.34%	* Data from Internal PR ONLY - External PR not posted.		
Instructional Aides	$0.00		$0.00	#DIV/0!	* Data from Internal PR ONLY - External PR not posted.		
Classified/Office	$110,150.00	$9,088.93	$131,560.00	8.25%	* Data from Internal PR ONLY - External PR not posted.		
Administration	$77,000.00	$7,596.00	$77,000.00	9.86%	* Data from Internal PR ONLY - External PR not posted.		
Maintenance	$18,720.00	$2,376.00	$18,720.00	12.69%	* Data from Internal PR ONLY - External PR not posted.		
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	$1,165,114.00	$115,432.92	$1,218,069.00	9.91%			
200 Employee Benefits							
PERSI/FICA/Benefits	$431,228.00	$104,128.37	$321,246.80	24.15%	Data from Both External PR and Internal PR		
Other (Specify)				#DIV/0!			
Total Benefits	$431,228.00	$104,128.37	$321,246.80	24.15%			
300 Purchased Services							
Management Services	$0.00	$9,233.00	$0.00	#DIV/0!	Murphey Consulting $6,000 per month plus travel expenses		
Staff Dev/Title IIA	$0.00		$0.00	#DIV/0!			
Legal Pub/Advertising	$1,000.00	$370.00	$1,000.00	37.00%			
Legal Services	$5,000.00	$12,390.00	$35,000.00	247.80%			
Special Education	$37,534.00	$9,720.00	$37,534.00	25.90%	Contract w/ Edwise and Medicaid Person		
Liablity & Property Ins	$7,980.00	$9,110.42	$7,980.00	114.17%			
Substitute Teachers	$3,000.00	$2,789.00	$9,000.00	92.97%			
Board Expenses				#DIV/0!			
Computer Services				#DIV/0!			
Transportation	$141,000.00	$52,107.19	$141,000.00	36.96%	$18,590 from prior year not paid.		
Travel	$0.00		$0.00	#DIV/0!			
Other (Specify)	$17,000.00	$7,898.00	$17,000.00	46.46%	Copy Machines Lease		
Other (Specify)	$28,800.00	$9,310.00	$28,800.00	32.33%	Cleaning Contractor		
Total Services	$241,314.00	$112,927.61	$277,314.00	46.80%		$0.00	
Facilities				#DIV/0!			
Building Lease	$786,065.00	$206,534.68	$786,065.00	1.58%	Calculation does not work.		

CURRENT FISCAL YEAR BUDGET COMPARISON

Land Lease				#DIV/0!		
Modular Lease	$0.00		$0.00	#DIV/0!		
Utilities, Phones, Lndscp	$61,000.00	$9,529.46	$44,700.00	4.57%	Lawn, landscapers, power, water, phone, internet	
Site Preparation				#DIV/0!		
Other (Specify)		$2,663.00	$18,000.00	#DIV/0!	Building Fixes	
Other (Specify)				#DIV/0!		
Total Facilities	$847,065.00	$218,727.14	$848,765.00	25.82%		$0.00
400 Supplies and Maintenance						
Textbooks	$47,500.00	$25,471.79	$59,000.00	53.62%		
School Supplies	$76,884.00	$30,369.51	$76,884.00	39.50%		
Power School	$7,800.00	$7,800.00	$7,800.00	100.00%		
Custodial Supplies	$20,000.00	$6,542.00	$27,000.00	32.71%		
Other (Specify)				#DIV/0!		
Other (Specify)	$99,649.00	$31,200.74	$132,000.00	31.31%	Food Service Supplies & Food	
Total Supplies	$251,833.00	$101,384.04	$302,684.00	40.26%		$0.00
500 Capital Objects						
Furniture	$12,500.00	$8,950.00	$12,500.00	71.60%	Book shelves & Desks	
Technical AV Equipment	$3,900.00	$9,870.00	$10,000.00	253.08%	Replace Servers & major networking software	
Other (Specify)		$19,000.00	$19,000.00	#DIV/0!	Skyward Year 1	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	$16,400.00	$37,820.00	$41,500.00	230.61%		$0.00
Debt Service						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	$2,952,954.00	$690,420.08	$3,009,578.80	23.38%		
Carryover from Previous FY	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Reserve/(Deficit)	$46,584.26	$759,288.03	($10,040.54)	1629.92%		

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"
REVENUE			
Local Revenue	$0.00		
State Revenue			
Entitlement	$675,134.00	Based on 648	
Wages			
Administration	$72,000.00		
Teachers	$1,120,000.00		
Classified	$130,000.00		
Medicaid	$25,000.00		
Benefit	$279,000.00		
Transportation	$109,000.00		
Federal Revenue			
Title I	$80,000.00		
Special Ed	$35,000.00		
Title II	$8,000.00		
Startup Grant	$0.00		
Other Sources (Specify)			
Other Sources (Specify)	$22,000.00	School Fees	
Other Sources (Specify)	$84,690.00	School Lunch	
Total Revenue before holdback	$2,639,824.00		
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.	
Teacher Salaries	$5,600.00		
Classified Salaries	$6,500.00		
Admin Salaries	$3,600.00		
Benefits	$12,006.00		
Entitlement	$0.00		
Transportation	$0.00		
Total Holdback	$27,706.00		
Total Revenue after holdback	$2,612,118.00		
EXPENDITURES			
100 Salaries			
Teachers	$972,000.00		
Admin	$75,000.00		
Classified	$155,000.00		
Special education	$50,000.00		
Other (Specify)			
Other (Specify)			
Total Salaries	$1,252,000.00		
200 Benefits			
Benefit Dollars	$240,119.00		
PERSI/Payroll taxes	$106,981.20		
Other (Specify)			
Total Benefits	$347,100.20		
300 Purchased Services			
Transportation	$155,000.00		
Special Education	$50,000.00		
Proctor costs			
Legal	$10,000.00		
Insurance	$10,000.00		
Copier Lease	$16,000.00		
Printer Lease			
Facility Lease			
Utilities	$50,000.00		
Professional Development	$8,000.00		
Technology	$10,000.00		
Management Services			

UPCOMING FISCAL YEAR BUDGET COMPARISON

Legal Publications/Advertising		
Substitute Teachers	$12,000.00	
Board Expenses		
Other (Specify)		
Other (Specify)		
Total Purchased Services	$321,000.00	
Supplies & Materials		
Teacher/Classroom	$40,000.00	
Office	$19,000.00	
Janitorial	$20,000.00	
Textbooks	$50,000.00	
Other (Specify)		
Other (Specify)		
Total Supplies & Materials	$129,000.00	
Grant Expenditures		
Specify		
Specify		
Specify		
Total Grant Expenditures	$0.00	
Capital Outlay	$550,000.00	Payment on New Loan to purchase building
Total Capital Outlay	$550,000.00	
Debt Retirement		
Total Debt Retirement	$0.00	
Insurance & Judgements		
Total Insurance & Judgements	$0.00	
Transfers		
Total Transfers	$0.00	
Contingency Reserve	$0.00	
Building Fund	$0.00	
Total Expenditures	$2,599,100.20	
Carryover from Previous FY	($10,040.54)	Reflects projected reserve/(deficit) from "current year" worksheet
Reserve/(Deficit)	$2,977.26	

Exit survey for students leaving Xavier.

Currently Xavier has no official document for use as an exit survey. What the interim administration has done is to rely on the attendance clerk, whom has been since inception and visitation with parents personally. The administration has tried to focus on parents that have issues etc.

There was an exit survey developed on survey monkey in the past years, but that has not been activated.

The enrollment per grade level has changed since the beginning of this year as follows:
K = + 1
1 = + 1
2 = 0
3=0
4 = - 2
5 = + 1
6 = + 5
7 = - 2
8 = - 6
9 = - 3
10 = - 6
11 = - 5
12 = - 2

The administration has concentrated on the secondary (7 – 12) issues.
Anecdotal comments that have been garnered:
4th grade – both parents checked their students out due to concerns about the first year teacher. The concerns are not necessarily educational oriented. The administration has approached and is working with the teacher on these issues.

7th grade – did not interview the parents.

8th grade – interview, or visited with three of the parents.
2 of the parents were concerned that their child could not keep up with work expectations.
1 parent indicated that her child wanted to go back with her friends. Her student had not been accepted by the Xavier kids.

9th – 12th grades –
Of the 16 students that have checked out – we have interviewed or visited with 8 parents.
6 of the parents were concerned about course selection and/or their students getting credits needed to graduate.
2 parents were concerned about transcripts. Xavier is a "tougher" school to get grades from. In the parent's opinion, Xavier does not have enough AP etc offerings to make their students more viable for college entrance.

A formal exit survey could be developed at the request of the PCSC. However, it is the belief of the interim administration that the Xavier School Community is addressing the issues by:
Elementary – no problem as this point

Secondary – updating and creating a comprehensive schedule. The Xavier School is noted for outstanding Fine Arts programs. There are students that are not taking core classes due to parental choice of schedule. This needs to be documented and presented to parents and students through the use of their 4 year planners.

The staff is revamping the schedule for the second semester to address credit situations with the current Seniors. The goal for the 2012-2013 is to create a sustainable schedule that will allow for consistency in presentation of core classes, and added value to Fine Arts classes.

The staff is expanding AP offerings in the spring of 2012. Consideration of extended classes either using Dual Credit, AP etc. with possible on-line delivery will the considered in the schedule of school year 2012-2013.

XAVIER CHARTER SCHOOL
1218 North College Road W
Twin Falls, ID 83301
(208) 734-3947 Phone (208) 733-1348 Fax

Idaho Public Charter School Commission
PO BOX 83720
Bosie, ID 83720-0037

Dear Ms. Campbell,

In response to the request from the Commission on October 20,2011 we have attached a brief summary of technology in our school.

Much of the information in this report was taken from the draft of our State Technology Plan that is due in early January. We do not anticipate major changes in this plan, but are unaware of the intent of the state plan to ensure we are meeting the minimum requirements. We however have included details that are measurable and quantifiable to ensure we are meeting the "technology rich" environment statement in our charter.

With many changes this year, we continue to provide a technology rich learning environment and ensure the commission that our future plans will be focusing on the long term enhancement of classroom and student technology.

We thank you for the opportunity to present our vision.

Sincerely,

Xavier Charter School
Board of Directors

Technology at Xavier Charter School
Update to Public Charter School Commission
December 2011

Xavier Charter School is a technology rich environment. The technology of Xavier is quantified not in computers but in support technology to the classical education model. The development of Fine Arts education has been a priority for this four year old school. In doing so, there has been expansion and the movement of school building sites twice in the first four years of the school's existence.
The staff is supported with the following technology:
Full network for the building that is wired and supported by appropriate servers. There is a comprehensive filter and backup system in place.

- In Classroom lab for graphic/video production w/20 computers
- 16 Classroom projectors
- All certified staff members have school issued laptops or desktops
- 2 mobile Computer Labs - total of 66 computers
- In addition Xavier considers the following as technological enhancements enhancing the experience at Xavier
    - 3 sound systems in dance and choir studios
    - 16 electrical keyboards for music classes
    - 1 digital recording devices visual and sound representation
    - art kilns, drying ovens etc. used by art department
    - 2 dance performance floors created to support modern dance classes
    - Production lighting for annual showcase events
    - 11th Grade film festival – utilizing digital media to create a short film

In addition the staff and community of Xavier are supported with:
Power School attendance and grading system. This allows for access by parents online etc.
Skyward Accounting software and set up this year. The decision was made in the spring of 2010 for the accounting/payroll/bookkeeping processes to be brought in house.
One Call software which allows for distribution of messages etc. to all students and parents on the contact list. It is stated that all but about 5 parents (families) have internet access at home.

Improving Student Achievement

Xavier is a school that has met AYP during all of the years of its existence. The staff is on a continual search for better ways to track data on students, make instructional decisions etc.
The beginnings of implementing the RTI process are in place.

- It has been found that AIMS WEB has been part of the school for the past three years. The staff recognizes a need to bring progress monitoring into Xavier. There is a need for in-service and support to understand the implementation of the tool and use of the software. The emphasis will be for k-8 for IRI and AIMS web data use.
- PLATO has been brought on as a supplemental tool for students in our secondary school. Again, in-service support and training are needed to make the program viable for school use.

The Xavier secondary school community is well aware of the State of Idaho directive to include technology classes in the high school curriculum. There is a room in the secondary wing with 20 computers that are for student use of research etc. There is a need for the secondary school to create a

plan to address: classes being taken from provided technological resources, use of technology by students, and proof of that use, use of the technology in an assistive capacity for students of need for remediation and extension.
There is a need to identify the use of technology in the library/media area. Volume/stack tracking and checking out organization, library as a resource for great books vs. technology application area, etc. has to be planned and projected forward.

Method of Distribution
Currently technology distribution is on an as needed basis. Over the FY12-13 school year an internal committee of administration and staff will help guide the distribution of technology and the implementation plan for instructional support, and classroom enhancements.

Technology Enhancements Timeline

- November – December 2011
    - Install 4 workstations in library area to accommodate students before and after school.
    - Install Network printer in library for student printing
    - Create student logins and allocate storage space for student's in grades 9-12
    - Install new PowerSchool Server
    - Implement Print Management Software schoolwide
    - Design and creation of Administrative software for Lottery and student waiting list
- January –March 2012
    - Install presentation station in library area. Allowing students to present video & audio presentations to large groups. This also will enable potiential use of a meeting space for community meetings or presentations.
- April-June 2012
    - Purchase of digital art software and installation of professional inkjet printer for project publishing

Xavier Charter School's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors.

Payroll Processing
Xavier Charter School intends to hire a Clerk of the Board or to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

Financial Management
The accounting records will be kept in accordance with generally accepted accounting principles. Xavier Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors of Xavier Charter School will be responsible for financial management.

Bonding
Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

Class Size
~~Xavier Charter School will be a small school with only one class per grade level. In our initial school year we will have a cap of 270 students, kindergarten through eighth grade. We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn. Our kindergarten class will have no more than 24 students, first through third grades will have no more than 28 students, and fourth through twelfth grades will have no more than 33 students. We will initiate our school with grades Kindergarten through eighth. Xavier's expanding into grades 9 in the school year 2008-2009 will be dependent upon the approval from the Idaho Public Charter School Commission. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, student pre-registration and upon the approval from the Xavier Charter School Board of Directors.~~

~~Estimate of School Population~~

~~Year~~	~~Grades~~	~~k~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	~~11~~	~~12~~	~~total~~
~~2007-08~~	~~k-8~~	~~24~~	~~28~~	~~28~~	~~28~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~0~~	~~0~~	~~0~~	~~0~~	~~273~~
~~2008-09~~	~~k-9~~	~~24~~	~~28~~	~~28~~	~~28~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~0~~	~~0~~	~~0~~	~~306~~
~~2009-10~~	~~k-10~~	~~24~~	~~28~~	~~28~~	~~28~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~0~~	~~0~~	~~339~~
~~2010-11~~	~~k-11~~	~~24~~	~~28~~	~~28~~	~~28~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~0~~	~~372~~
~~2011-12~~	~~k-12~~	~~24~~	~~28~~	~~28~~	~~28~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~33~~	~~405~~

Xavier Charter School is a K-12 school. The capacity of the school is to have two classrooms per grade level in grades K-6.

The goal of Xavier Charter School is to have a small school atmosphere. The classroom size is larger than signified by regular school unit divisors in Idaho Code. The methods we use benefit

relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what is often called a negative (i.e. large, hard to control classrooms) into a more positive, energetic and vibrant place in which to learn.

Enrollment caps will be established as:

Kindergarten:	24 students per classroom, 2 classes per grade
1st grade – 3rd grade:	28 students per classroom, 2 classes per grade
4th grade – 6th grade:	33 students per classroom, 2 classes per grade
7th grade – 12th grade:	66 students per grade

Transportation services

Transportation, if required, will be provided as indicated by the enrollment of students and location of final site. A contract may be negotiated with the local bus service and/or the local school district.

Xavier Charter School will also provide a means by which parents may connect with each other for the purpose of carpooling to and from the school

Parents will also have the option of using Twin Falls Trans IV Transit system. Parents will need to contact Trans IV for routes and pricing.

School Lunch Program

Initially, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be $0.

When it is determined that there are sufficient funds, facility and resources Xavier Charter School will begin offering hot food services and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternat sources to offer lunch will be explored.

Determining Eligibility for Free and Reduced Price Meals

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

SUBJECT

Taylor's Crossing Public Charter School Compliance Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-515
I.C. 33-513
I.C. 33-5206(4)
I.C. 33-5209(2)
IDAPA 08.02.04.104.01

BACKGROUND

Taylor's Crossing Public Charter School (TCPCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Idaho Falls since 2006, TCPCS serves students in grades K-12.

In August 2011, the PCSC moved to issue to TCPCS a notice of defect on the grounds of violation of a provision of law and the approved charter because a number of the school's teachers were on contracts in a form that was not approved by the superintendent of public instruction.

In October 2011, the PCSC agreed to delay further action, though the school had not corrected the defect, in order to allow additional time for the State Department of Education (SDE) to consider a petition for declaratory ruling submitted by TCPCS. At that time, uncertainty remained regarding whether the SDE would withhold funding from TCPCS due to the use of unapproved contracts.

DISCUSSION

The SDE did not provide a declaratory ruling to TCPCS before the school withdrew its petition for such.

On November 16, all teachers eligible for continuing contracts were offered new, continuing contracts in a form approved by the superintendent of public instruction. No waivers were required in conjunction with these contracts, which all affected teachers signed.

Dr. Andrew Meyer, TCPCS's administrator, is currently on medical leave and is expected to retire during the school year. The administrative role is currently being filled by Mr. Jared Emfield, who is not a certified administrator, but is working with the SDE to obtain the necessary qualifications.

In response to a staff request, TCPCS has submitted updated budgets. The FY12 budget appears to be based on higher enrollment than was actually achieved. The projected column has been updated to reflect actual enrollment

revenue. Additionally, several line items appear to include inadequate projections.

The FY12 budget projects a positive ending balance, though the school will incur a net operating loss of approximately $120,000. Inclusion of the contingency and building fund reserves significantly changes the financial picture of the school. However, these reserves are required by U.S. Bank as part of the loan agreement and do not represent carryover funds that may be spent according to need.

TCPCS has made significant gains during the last year in funding the reserves, and is currently negotiating with the bank to decrease the required reserve amounts. The FY13 budget assumes no change in these requirements, and therefore anticipates an operating loss of approximately $49,000. However, the school is confident in its ability to renegotiate, resulting in reduced expenditures.

IMPACT

TCPCS's teachers are now on contracts in a form approved by the state superintendent of public instruction. Therefore, the defect identified in August may be considered cured. The PCSC may, but is not obligated to, provide the school with a formal indication to this effect.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

Aaron Clegg
Board Chairman
aclegg@tceagles.com

David Adams
Board Vice Chairman
dadams@tceagles.com

Laila Kammerman
Board Secretary
lkammerman@tceagles.com

Justin Judy
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jjudy@tceagles.com

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Mary Lyn Newell
School Secretary
mnewell@tceagles.com

November 16, 2011

Tamara L. Baysinger
Idaho Public Charter School Commission
P.O. Box 83720
Boise, ID 83720-0037

Re: *Taylor's Crossing Public Charter School*

Dear Mrs. Baysinger:

Drew Meyer is currently on medical leave. The school board has asked that I fulfill his duties in his absence. Dr. Meyer also intends to retire before the end of the year, and the school board has asked that I be prepared to serve as interim superintendent at that time.

As I am sure you are aware, the contract issue has caused quite a stir in our school and in the local community. The resulting controversy has been disruptive to our educational process and taken away resources that might otherwise have been focused on our students. The TCPCS administration and board of directors believes that it is time to resolve this issue.

In response to the Notice of Defect sent to the Taylor's Crossing Public Charter School (TCPCS) on August 26, 2011, TCPCS has taken the following steps:

- On Tuesday, November 15, 2001, the Taylor's Crossing Board of Director's voted unanimously to issue state-approved, continuing contracts to those teachers who qualify for renewable contract status.
- On Wednesday, November 16, 2011, those contracts were given to all qualifying teachers and all teachers signed.

Further, TCPCS intends to:

- Submit a withdrawal of petition for declaratory ruling to the State Department of Education.
- "Meet or exceed qualifications required by state law" as set forth in the TCPCS charter.

Mailing Address: 2184 Channing Way #327, Idaho Falls, ID 83404
Office (208) 552-0397 Fax (208) 529-2755 www.tceagles.com

We hope that this will resolve this issue and allow our school and the community to begin to heal. Please let me know if I can provide any additional information.

Sincerely,

Jared S. Emfield
Acting Superintendent
Taylor's Crossing Public Charter School

Mailing Address: 2184 Channing Way #327, Idaho Falls, ID 83404
Office (208) 552-0397 Fax (208) 529-2755 www.tceagles.com

SDE Approved 4/29/2011

STATE OF IDAHO
CONTINUING TEACHERS CONTRACT

THIS CONTRACT, made this **16th** day of **November** year of **2011**, by and between **Taylor's Crossing Public** Charter School in **Bonneville County**, Idaho ("the School"), and [redacted] ("the Teacher").

WITNESSETH:

1. The School hereby employs the Teacher pursuant to Section 33-515, Idaho Code, for the duration of the **2011-2012** school year consisting of a period of **185** days, and agrees to pay the Teacher for said services a base sum of **Sixty Thousand Dollars, *(this includes five thousand dollars health and welfare benefit)** Dollars **($60,000.00* (this includes $5,000.00 health and welfare benefit)** of which **$5,000.00 *(this includes $416.67 health and welfare benefit)** shall be payable on the **25th** day(s) of the months **July** year of **2011** to **June** year of **2012** inclusive, and such other monetary benefits as accorded to its certificated employees by the School.

2. Teaching assignment(s): [redacted]
   and such other duties as may be assigned by the School for which the Teacher is properly certified and endorsed.

3. The Teacher agrees to perform all teaching assignments made by the School in accordance with the highest professional standards and to have and maintain the legal qualifications required to teach in the aforesaid grades or subjects during all times that performance is required hereunder.

4. It is understood and agreed between the parties that this Contract is subject to the applicable laws of the State of Idaho, such duly adopted rules of the State Board of Education that apply to public charter schools, and the policies of the School which are, by reference, incorporated herein and made a part of this agreement the same as if fully set forth herein.

5. Any material false statement knowingly made in the written application for a position with the School shall constitute sufficient ground for voiding this Contract.

6. The School Board of Directors may terminate or reduce the full-time equivalency status of this contract upon conclusion of the school year stated in Section 1 of this contract, without owing any further compensation, in the event that the Board institutes a reduction in force pursuant to Section 33-522, Idaho Code, resulting in the termination or reduction of the employment relationship between the School and the Teacher.

7. It is mutually understood and agreed by and between the parties that nothing herein contained shall operate or be construed as a waiver of any of the rights, powers, privileges, or duties of either party hereto, by and under the laws of the State of Idaho, except as expressly stated in this Contract.

8. The terms of this Contract shall be subject to amendment and adjustment to conform to the terms of either a Master Contract or the compensation established the Board of Trustees pursuant to Section 33-1274, Idaho Code, as such terms are applicable for the same school year as this Contract.

IN WITNESS WHEREOF the School has caused this Contract to be executed in its name by its proper officials and the Teacher has executed the same all on the date first above written.

Taylor's Crossing Public CHARTER SCHOOL **Bonneville** COUNTY(IES) STATE OF IDAHO

[redacted]

TEACHER

By _____, CHAIRMAN
BOARD OF DIRECTORS

Attest: _____
ADMINISTRATOR OR CLERK

This contract form was prepared pursuant to Section 33-513, Idaho Code, and approved by the State Superintendent of Public Instruction, as a contract which may be used by charter schools. Any other form must be approved by the State Superintendent, and reviewed for reapproval every three years.

November 16, 2011

Tamara L. Baysinger
Idaho Public Charter School Commission
P.O. Box 83720
Boise, ID 83720-0037

Re: *Taylor's Crossing Public Charter School ("TCPCS") - Withdrawal of Petition for Declaratory Ruling*

Dear Ms. Baysinger:

On behalf of our client, TCPCS, we are hereby providing notice of TCPCS's withdrawal of its Petition for Declaratory Ruling now pending before the Idaho Department of Education. A copy of the Withdrawal has been attached for the Idaho Public Charter School Commission's ("Commission") information.

Based on the current staff unrest and political confusion regarding the issue of teacher tenure in the State of Idaho, TCPCS's Board has directed us to withdraw the Petition for Declaratory Ruling and to take all necessary steps to revoke the waivers and enter into renewable contracts with its teachers. TCPCS is hopeful that the issue of teacher tenure will be clarified and addressed through other means. However, the continued cost and disruption to TCPCS's primary focus of providing quality education as a result of the dispute is simply too high. In order to eliminate the disruption, we are working with TCPCS to prepare a corrective action plan to submit to the Commission in the near future, outlining the proposed steps, in addition to withdrawing the Petition for a Declaratory Ruling.

We understand the Charter Commission has this matter on its regular agenda on December 15, 2011. We anticipate at that time, TCPCS will be able to provide a more detailed report on its corrective action plan and progress. We appreciate you working with TCPCS to resolve this issue. TCPCS looks forward to discussing this issue with you at the next Board Meeting on December 15, 2011.

Very truly yours,

Dale W. Storer
Attorney at Law

Enclosure
cc: Dr. Drew Meyer

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Holden Kidwell
Hahn & Crapo P.L.L.C.
LAW OFFICES

1000 Riverwalk Drive, Suite 200
PO Box 50130
Idaho Falls, Idaho 83405

Tel: (208) 523-0620
Fax: (208) 523-9518
www.holdenlegal.com

November 16, 2011

Tamara L. Baysinger
Idaho Public Charter School Commission
P.O. Box 83720
Boise, ID 83720-0037

Re: *Taylor's Crossing Public Charter School ("TCPCS") - Withdrawal of Petition for Declaratory Ruling*

Dear Ms. Baysinger:

On behalf of our client, TCPCS, we are hereby providing notice of TCPCS's withdrawal of its Petition for Declaratory Ruling now pending before the Idaho Department of Education. A copy of the Withdrawal has been attached for the Idaho Public Charter School Commission's ("Commission") information.

Based on the current staff unrest and political confusion regarding the issue of teacher tenure in the State of Idaho, TCPCS's Board has directed us to withdraw the Petition for Declaratory Ruling and to take all necessary steps to enter into renewable contracts with its teachers. TCPCS is hopeful that the issue of teacher tenure will be clarified and addressed through other means. However, the continued cost and disruption to TCPCS's primary focus of providing quality education as a result of the dispute is simply too high. In order to eliminate the disruption, we are working with TCPCS to prepare a corrective action plan to submit to the Commission in the near future, outlining the proposed steps, in addition to withdrawing the Petition for a Declaratory Ruling.

We understand the Charter Commission has this matter on its regular agenda on December 15, 2011. We anticipate at that time, TCPCS will be able to provide a more detailed report on its corrective action plan and progress. We appreciate you working with TCPCS to resolve this issue. TCPCS looks forward to discussing this issue with you at the next Board Meeting on December 15, 2011.

Established in 1896

Very truly yours,

Dale W. Storer
Attorney at Law

Enclosure
cc: Dr. Drew Meyer
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November 16, 2011

Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720-0027

Re: *Taylor's Crossing Public Charter School - Withdrawal of Petition for Declaratory Ruling*

To Whom it May Concern:

Enclosed please find Taylor's Crossing Public Charter School ("TCPCS") Withdrawal of Petition for Declaratory Ruling. Based on the staff unrest and political uncertainty associated with the issue of teacher tenure in the State of Idaho and its disruption of TCPCS's educational goals, the Board of TCPCS has directed us to withdraw the Petition for Declaratory Ruling. We are currently working with TCPCS to prepare a corrective action plan to submit to the Idaho Public Charter School Commission, which will include all necessary steps for the issuance of renewable contracts.

Should the Department have any questions related to the Withdrawal of Petition for Declaratory Ruling, please feel free to call.

Very truly yours,

Dale Storer

Dale W. Storer
Attorney at Law

Enclosure
cc: Dr. Drew Meyer
Tamara Baysinger (via email)
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Established in 1896

Dale W. Storer, Esq. (ISB No. 2166)
DeAnne Casperson, Esq. (ISB No. 6698)
HOLDEN KIDWELL HAHN & CRAPO, P.L.L.C.
P.O. Box 50130
1000 Riverwalk Drive, Suite 200
Idaho Falls, ID 83405
Telephone: (208) 523-0620
Facsimile: (208) 523-9518

Attorneys for Petitioner

BEFORE THE IDAHO STATE DEPARTMENT OF EDUCATION

IN THE MATTER OF: PETITION OF TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL FOR A DECLARATORY RULING ON THE APPLICATION OF IDAHO CODE § 33-515 AND IDAHO CODE § 33-5206(4) TO WAIVERS EXECUTED BY RENEWABLE CONTRACT TEACHERS.	**WITHDRAWAL OF PETITION FOR DECLARATORY RULING**

Petitioner, Taylor's Crossing Public Charter School ("TCPCS"), by and through its counsel of record, Holden Kidwell Hahn & Crapo, P.L.L.C., hereby submits this Withdrawal of Petition for Declaratory Ruling, such Petition having been filed with the Idaho State Department of Education ("SDE") on October 17, 2011.

DATED this 16th day of November, 2011.

Dale W. Storer
Holden, Kidwell, Hahn & Crapo, P.L.L.C.

CERTIFICATE OF SERVICE

I hereby certify that I am a duly licensed attorney in the State of Idaho, resident of and with my office in Idaho Falls, that I served a true and correct copy of the following described pleading or document on the attorney listed below by hand delivering, mailing or by facsimile, as indicated below, with the correct postage thereon, on this 16th day of November, 2011.

DOCUMENT SERVED: WITHDRAWAL OF PETITION FOR DECLARATORY RULING

ATTORNEY SERVED:

Tamara L. Baysinger
Idaho Public Charter School Commission
P.O. Box 83720
Boise, ID 83720-0037

(✓) Mail
( ) Hand Delivery
( ) Facsimile
( ) Courthouse Box

Dale W. Storer
Holden, Kidwell, Hahn & Crapo, P.L.L.C.

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Taylor's Crossing Public Charter School October 2011	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes (School notes in plain text; *PCSC staff notes in italics.*)	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	$1,289,483.00	$1,135,336.00	$1,197,200.00	88.05%	Salary apportionment, entitlement, benefit and transportation added together only in actual amounts column. State does not give foundation calculations until February.		
Benefit Apportionment	$182,025.00		$206,000.00	0.00%			
Entitlement	$522,052.00		$482,800.00	0.00%	Proposed budget is based on 424 enrollment; projected budget is based on 398 enrollment. Entitlement is not in budget, but in actual amounts column only.		
State Transportation	$120,000.00		$120,000.00	0.00%			
Lottery	$0.00		$41,250.00	#DIV/0!	Not in proposed budget		
Other State Funds (Specify)	$34,500.00	$635.86	$300.00	1.84%	Proposed budget included medicaid and lottery funds. Corrected projected budget has revised each catergory into appropriate title. This category includes IRI Revenue.		
Special Ed - Regular	$60,233.00		$60,233.00	0.00%			
Special Ed - ARRA	$0.00		$0.00	#DIV/0!			
Title I	$45,000.00		$45,000.00	#DIV/0!			
Federal Title I Funds : ARRA	$0.00		$0.00	#REF!			
Medicaid Reimbursement	$1,000.00		$6,000.00	0.00%			
Title IIA	$0.00		$9,000.00	#DIV/0!			
Local Revenue (Specify)	$2,080.00	$9,176.53	$10,000.00	441.18%	This includes misc revenue such as shopping card paybacks, picture day % of profit, gym rental fee, student online course fees and student fees.		
Federal Startup Grant	$0.00		$0.00	#DIV/0!			
Other Grants (Specify)	$2,000.00		$76,911.00	0.00%	Ed Jobs grant $1,200, 2010-11 REAP carryover $38,018, 2011-12 REAP grant $37,693		
Fundraising	$0.00		$0.00	#DIV/0!			
Interest Earned	$0.00		$0.00	#DIV/0!			
Other (Specify)	$0.00		$0.00	#DIV/0!			
Other (Specify)	$0.00		$0.00	#DIV/0!			
TOTAL REVENUE	$2,258,373.00	$1,145,148.39	$2,254,694.00	50.71%			
EXPENDITURES							
100 Salaries							
Teachers	$709,750.00	$199,695.90	$788,000.00	28.14%	Teachers salaries will remain the same in regard to the recent contract changes.		
Special Education	$71,000.00	$11,059.50	$71,000.00	15.58%			
Instructional Aides	$69,003.00	$14,552.41	$72,500.00	21.09%			
Classified/Office	$80,325.00	$19,923.81	$84,000.00	24.80%			
Administration	$95,000.00	$23,750.01	$95,000.00	25.00%			
Maintenance	$9,927.00	$3,134.00	$15,000.00	31.57%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	$1,035,005.00	$272,115.63	$1,125,500.00	26.29%	We hired a new math teacher to meet the needs of our students and gave a stipend to the lead teacher for increased responsibilities. We increased the elementary elective teachers FTEs and classified FTEs compared to the Proposed Budget.		
200 Employee Benefits							
PERSI/FICA/Benefits	$315,754.00	$74,455.82	$318,180.00	23.58%			
Other (Specify)				#DIV/0!			
Total Benefits	$315,754.00	$74,455.82	$318,180.00	23.58%			
300 Purchased Services							
Management Services	$15,600.00	$4,424.10	$15,600.00	28.36%	Annual dues and fees and purchased library software services		
Staff Dev/Title IIA	$0.00		$9,000.00	#DIV/0!	We did not know our Title II allocation and therefore we did not budget expenses prior to the First Interim Budget. The projected budget includes revised revenue and expenses.		
Legal Pub/Advertising	$500.00	$231.72	$500.00	46.34%			
Legal Services	$10,000.00	$288.00	$15,000.00	2.88%	Due to the contract issue being resolved, $15,000 is projected as of this date.		
Special Education	$46,487.00	$597.56	$46,487.00	1.29%			
Liablity & Property Ins	$28,262.00	$5,300.80	$31,500.00	18.76%			
Substitute Teachers	$6,500.00	$336.00	$6,500.00	5.17%			
Board Expenses	$12,200.00	$3,899.78	$12,200.00	31.97%			
Computer Services	$20,000.00		$16,000.00	0.00%	IT service was included in contracted services under facilities. Please see the revision to the appropriate category		
Transportation	$170,000.00	$41,808.06	$170,000.00	24.59%			

Travel		$379.71	$1,000.00	#DIV/0!	
Other (Specify)	$7,327.00	$1,017.36	$7,327.00	13.89%	Copier Lease
Other (Specify)	$2,000.00	$0.00	$300.00	0.00%	State IRI
Total Services	$318,876.00	$58,283.09	$331,414.00	18.28%	
Facilities				#DIV/0!	
Building Lease	$0.00		$0.00	#DIV/0!	
Land Lease	$0.00		$0.00	#DIV/0!	
Modular Lease	$0.00		$0.00	#DIV/0!	
Utilities, Phones, Lndscp	$56,000.00	$6,736.99	$40,000.00	0.60%	
Site Preparation				#DIV/0!	
Other (Specify)	$20,000.00	$8,891.04	$15,000.00	0.00%	Refuse removal, snow removal, lawn care, and other services provided for facility. No anticpated driver's ed reimbursement expenses.
Other (Specify)				#DIV/0!	
Total Facilities	$76,000.00	$15,628.03	$55,000.00	20.56%	
400 Supplies and Maintenance					
Textbooks	$10,000.00	$2,815.89	$10,000.00	28.16%	
School Supplies	$25,400.00	$9,990.31	$22,400.00	39.33%	
Power School				#DIV/0!	
Custodial Supplies	$10,000.00	$541.09	$10,000.00	5.41%	
Other (Specify)	$35,000.00	$11,416.57	$35,000.00	32.62%	Deferred Maintenance Plan
Other (Specify)				#DIV/0!	
Total Supplies	$80,400.00	$24,763.86	$77,400.00	30.80%	
500 Capital Objects					
Furniture				#DIV/0!	
Technical AV Equipment				#DIV/0!	
Other (Specify)	$0.00	$1,837.93	$2,000.00	#DIV/0!	Equipment
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Capital Objects	$0.00	$1,837.93	$2,000.00	#DIV/0!	
Debt Service					
Specify	$316,068.00	$79,017.00	$316,068.00	25.00%	Building Loan
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Debt Service	$316,068.00	$79,017.00	$316,068.00	25.00%	
Grant Purchases					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Grant Purchases	$0.00	$0.00	$0.00	#DIV/0!	
Reserve Fund	$50,000.00		$50,000.00	0.00%	Debt Service Requirement
Building Fund	$100,000.00		$100,000.00	0.00%	
Total Expenses	$2,292,103.00	$526,101.36	$2,375,562.00	22.95%	Costs associated with settelement of previous administrator's salary and $5000 settlement to parent involved in 2010 attempted arrest were included in previous fiscal years budgets.
Carryover from Previous FY	$163,594.00	$305,000.00	$305,000.00	186.44%	
Reserve/(Deficit)	$129,864.00	$924,047.03	$184,132.00	711.55%	With the changes to the First Interim Budget, such as increased revenues and changes in expenses, the following is the revised summary of the ending balance. The FY2012 carryover will include the reserve of $184,132 and debt and building reserve of $150,000, totaling $334,132. This would show a small net gain of $29,132 for FY2012.

Taylor's Crossing Public Charter School -	Proposed Budget	Notes (School notes in plain text; *PCSC staff notes in italics* .)
REVENUE		
Local Revenue		
State Revenue		
Entitlement	$482,800.00	Proposed budget is based on 398 enrollment.
Wages		
Administration		
Teachers	$1,189,200.00	
Classified		
Medicaid	$6,000.00	
Benefit	$191,000.00	
Transportation	$120,000.00	
Federal Revenue		
Title I	$86,000.00	
Special Ed	$60,233.00	
Title II	$9,000.00	
Startup Grant		
Other Sources (Specify)	$300.00	State IRI
Other Sources (Specify)	$53,000.00	REAP/Lottery
Other Sources (Specify)	$2,000.00	Local Revenue
Total Revenue before holdback	$2,199,533.00	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
Total Holdback	$0.00	
Total Revenue after holdback	$2,199,533.00	
EXPENDITURES		
100 Salaries		
Teachers	$701,000.00	
Admin	$75,000.00	
Classified	$84,000.00	
Special education	$45,000.00	Previous amounts only included MOE amounts and not Title VI-B expenditures.
Other (Specify)	$82,000.00	Intructional Aides
Other (Specify)	$15,000.00	Building Care
Total Salaries	$1,002,000.00	
200 Benefits		
Benefit Dollars	$100,000.00	
PERSI/Payroll taxes	$182,000.00	
Other (Specify)		
Total Benefits	$282,000.00	
300 Purchased Services		
Transportation	$170,000.00	Transportation is projected to be the same as FY2012.
Special Education	$46,487.00	Previous amount only included MOE amount and not Title VI-B expenditures.
Proctor costs		
Legal	$10,000.00	
Insurance	$31,500.00	
Copier Lease	$7,327.00	
Printer Lease		
Facility Lease		
Utilities	$40,000.00	
Professional Development	$9,000.00	
Technology		
Management Services	$13,000.00	
Legal Publications/Advertising	$500.00	

UPCOMING FISCAL YEAR BUDGET COMPARISON

Substitute Teachers	$5,000.00	
Board Expenses	$12,200.00	
Other (Specify)	$10,000.00	Facility/Admin Contracted Services. *It appears that although administrative salaries will drop by $10,000 in FY13, overall administrative expenses will increase by roughly $35,000 given the comparison of contracted services expenditures in FY12 (line 63).*
Other (Specify)	$16,000.00	Computer Services
Total Purchased Services	$371,014.00	
Supplies & Materials		
Teacher/Classroom	$12,000.00	
Office	$10,400.00	
Janitorial	$10,000.00	
Textbooks	$10,000.00	
Other (Specify)	$35,000.00	Deferred Maintenance Plan
Other (Specify)		
Total Supplies & Materials	$77,400.00	
Grant Expenditures		
Specify		
Specify		
Specify		
Total Grant Expenditures	$0.00	
Capital Outlay		
Total Capital Outlay	$0.00	
Debt Retirement	$316,068.00	Revised amount to be actual debt requirement, debt service requirement has been moved contigency reserve
Total Debt Retirement	$316,068.00	
Insurance & Judgements		
Total Insurance & Judgements	$0.00	
Transfers		
Total Transfers	$0.00	
Contingency Reserve	$50,000.00	This is the cash flow requirement to meet our debt service obligations.
Building Fund	$150,000.00	Required to increase by $50,000 each year.
Total Expenditures	$2,248,482.00	
Carryover from Previous FY	$184,132.00	Reflects projected reserve/(deficit) from "current year" worksheet
Reserve/(Deficit)	$135,183.00	*Note the projected operating loss of $48,949, which assumes exclusion of the contingency and building fund reserves because the lending bank requires such funds to be held in reserve. The school argues that the carryover should include the contingency/building fund reserve and show a net gain.*

SUBJECT

White Pine Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209(2)
I.C. 33-5205(3) (m)

BACKGROUND

White Pine Charter School (WPCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Idaho Falls.

In January 2011, the PCSC issued to WPCS a notice of defect (NOD) on the grounds of failure to meet any of the measurable student educational standards in the approved charter, specifically, MSES 3, 4, and 5.

DISCUSSION

WPCS will provide an annual update on the status of the school. Staff has reviewed the materials submitted by the school and makes the following observations:

1. WPCS serves approximately 460 students in grades K-8. Enrollment has increased 30% over the past last two years. Staff attrition has decreased from 50% to 5%.

2. In accordance with its correction action plan (CAP) related to the January 2011 NOD, WPCS has implemented many changes including new reading and math curriculums, STAR testing, additional technology, block scheduling for the middle school program, and strengthening of the RTI model. They have also enhanced STEM programs.

3. WPCS met AYP in 2011. Four year ISAT comparisons reveal inconsistent, though generally strong, performance across all grade levels. Spring 2011 IRI scores indicate decreased results from the previous year.

4. Meeting MSES has been a challenge for WPCS. They have met MSES 1, 2, and 4 but failed to meet 3, 5, and 6.

    a. MSES 3 requires that 10% more Kindergarten students score 3 or above on the IRI than the state average. WPCS achieved 67% while state average was 60%. (In 2010, WPCS achieved 81% and the state average was 80%.)

    b. MSES 5 requires that the percentage of 2nd grade students scoring a 3 on the spring IRI be 5% higher than the state average. WPCS achieved 67%

while the state average was 80%. (In 2010, WPCS achieved 65% and the state averaged 75%.)

c. MSES 6 requires that the percentage of 3rd grade students scoring a 3 on the IRI be equal to the state average. WPCS achieved 73% while the state average was 85%. (In 2010, both WPCS and the state achieved 77%.)

5. Stakeholder satisfaction is high, with nearly all categories receiving satisfactory ratings.

6. WPCS's FY12 and FY13 budgets anticipate operating losses of approximately $30,000 per year. Due to a substantial reserve, this does not pose a short-term threat, but the situation should be monitored to ensure continued fiscal stability.

Additionally, WPCS does not provide health insurance to its staff members. In lieu of such coverage, full-time employees receive annual stipends of $4,800 and part-time employees receive annual stipends of $2,400. WPCS has been advised by its legal counsel that the school is not obliged to provide health insurance; however, I.C. §33-5205(3) (m) indicates that the intent of the law is to require the provision of such.

IMPACT

Pursuant to I.C. 33-5209(2), if the PCSC "has reason to believe that a public charter school has…(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter; (b) Failed to substantially meet any of the student educational standards identified in the approved charter…; or (f) Violated any provision of law," the PCSC must provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect.

STAFF COMMENTS AND RECOMMENDATIONS

Staff notes that WPCS fell significantly short of its standard with regard to MSES 5 and 6, and slightly short of its standard with regard to MSES 3. This indicates that the defect identified in January 2011 has not yet been cured as it relates to MSES 3 and 5. The former NOD did not include reference to MSES 6.

For this reason, staff recommends that the PCSC issue to WPCS a notice of defect on the grounds of failure to meet any of the student educational standards identified in the approved charter, specifically, MSES 6. The NOD may also include reference to MSES 3 and 5.

Staff further recommends that the PCSC consider whether it has reason to believe that WPCS has violated a provision of law, specifically, failure to provide health insurance to its staff members.

COMMISSION ACTION

A motion to direct staff to issue to White Pine Charter School a notice of defect on the grounds of failure to substantially meet any of the student educational standards in the approved charter, specifically, MSES 3 (continued), 5 (continued), and 6.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

AND/OR

A motion to direct staff to issue to White Pine Charter School a notice of defect on the grounds of violation of any provision of law, specifically, I.C. 33-5205(3)(m) and material violation of any condition, standard, or procedure set forth in the approved charter, specifically, Tab 6(c), Employee Benefits, for failure to provide health insurance to staff members.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

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Charter School Dashboard

November 16, 2011

White Pine Charter School

2959 John Adams Parkway Ammon, Idaho 83406

208-522-4432

"White Pine Charter School will assist parents and educators in building a solid foundation of knowledge and skills for students to use as a basis for continual learning to meet the challenges of a global society."

WHITE PINE charter school

Charter School Board

Board Member	Office and Term	Skills Set(s)	Email	Phone
Gina Stevenson	Acting Chair, Served Since August 2011	Director of Development Arts Council	gstevenson@idahofallsarts.org	208.360.9669
Ann Albin	Treasurer, Served Since September 2010	Retired Administrator	anna@ida.net	208.523.9567
Barbara Vance	Secretary, Served Since August 2011	Parent	pandbvance@hotmail.com	208.542.5196
Adam Frugoli	Served Since August 2011	Insurance Broker	adam.frugoli@gmail.com	208.604.2228
Bradley Rhinehart	Served Since August 2011	Optometrist	bhrhinehart@gmail.com	208.542.2428
Alan Carvo	Served Since August 2011	Engineer	newfie@teton4.myrf.net	208.932.3019
Jill Phillips	Served Since August 2011	Financial Advisor	jhphillips@wradvisors.com	208.529.3993
Jennifer Chapa	Served Since August 2011	Parent	rcjc@cableone.net	208.390.6892

WHITE PINE charter school

Enrollment

Grade Level	2011-2012 Enrollment	2011-2012 ADA to date	2010-2011 Enrollment	2010-2011 ADA
Kindergarten	45	97.69%	46	95.25%
First	50	97.52%	47	95.75%
Second	52	96.65%	51	95.66%
Third	53	97.67%	74	95.94%
Fourth	81	97.41%	49	95.48%
Fifth	51	96.47%	53	95.88%
Sixth	57	97.06%	56	94.61%
Seventh	40	96.59%	43	94.68%
Eighth	35	96.59%	26	93.65%

Student Attrition Rate:

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? If yes, briefly describe planned enrollment changes, including numbers and grades affected:

Our enrollment opportunities for 2011-2012 SY will be 495 students. Current enrollment is 464 students. During the 2010-2011 SY, WPCS enrollment was 450. In order to meet financial obligations and address fluctuations in economic conditions, the Board of Directors will annually on or before April 30th hold a public meeting if it is needed to address enrollment and classroom size. The meeting will be held upon the completion of school re-enrollment and the public lottery to determine class size for the middle school and elementary classes.

WPCS current student capacity is as follows:

- ✓ No single Kindergarten classroom shall exceed twenty-three (23) students
- ✓ Standard level of the first grade classroom is twenty-three (25) students
- ✓ Standard level of the second grade class is twenty-four (26) students
- ✓ Standard level of the third grade class is twenty-five (27) students
- ✓ Standard level of the fourth grade class is twenty-five (27) students
- ✓ Standard level of the fifth grade class is twenty- six (28) students
- ✓ Standard level of the sixth grade class is twenty-eight (30) students
- ✓ Standard level of the seventh grade class is Thirty (32) students
- ✓ Standard level of the eighth grade class is Thirty (32) students

- No single classroom in grades 1-8 shall exceed the standard as stated above.
- In addition, White Pine Charter School will not have more than 3 classes per grade level.

Potential Effects

The potential effect White Pine Charter School intends to have on students will result in an educational content with a rich curriculum of Core Knowledge in smaller classroom settings. The curriculum is rigorous and broad; it includes not only the core subjects of reading, writing and math but a sequential learning program in science and social studies. Teachers at the school are committed to high academic standards. The school is committed to develop students who are competent, confident, productive, and responsible young adults who possess the academic achievement, habits, skills, and attitudes to succeed in high school and be offered a post-secondary education and satisfying employment.

This mission seeks to develop an educated citizenry through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. The dress code provides an environment where social economic differences become obscure. A written and signed disciplinary policy allows students to learn in a safe environment. Physical Education, art, music and Spanish are offered to enrich the educational program at White Pine Charter School.

Community Support

1. White Pine Charter School is an existing public charter school with 464 enrolled students.
2. When the charter was approved, White Pine Charter School exceeded the required number of 30 petitions required to start a public charter school.

White Pine Charter School is organized and managed under the Idaho nonprofit corporation act. The boards of directors of a public charter school are deemed public agents authorized by ACE (Authorizing Charter Entity).

The board of directors of White Pine Charter School will comply with code section 33-5204.

<u>Student Demographics:</u>

	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	16; 3.4%	11; 2.4%	419; 90%	3; .64%	1; .2%	0; 0%	152; 33%	30; 11%
Previous	23; 6%	1; 2%	334; 91	3; .8%	1; .2%	0; 0%	100;27%	41; 11%

Faculty and Staff:

Administrator Name: Terry Rothamer (1 FTE)

Melinda Christensen (.5 FTE)

Administrator Hire Date: July 2009 & July 2011

Administrator Email: **rothamerte@whitepinecharterschool.org**

christensenme@whitepinecharterschool.org

Current Classified Staff (# FTE): 30

Classified Attrition Rate: 20%

Current Faculty (# FTE): 19

Faculty Attrition Rate: 5%

Educational Program:

Did your school make AYP during the last school year? If no, please specify indicator, status, and describe the plan for addressing needs.

In 2010-2011, WPCS did make AYP.

Was your school selected to participate in NAEP this year?

Yes, White Pine Charter School was selected to participate in NAEP.

Reporting:

Date of the last programmatic operations audit: March 22-23, 2011

Date submitted to authorizer: October 28, 2011

Who performed your most recent programmatic audit?

- Charlotte Shearer, former administrator at White Pine Charter School
- Rebecca Bohman, current local representative of the Idaho Coalition of Charter Schools
- Katholyn Howell, classroom teacher (Masters in Curriculum & Instruction, National Board Certification and K-12 Administration Certificate) Shelley School District
- Drew Meyer, current superintendent of Taylor's Crossing Public Charter School
- Wendy Horman, current school board member, Bonneville School District
- Gayle Eiman, retired school teacher, Idaho Falls School District

Date of most recent fiscal audit: October 15, 2011

Date submitted to authorizer: October 27, 2011

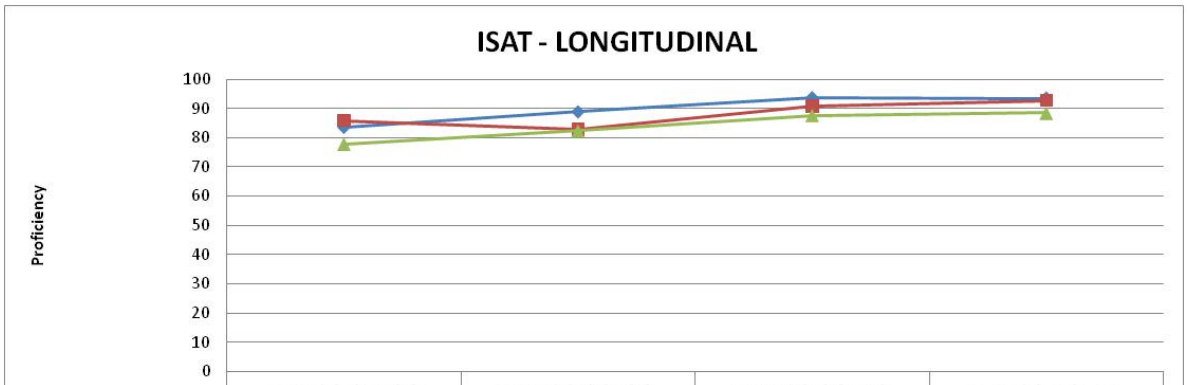
Comments:

Please describe any significant changes experienced by your school in the past year:

1. Implemented a new reading (Scott Foresman – Reading Streets 2011) curriculum.
2. Implemented a new math (Excel Math) curriculum.
3. Implemented standardized computer testing (Star reading & math) to assess student growth and performance.
4. Implemented curriculum based computerized testing K-5.
5. Placed 6 computers into each classroom with floating computer cart to facilitate online assessments.
6. Implemented an A/B block schedule in our middle school increasing class-time from 55 to 90 minutes.
7. Implemented electives in our middle school including online IDLA high-school level classes (for qualified students).
8. Remodeled and created a middle school lounge and separate exit for K-5 students to provide improved social environment for middle school students.
9. Implemented a new G/T program dubbed 'The Breakfast Club' with excellent student participation.
10. Implemented a stronger RTI framework with improved remediation (Tier II & III) and data analysis.
11. Implemented a PBIS model – positive student expectations, leveled consequences, positive recognition programs, and data tracking (SWIS).
12. Purchased a classroom set of e-readers for middle school language arts.
13. Increased the class size by two (2) students.

Please describe the greatest successes experienced by your school in the past year:

WPCS students have increased in academic achievement on the required ISAT tests in some cases by 10% over the past two years (see graph below). Enrollment has increased by over 30% from 350 students to 464 in the course of two years. Staff attrition has dropped from a consistent 50% to 5% with only one teacher leaving due to a career advancement (hired as a principal). A collaborative environment has been cultivated where K-8 teachers have prep and planning time during the school week and staff regularly and collectively analyzes formative and summative assessment data. Students are challenged and, when necessary, a comprehensive safety net has been established where at-risk students are promptly identified (through curriculum based and standardized testing) and are given intensive reading instruction.



	WPCS 07-09	WPCS 08-09	WPCS 09-10	WPCS 10-11
READING	83.64	88.84	93.6	93.5
MATH	85.91	82.79	90.7	92.8
LANGUAGE	77.73	82.33	87.7	88.5

Summary of Accomplishments:

- ✓ Increased enrollment by over 30%
- ✓ Cut teacher attrition from 50% to 5%
- ✓ White Pine Charter School met AYP and with a high degree of growth over the past two years
- ✓ Implemented new reading and math curriculums
- ✓ Implemented standardized testing (Star reading & math) through all grades
- ✓ Implemented a block reading and math schedule for grades K-5 to protect academic time
- ✓ Implemented an afternoon reading remediation pullout (RTI – Tier III)
- ✓ Enhanced our S.T.E.M. programs – robotics and Science Olympiad and won 1st and 2nd place trophies in both competitions and qualified for state
- ✓ Offered many quality after school programs: boys & girls basketball, dance, cross country, volleyball, and academic clubs
- ✓ Improved communication to home with innovative email marketing application (Constant Contact)

Please describe any challenges you anticipate during the upcoming year:

Maintaining teacher contact time and quality programs in light of further budget cuts, supporting our aging technical infrastructure with a limited technology budget, and adding necessary curriculum and consumable materials. In short – the economy and state budget will continue to affect our ability to invest in additional resources and may result in program and/or personnel cut backs.

Please add any additional information of which you would like to make your authorizer aware:

The focus of White Pine Charter School is to improve student learning and maintain a professional learning community.

Most Recent DWA, DMA, IRI, and ISAT Results

** 2010-2011 Direct Writing Assessment Results - NA*

	Score =1	Score=1.5	Score=2	Score=2.5	Score=3	Score=3.5	Score=4
Fifth Grade Total Number of Students =41	NA	NA	NA	NA	NA	NA	NA
Seventh Grade total Number of Students=34	NA	NA	NA	NA	NA	NA	NA

*** Idaho no longer requires the DWA; thus WPCS did not test students in the 2010-11 SY.**

5th Grade Percentage of Proficient or Above = 73% **2010-2011 = NA**

7th Grade Percentage of Proficient or Above = 76% **2010-2011 = NA**

** 2010-2011 Direct Math Assessment Results = NA*

	Score =1	Score =1.5	Score =2	Score=2.5	Score =3	Score =3.5	Score =4
Fourth Grade Total Number of Students =44	NA	NA	NA	NA	NA	NA	NA
Sixth Grade Total Number of Students = 46	NA	NA	NA	NA	NA	NA	NA
Eighth Grade Total Number of	NA	NA	NA	NA	NA	NA	NA

Students = 21

* Idaho no longer requires the DMA; thus WPCS did not test students in the 2010-11 SY.

4th Grade Percentage of Proficient or Above = 45% 2010-2011=NA

6th Grade Percentage of Proficient or Above = 52% 2010-2011=NA

8th Grade Percentage of Proficient or Above = 52% 2010-2011=NA

2010-2011 Spring Idaho Reading Indicator Results

	Score =1	Score =2	Score =3
Kindergarten Total Number of Students = 43	5	10	31
First Grade Total Number of Students = 44	1	9	35
Second Grade Total Number of Students = 60	10	6	33
Third Grade Total Number of Students = 48	10	10	55

Kindergarten Percentage of Proficient or Above = 67%

First Grade Percentage of Proficient or Above = 78%

Second Grade Percentage of Proficient or Above = 67%

Third Grade Percentage of Proficient or Above = 73%

WHITE PINE charter school

2010-2011 Idaho Standards Achievement Test Results

Reading Results

	Below Basic	Basic	Proficient	Advanced
Third Grade Total Number of Students = 46	2	1	25	47
Fourth Grade Total Number of Students = 45	2	1	15	32
Fifth Grade Total Number of Students = 48	3	6	15	30
Sixth Grade Total Number of Students = 48	0	5	23	32
Seventh Grade Total Number of Students = 34	2	4	14	26
Eighth Grade Total Number of Students = 19	1	1	8	14

Third Grade Percentage of Proficient or Above (Reading) = 96.65%

Fourth Grade Percentage of Proficient or Above (Reading) = 95.00%

Fifth Grade Percentage of Proficient or Above (Reading) = 88.95%

Sixth Grade Percentage of Proficient or Above (Reading) = 95.75%

Seventh Grade Percentage of Proficient or Above (Reading) = 91.25%

Eighth Grade Percentage of Proficient or Above (Reading) = 93.70%

WHITE PINE charter school

Math Results

	Below Basic	Basic	Proficient	Advanced
Third Grade Total Number of Students = 46	1	8	17	49
Fourth Grade Total Number of Students = 44	0	3	18	29
Fifth Grade Total Number of Students = 48	1	3	30	20
Sixth Grade Total Number of Students = 48	1	12	13	34
Seventh Grade Total Number of Students = 34	1	5	20	30
Eighth Grade Total Number of Students = 19	0	4	4	16

Third Grade Percentage of Proficient or Above (Math) = 93.30%

Fourth Grade Percentage of Proficient or Above (Math) = 97.00%

Fifth Grade Percentage of Proficient or Above (Math) = 95.40%

Sixth Grade Percentage of Proficient or Above (Math) = 88.40%

Seventh Grade Percentage of Proficient or Above (Math) = 92.45%

Eighth Grade Percentage of Proficient or Above (Math) = 91.75%

WHITE PINE charter school

Language Results

	Below Basic	Basic	Proficient	Advanced
Third Grade Total Number of Students = 46	4	8	25	38
Fourth Grade Total Number of Students = 45	1	4	13	32
Fifth Grade Total Number of Students = 48	5	4	22	23
Sixth Grade Total Number of Students = 48	3	11	19	27
Seventh Grade Total Number of Students = 34	4	4	16	22
Eighth Grade Total Number of Students = 19	1	4	11	8

Third Grade Percentage of Proficient or Above (Language) = 89.35%

Fourth Grade Percentage of Proficient or Above (Language) = 94.00%

Fifth Grade Percentage of Proficient or Above (Language) = 87.00%

Sixth Grade Percentage of Proficient or Above (Language) = 85.85%

Seventh Grade Percentage of Proficient or Above (Language) = 86.95%

Eighth Grade Percentage of Proficient or Above (Language) = 87.45%

Previous four years of DWA, DMA, IRI, and ISAT Chart Comparison

Direct Writing Assessment Five Year Comparison

	2006-07	2007-08	2008-09	2009-10	2010-011
5th Grade DWA	81%	57%	73%	70.5%	NA
7th Grade DWA	72%	67%	76%	79.4%	NA

Direct Math Assessment Five Year Comparison

	2006-07	2007-08	2008-09	2009-10	2010-011
4th Grade DMA	80%	44%	45%	77.5%	NA
6th Grade DMA	50%	63%	52%	70.5%	NA
8th Grade DMA	57%	55%	52%	61.5%	NA

Idaho Reading Indicator Four Year Comparison

	2007-2008 Spring	2008-2009 Spring	2009-2010 Spring	2010-2011 Spring
Kindergarten IRI	91%	86%	93%	67%
1st Grade IRI	88%	57%	80%	78%
2nd Grade IRI	65%	79%	78%	67%
3rd Grade IRI	83%	74%	87%	73%

Idaho Standards Achievement Test Four Year Comparison

Percentages of Proficient and Advanced Combined According to Grade Level

Reading Comparison

	2007-08	2008-09	2009-10	2010-2011
3rd Grade Reading	91%	89.10%	84.6%	96.65%
4th Grade Reading	80%	88.40%	90%	95.00%
5th Grade Reading	74%	79.20%	94.3%	88.95%

6th Grade Reading	88%	89.6%	83.1%	95.75%
7th Grade Reading	85%	91.2%	88.4%	91.25%
8th Grade Reading	86%	94.8%	92.3%	93.7%

Math Comparison

	2007-08	2008-09	2009-10	2010-2011
3rd Grade Math	93%	93.4%	88.5%	93.3%
4th Grade Math	77%	75.5%	94.0%	97.00%
5th Grade Math	88%	79.2%	82.7%	95.40%
6th Grade Math	92%	77.1%	86.5%	88.40%
7th Grade Math	77%	79.4%	83.7%	92.45%
8th Grade Math	77%	78.90%	76.9%	91.75%

Language Comparison

	2007-08	2008-09	2009-10	2010-2011
3rd Grade Lang.	76%	78.3%	83.1%	89.35%
4th Grade Lang.	80%	84.4%	86.0%	94.00%
5th Grade Lang.	79%	77.1%	86.6%	87.00%
6th Grade Lang.	77%	79.2%	86.6%	85.85%
7th Grade Lang.	77%	79.4%	79.1%	86.95%
8th Grade Lang.	82%	78.9%	76.9%	87.45%

Science Comparison

	2007-08	2008-09	2009-2010	2010-2011
5th Grade Science	69%	72.9%	85.00%	87.00%
7th Grade Science	46%	76.4%	65.25%	62.25%

Goals attainment report comparing the measurable student educational standards in your charter to actual results.

Our charter educational standards include the following:

1. **2010-2011 State Benchmark: 85.6%**
   The percentage of WPCS students who score at the Proficient or higher level on the spring reading ISAT in grades 3-8th will exceed the statewide benchmark. According to 2010-2011 the following percentages of students were proficient and advanced. Third grade = 96.65%, fourth grade = 95%, fifth grade 88.95%, sixth grade = 95.75%, seventh grade = 91.25%, and eighth grade = 93.7%.
2. **2010-2011 State Benchmark: 83.0%**
   The percentage of WPCS students who score at the Proficient or higher level on the spring mathematics ISAT in grades 3-8th will exceed the statewide benchmark. According to 2010-2011 the following percentages of students were proficient and advanced. Third grade = 93.3%, fourth grade = 97%, fifth grade 95.4%, sixth grade 88.4%, seventh grade = 92.45%, and eighth grade= 91.75%.
3. The percentage of kindergarten students at WPCS scoring a 3 on the spring IRI will be 10% higher than the state average (target). 67% of WPCS kindergarten students scored a 3 on the most recent IRI. The state target is 60%.
4. The percentage of first grade students at WPCS scoring a 3 on the spring IRI will be 5% higher than the state average (target). 78% of WPCS first grade students scored a 3 on the most recent IRI. The state target is 70%.
5. The percentage of second grade students at WPCS scoring a 3 on the spring IRI will be 5% higher than the state average (target). 67% of WPCS second grade students scored a 3 on the most recent IRI. The state target is 80%.
6. The percentage of third grade students at WPCS scoring a 3 on the IRI will be equal to the state average (target). 73% of WPCS third grade students scored a 3 on the most recent IRI. The state target is 85%.

Written response to recommendations from most recent programmatic operations audit.

Summary of 2010-2011 Programmatic Audit:

1. Governance
    a. Documents — Meets Standards
    b. Relevant Federal State Law & Procedures — Meets Standards
    c. Governance Structure — Progressing Towards Standards
    d. Financials — Exceeds Standards
    e. Administrative Leadership — Meets Standards
    f. Fed & State Reporting & Testing Requirements — Meets Standards
2. Academic Program
    a. School Culture, Curriculum & Instruction — Meets Standards
3. Stakeholder Support — Exceeds Standards
4. Continuous Improvement
    a. Short & Long-term Continuous Improvement — Meets Standards

Standards were met in all areas except for Governance Structure (progressing towards standards).

2010-2011 Programmatic Recommendations (for area not met)

Governance:

- Governance Structure -
    - The Board review and update the Board Policy Manual annually.
    - Assure the Charter language is modified to reflect the day to operation of the district.
    - Post the Board agenda and minutes on the website.
    - Develop a rubric to evaluate progress in meeting Annual Board goals.
    - Seek intensive Board training to better understand the roles and responsibilities of the leadership team to align with Best Practices.
    - Examine the roles of the Board, administration, and Business Manager.
    - Evaluate the role of the Business Manager and assigned responsibilities, with the recommendation to move the accountability of Facilities and Transportation to the Assistant Principal.
    - The Business Manager should assume full responsibility for the personnel files and verify proof of certification to align with Idaho Code (*not to include teacher evaluation).*
    - The Board examine procedure for administrative evaluation (a*void office staff delivering and receiving confidential information).*
    - Improve teacher morale by communicating with the instructional staff (*teachers fear the Board is becoming involved in teacher evaluations*).
    - The Board is encouraged to review the process used to complete the administrative evaluation by increasing the number of staff members in providing feedback.

- Review the overall culture of the school to foster teacher satisfaction and retention.
- Involve teachers in providing representation as the district develops new policies and procedures addressing changes in current Legislative issues (Students Come First 2011).

Most recent parent/stakeholder satisfaction survey result

*See attached online survey results; comments available upon request.

Constant Contact Survey Results

Survey Name: WPCS 2010-2011 Stakeholder Satisfaction Survey

Response Status: Partial & Completed

Filter: None

11/15/2011 1:51 PM MST

TextBlock:

A. School Communication

How often do you check the WPCS website (whitepinecharterschool.org)?

1 = Not Often, 4 = Often

	1	2	3	4	Number of Response(s)	Rating Score*
					78	3.1

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

I receive sufficient communication from WPCS through flyers, the marquee, newsletters, email, and the website.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					78	3.4

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

I feel that there is open communication between the administration, teachers and parents.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					77	3.2

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

This year, WPCS sought to send fewer paper messages home and more email and/or text messages.

1 = Disagree, 4 = Agree

Answer	1	2	3	4	Number of Response(s)	Rating Score*
I felt this paperless push was successful (I received sufficient communication)					78	3.3
I would like to see more of a concerted push next year (even less paper)					78	2.8
I received all the important communications paperlessly					77	3.0
I liked the combination of paperless for less critical and paper for the more important announcements					76	3.2
I would like to go back to a paper notice being sent home for all communciations					78	1.3

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Positive suggestions for change

13 Response(s)

TextBlock:

B. School Climate

The school provides a safe environment for my child:

1 = Unsatisfied, 4 = Satisfied

Answer	1	2	3	4	Number of Response(s)	Rating Score*
In the classroom					78	3.7
In the halls					77	3.6
On the playground					78	3.2
In the gym					78	3.8
After or before school					78	3.6
In the cafeteria					78	3.6

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

WPCS has an environment that promotes student learning.

1 = Disagree, 4 = Agree

	1	2	3	4	Number of Response(s)	Rating Score*
					78	3.8

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

I feel welcome at my child's school.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					78	3.7

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Positive suggestions for change

15 Response(s)

TextBlock:

C. Education Council and Board of Directors

I am aware that the following boards / committees are open meetings and have a place for public input:

1 = Unaware, 4 = Aware

Answer	1	2	3	4	Number of Response(s)	Rating Score*
School Board (3rd Thursday of each Month)					74	3.3
Education Council (1st Wednesday of each Month)					74	3.2
PFA (Parent Faculty Association)					74	3.1

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

I am aware of the dates for the:

1 = Unaware, 4 = Aware

Answer	1	2	3	4	Number of Response(s)	Rating Score*
School Board Meetings					72	2.8
Education Council Meetings					73	2.6
PFA Meetings					73	2.4

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

I understand the role of the PFA at WPCS.

1 = Do Not Understand, 4 = Understand

	1	2	3	4	Number of Response(s)	Rating Score*
					73	3.0

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

I understand the role of the Education Council at WPCS.

1 = Do Not Understand, 4 = Understand

	1	2	3	4	Number of Response(s)	Rating Score*
					73	2.8

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

I understand the role of the Board of Directors at WPCS.

1 = Do Not Understand, 4 = Understand

	1	2	3	4	Number of Response(s)	Rating Score*
					74	3.1

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Positive suggestions for change

6 Response(s)

TextBlock:

D. School Standards & Code of Conduct

The school succeeds at preparing its students for high school and college.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					72	3.6

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Overall, WPCS students perform well academically.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					71	3.7

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Students are held to the Code of Conduct (RTI Behavior Plan)

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					72	3.4

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Positive suggestions for change

3 Response(s)

TextBlock:

E. Special school programs (answer if relevant)

The Special Education program meets my child's needs.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					35	3.3

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

The Speech Therapy program meets my child's needs.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					30	3.5

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Title I reading plan meets my child's needs (inclusion and PM tier III pull out)

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					31	3.1

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

The Gifted and Talented (GT) program meets my child's needs.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					39	2.8

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

The following academic extracurricular programs met my child's needs:

1 = Unsatisfied, 4 = Satisfied

Answer	1	2	3	4	Number of Response(s)	Rating Score*
Math Counts					24	3.6
First Lego League Robotics					29	3.6
Science Olympiad					25	3.6
Band					22	3.5

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

The Extended Day reading program meets my child’s needs.

1 = Unsatisfied, 4 = Satisfied

	1	2	3	4	Number of Response(s)	Rating Score*
					27	3.1

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Positive suggestions for change

4 Response(s)

The following Specials programs contribute to my child's education experience:

1 = Disagree, 4 = Agree

Answer	1	2	3	4	Number of Response(s)	Rating Score*
Music Program					65	3.9
Physical Education Program					65	3.8
Art Program					64	3.9
Library					65	3.9
Study Hall					51	3.4

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

What extra-curricular activities are your children participating in now? Have the activities been beneficial?

30 Response(s)

What extra-curricular activities would you like to see added to our school?

15 Response(s)

What extra-curricular activities would you like to see added to our school?

7 Response(s)

Other

1 = Unsatisfied, 4 = Satisfied

Answer	1	2	3	4	Number of Response(s)	Rating Score*
I understand the benefits of student led conferences.					69	3.2
The student led conference was valuable to me as a parent.					68	3.1
I received enough information before the conference.					67	3.2
The school clearly communicates how I can volunteer in the school.					68	3.5
I feel my volunteer hours are beneficial to the school.					66	3.8
Parent volunteers are made to feel appreciated.					65	3.7
Have you fulfilled or will fulfill your 20 hours of volunteer time?					66	3.3
Does your family have internet access?					68	3.9

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Positive suggestions for change

13 Response(s)

How often do you check your email?

65 Response(s)

What, if any, radio stations do you listen to at home?

51 Response(s)

What, if any, newspapers do you read at home?

42 Response(s)

What is the greatest strength of the school?

46 Response(s)

What is the greatest challenge the school faces?

40 Response(s)

Name three items you would like to be added to our school's wish list?

33 Response(s)

How important is the offering of transportation via bus in your decision to attend WPCS?

1 = Not Important, 4 = Very Important

	1	2	3	4	Number of Response(s)	Rating Score*
					66	2.7

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

* Would you be willing to pay a Transportation Fee in order to have the opportunity to ride the bus to or from school daily?

1 = Not Willing, 4 = Very Willing

	1	2	3	4	Number of Response(s)	Rating Score*
					68	2.5

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

General suggestions for improvement

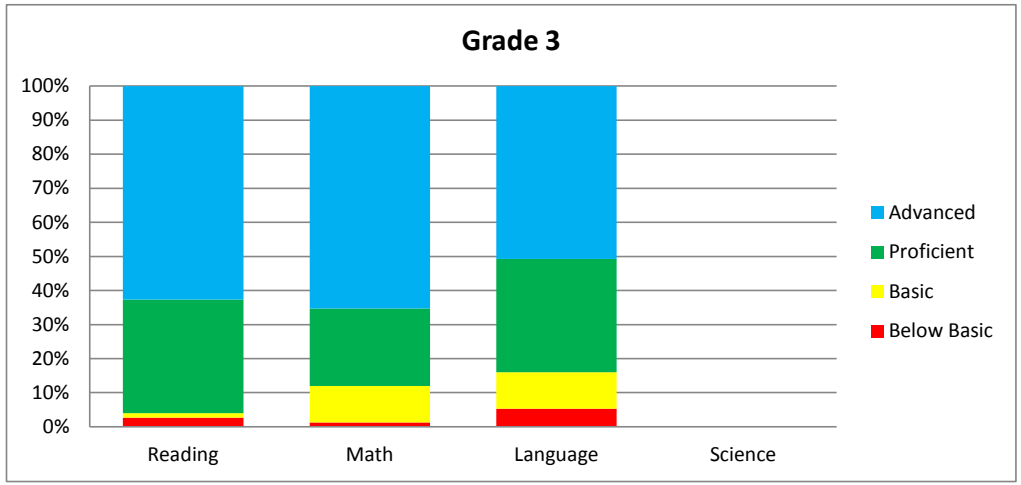
12 Response(s)

How have you fulfilled your 20-hour volunteer commitment?

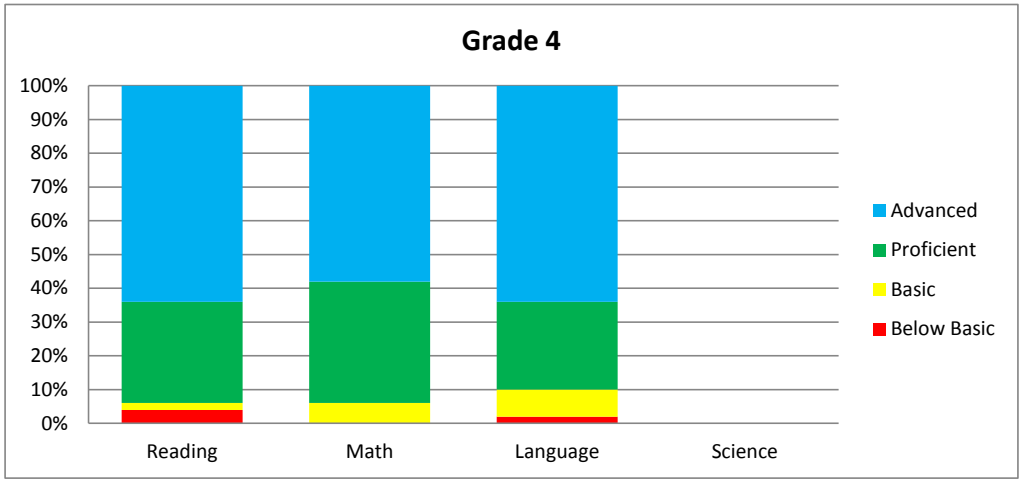
48 Response(s)

ISAT - Most Recent Spring - By Subject

Grade 3	Reading	Math	Language	Science
Below Basic	2.7	1.3	5.3	
Basic	1.3	10.7	10.7	
Proficient	33.3	22.7	33.3	
Advanced	62.7	65.3	50.7	

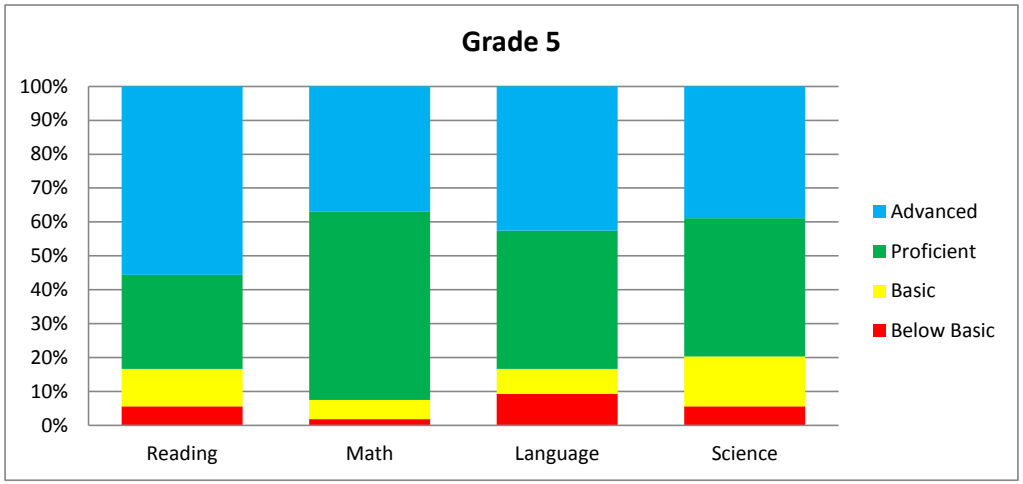


Grade 4	Reading	Math	Language	Science
Below Basic	4	0	2	
Basic	2	6	8	
Proficient	30	36	26	
Advanced	64	58	64	

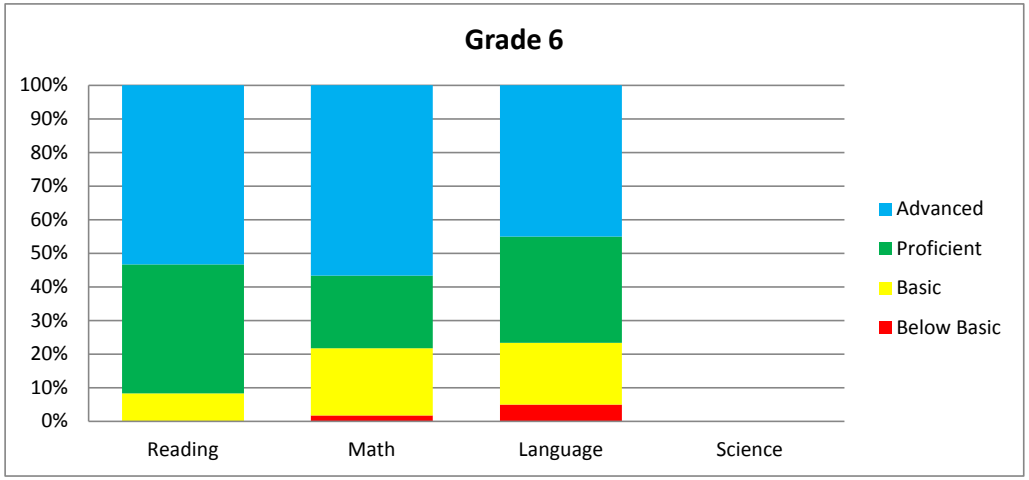


ISAT - Most Recent Spring - By Subject

Grade 5	Reading	Math	Language	Science
Below Basic	5.6	1.9	9.3	5.6
Basic	11.1	5.6	7.4	14.8
Proficient	27.8	55.6	40.7	40.7
Advanced	55.6	37	42.6	38.9

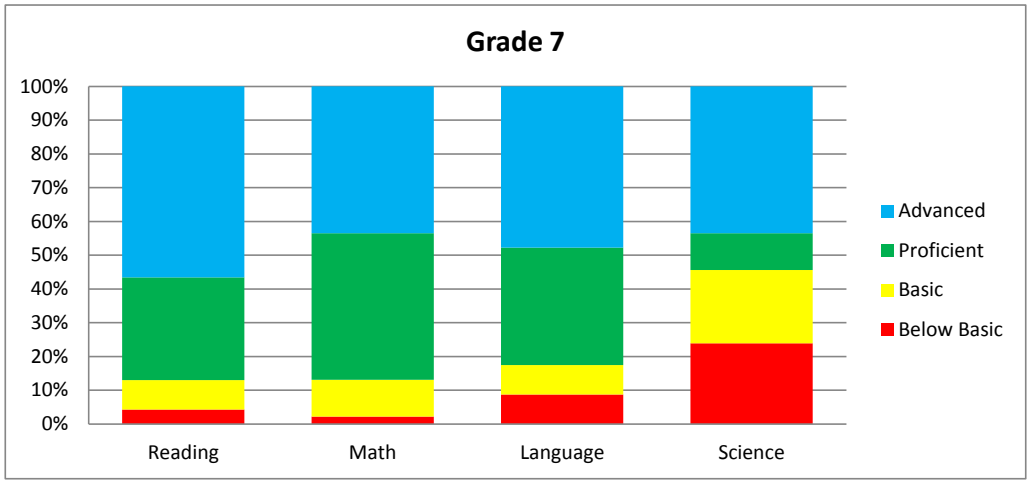


Grade 6	Reading	Math	Language	Science
Below Basic	0	1.7	5	
Basic	8.3	20	18.3	
Proficient	38.3	21.7	31.7	
Advanced	53.3	56.7	45	

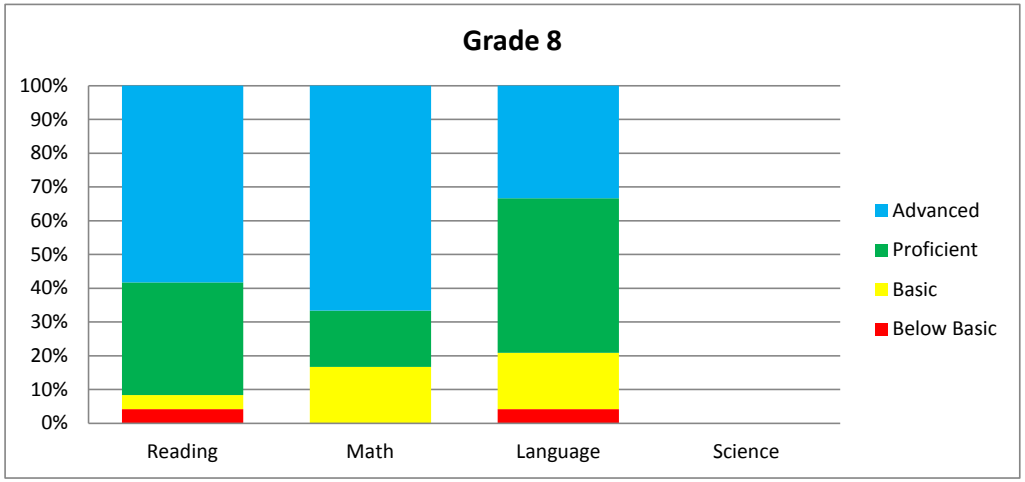


ISAT - Most Recent Spring - By Subject

Grade 7	Reading	Math	Language	Science
Below Basic	4.3	2.2	8.7	23.9
Basic	8.7	10.9	8.7	21.7
Proficient	30.4	43.5	34.8	10.9
Advanced	56.5	43.5	47.8	43.5

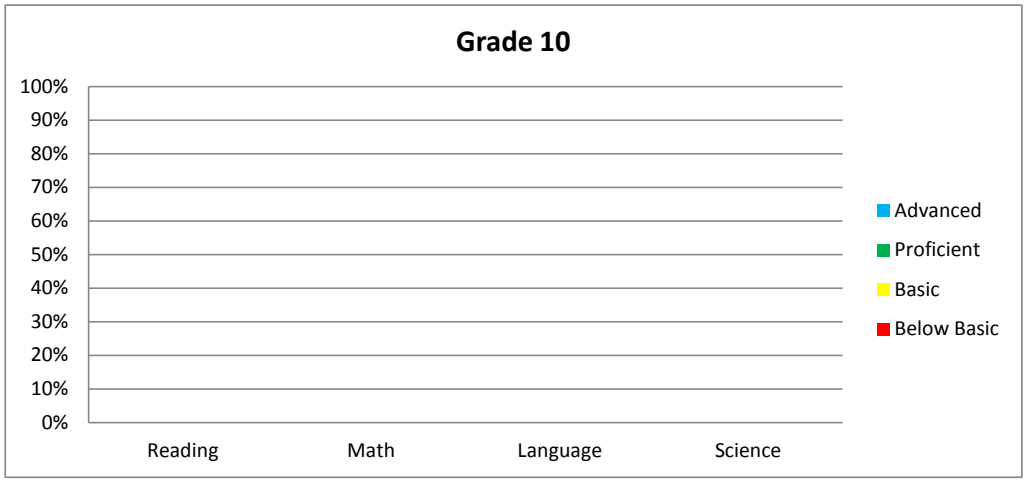


Grade 8	Reading	Math	Language	Science
Below Basic	4.2	0	4.2	
Basic	4.2	16.7	16.7	
Proficient	33.3	16.7	45.8	
Advanced	58.3	66.7	33.3	



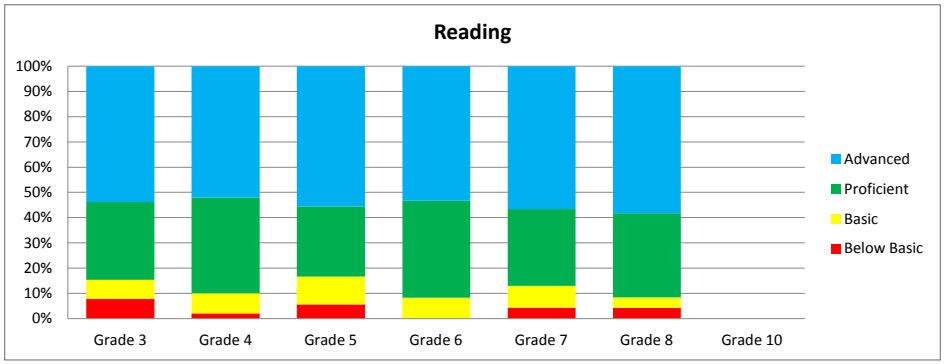
ISAT - Most Recent Spring - By Subject

Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

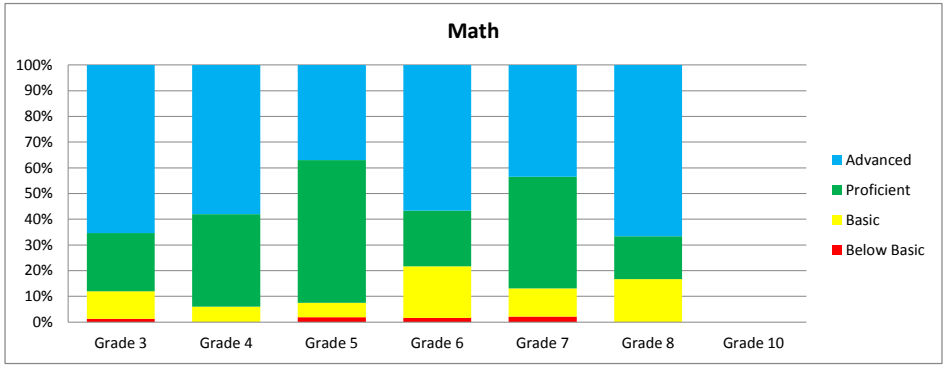


ISAT - Most Recent Spring - By Grade Level

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	7.7	2	5.6	0	4.3	4.2	#N/A
Basic	7.7	8	11.1	8.3	8.7	4.2	#N/A
Proficient	30.8	38	27.8	38.3	30.4	33.3	#N/A
Advanced	53.8	52	55.6	53.3	56.5	58.3	#N/A

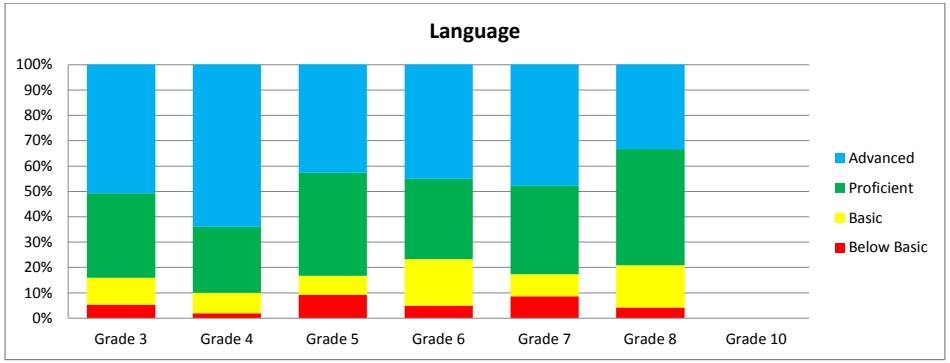


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	1.3	0	1.9	1.7	2.2	0	#N/A
Basic	10.7	6	5.6	20	10.9	16.7	#N/A
Proficient	22.7	36	55.6	21.7	43.5	16.7	#N/A
Advanced	65.3	58	37	56.7	43.5	66.7	#N/A

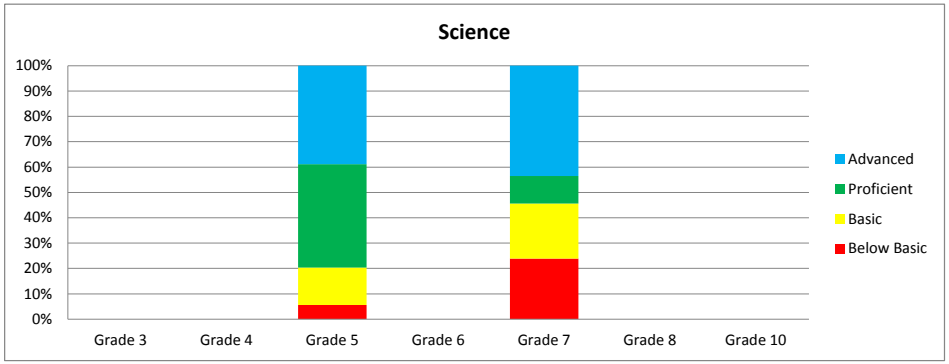


ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	5.3	2	9.3	5	8.7	4.2	#N/A
Basic	10.7	8	7.4	18.3	8.7	16.7	#N/A
Proficient	33.3	26	40.7	31.7	34.8	45.8	#N/A
Advanced	50.7	64	42.6	45	47.8	33.3	#N/A

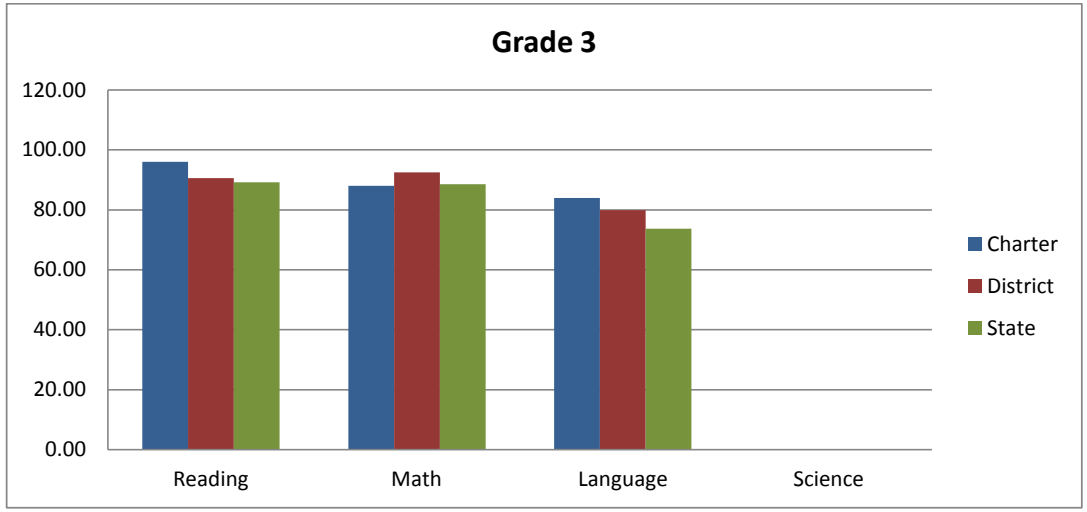


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			5.6		23.9		#N/A
Basic			14.8		21.7		#N/A
Proficient			40.7		10.9		#N/A
Advanced			38.9		43.5		#N/A

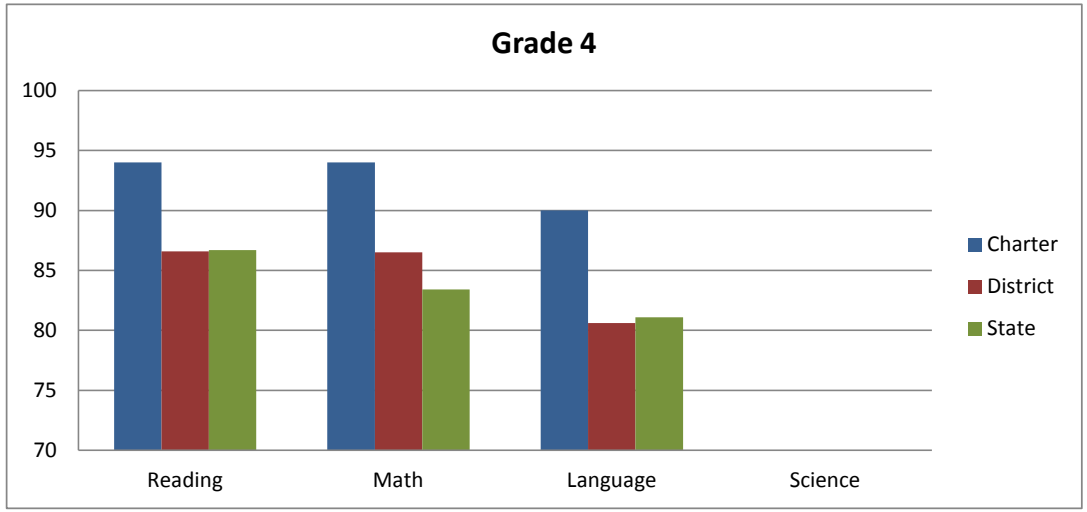


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	96	88	84	
District	90.6	92.5	79.9	
State	89.2	88.6	73.7	

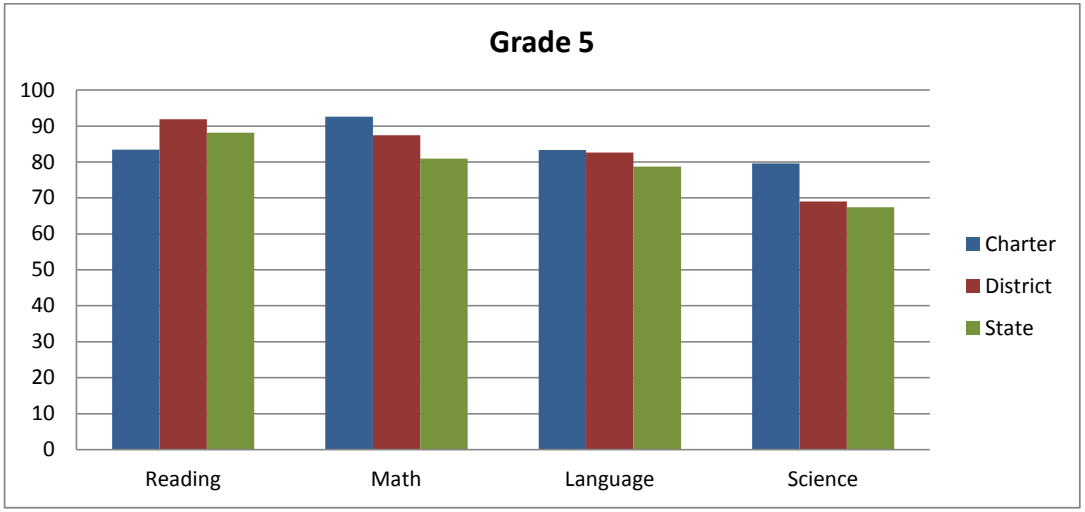


Grade 4	Reading	Math	Language	Science
Charter	94	94	90	
District	86.6	86.5	80.6	
State	86.7	83.4	81.1	

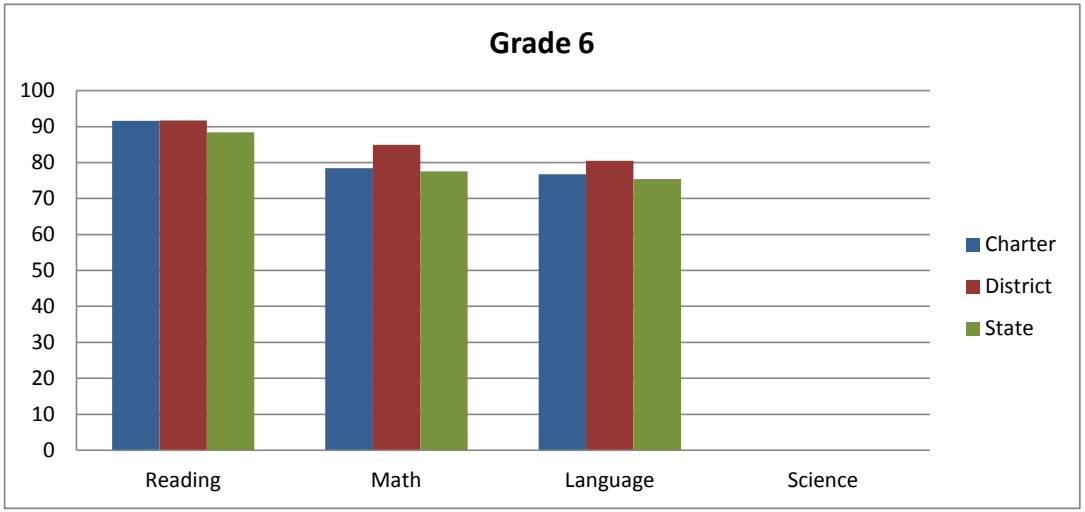


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	83.4	92.6	83.3	79.6
District	91.9	87.4	82.6	69
State	88.1	80.9	78.7	67.4

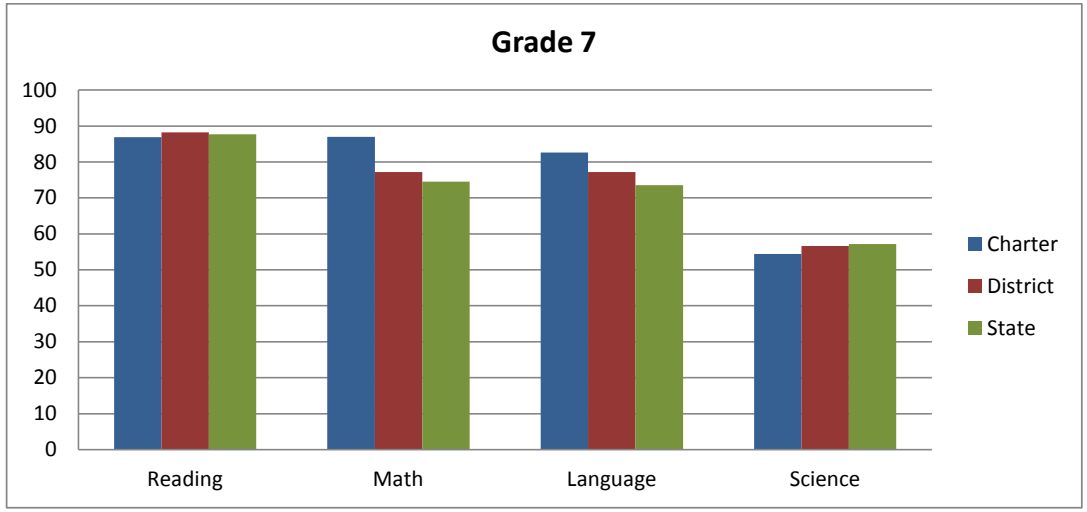


Grade 6	Reading	Math	Language	Science
Charter	91.6	78.4	76.7	
District	91.7	84.9	80.5	
State	88.4	77.5	75.4	

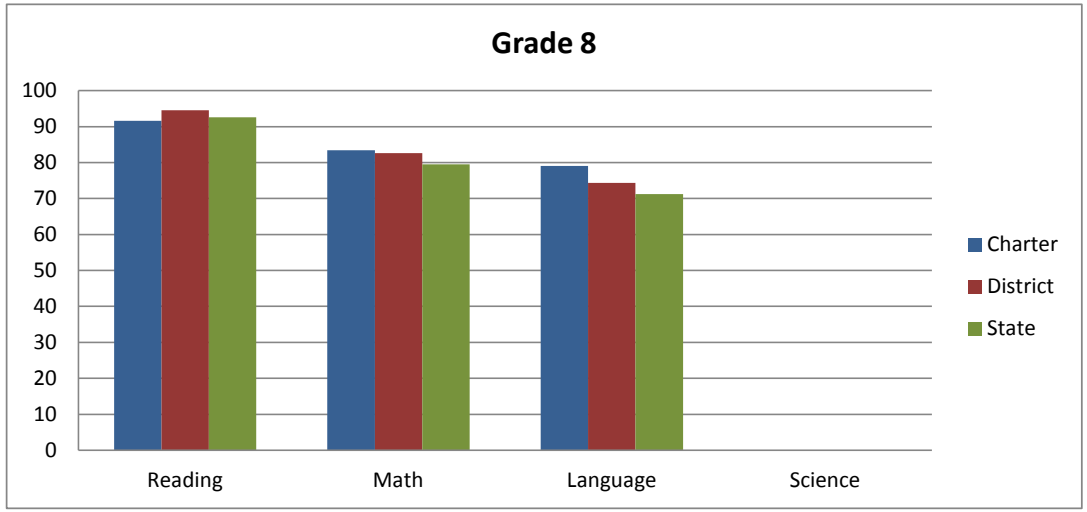


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	86.9	87	82.6	54.4
District	88.2	77.2	77.2	56.6
State	87.7	74.5	73.5	57.2

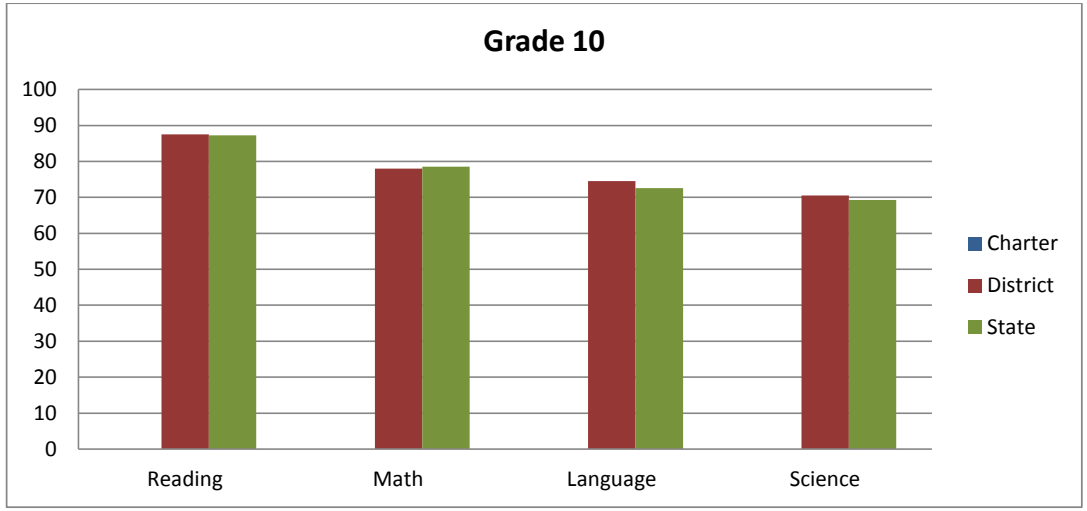


Grade 8	Reading	Math	Language	Science
Charter	91.6	83.4	79.1	
District	94.5	82.6	74.3	
State	92.6	79.5	71.2	



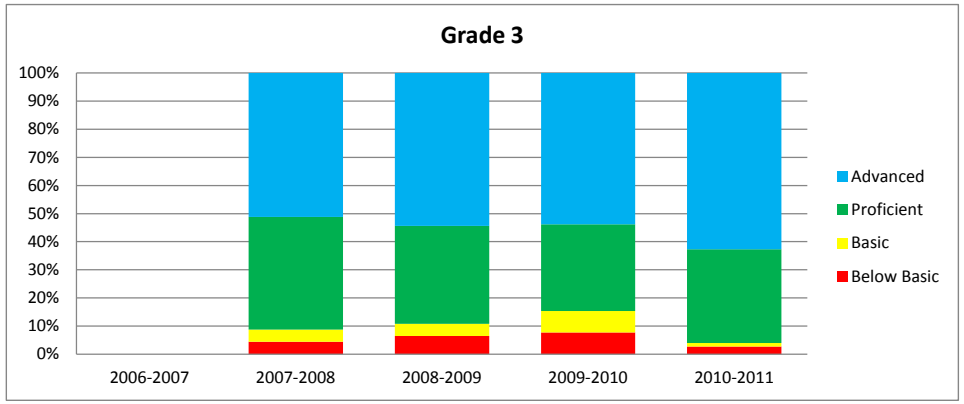
ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	87.5	78	74.5	70.5
State	87.2	78.5	72.6	69.3

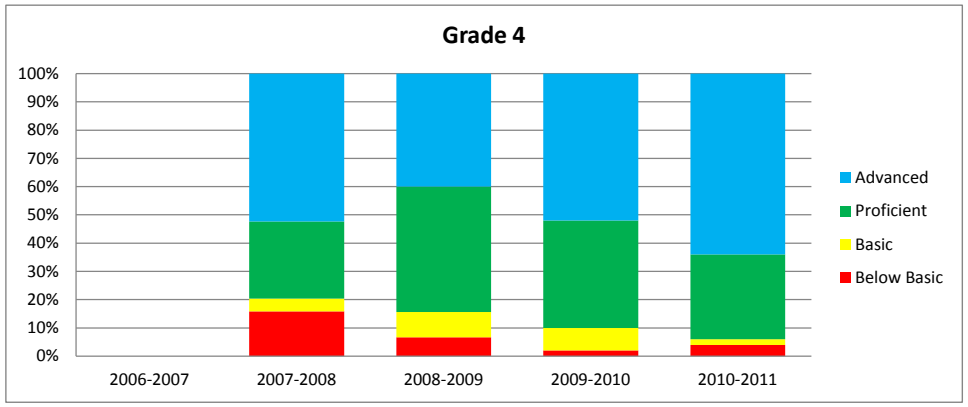


ISAT - Longitudinal Comparison - Reading

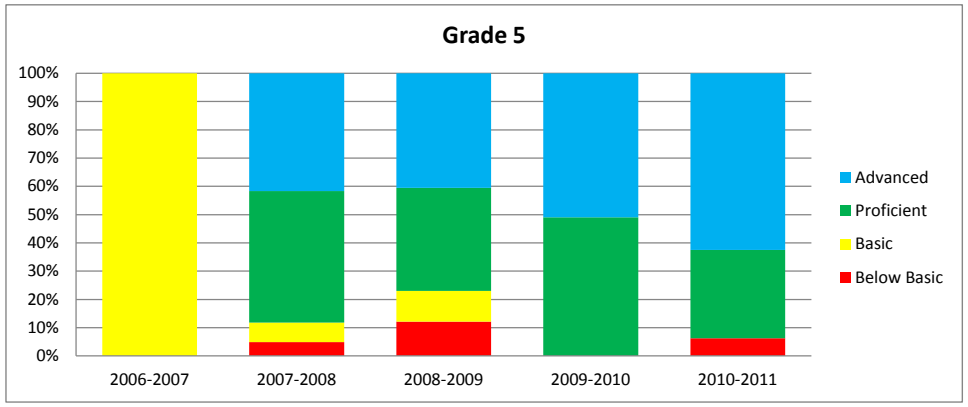
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	4.4	6.5	7.7	2.7
Basic	#N/A	4.4	4.3	7.7	1.3
Proficient	#N/A	40	34.8	30.8	33.3
Advanced	#N/A	51.1	54.3	53.8	62.7



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	15.9	6.7	2	4
Basic	#N/A	4.5	8.9	8	2
Proficient	#N/A	27.3	44.4	38	30
Advanced	#N/A	52.3	40	52	64

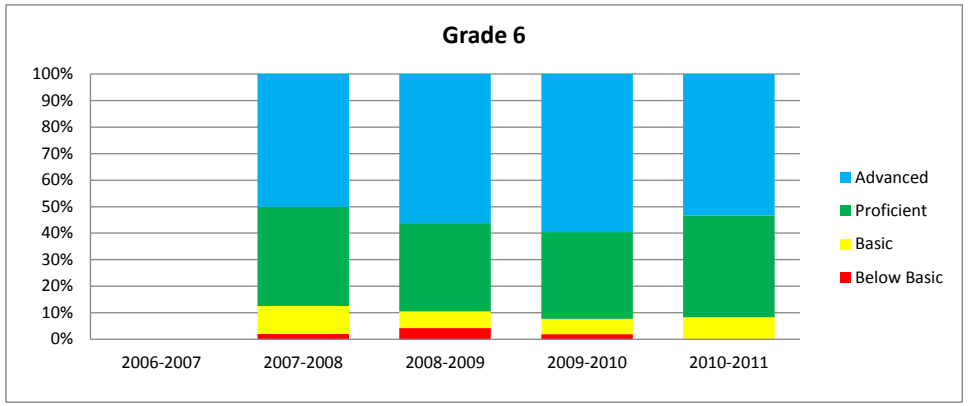


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	4.2	12.5	0	5.6
Basic	#N/A	20.8	8.3	5.8	11.1
Proficient	#N/A	39.6	37.5	46.2	27.8
Advanced	#N/A	35.4	41.7	48.1	55.6

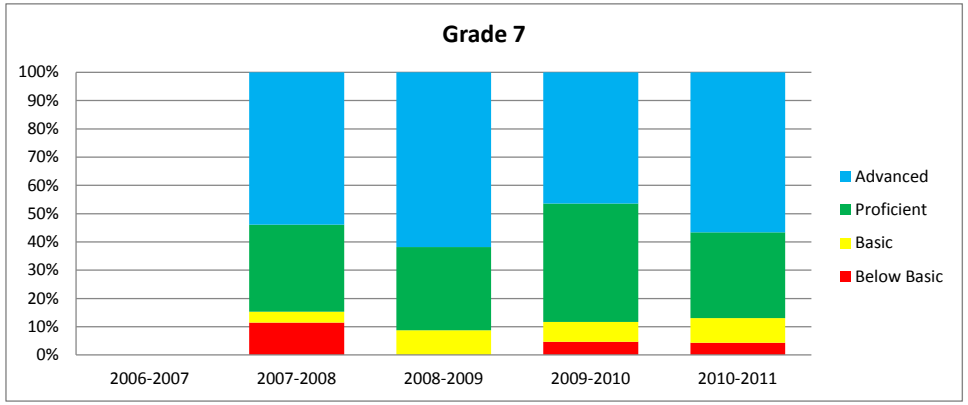


ISAT - Longitudinal Comparison - Reading

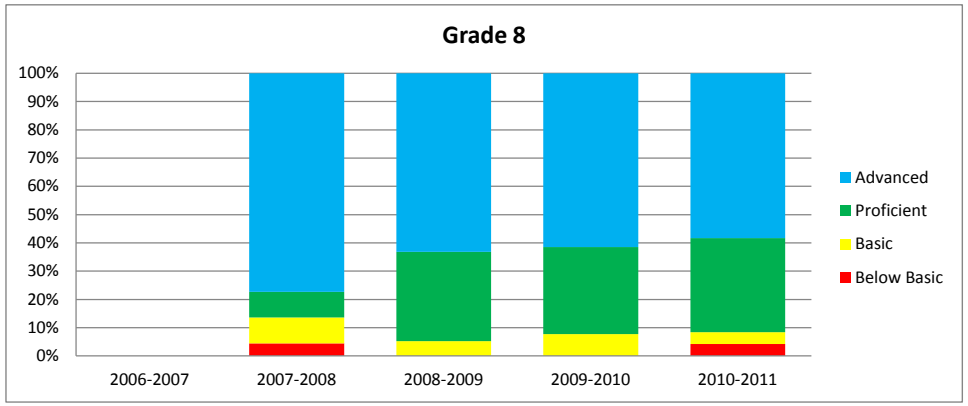
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	2.1	4.2	1.9	0
Basic	#N/A	10.4	6.3	5.8	8.3
Proficient	#N/A	37.5	33.3	32.7	38.3
Advanced	#N/A	50	56.3	59.6	53.3



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	11.5	0	4.7	4.3
Basic	#N/A	3.8	8.8	7	8.7
Proficient	#N/A	30.8	29.4	41.9	30.4
Advanced	#N/A	53.8	61.8	46.5	56.5

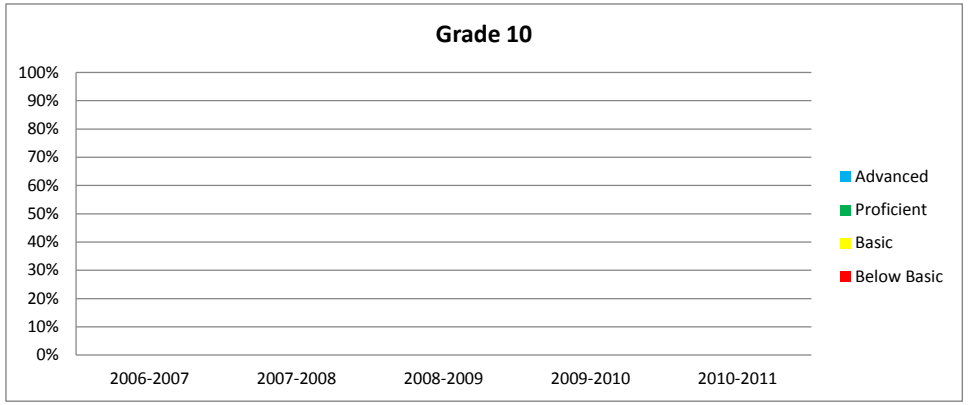


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	4.5	0	0	4.2
Basic	#N/A	9.1	5.3	7.7	4.2
Proficient	#N/A	9.1	31.6	30.8	33.3
Advanced	#N/A	77.3	63.2	61.5	58.3



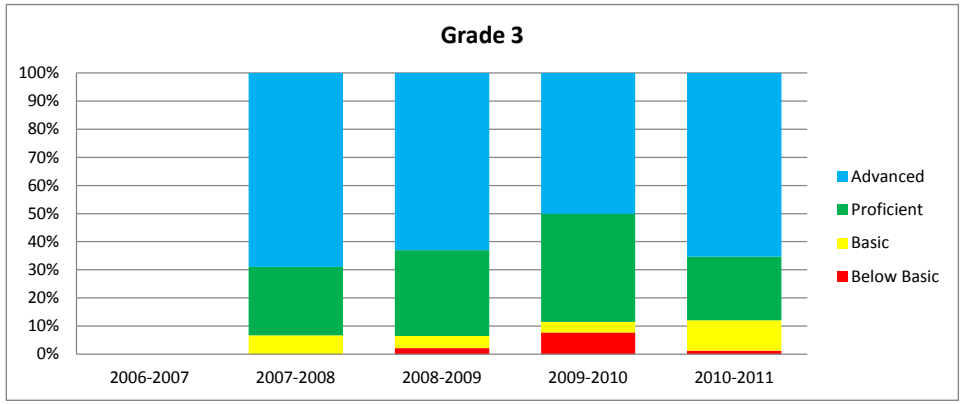
ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A

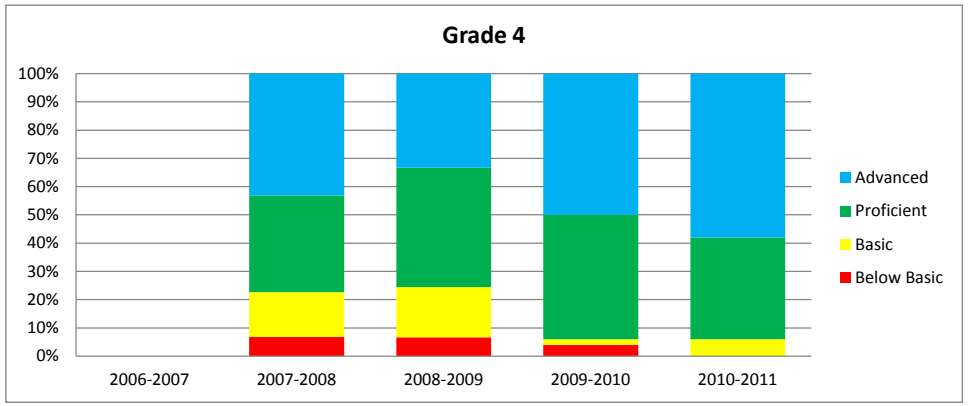


ISAT - Longitudinal Comparison - Math

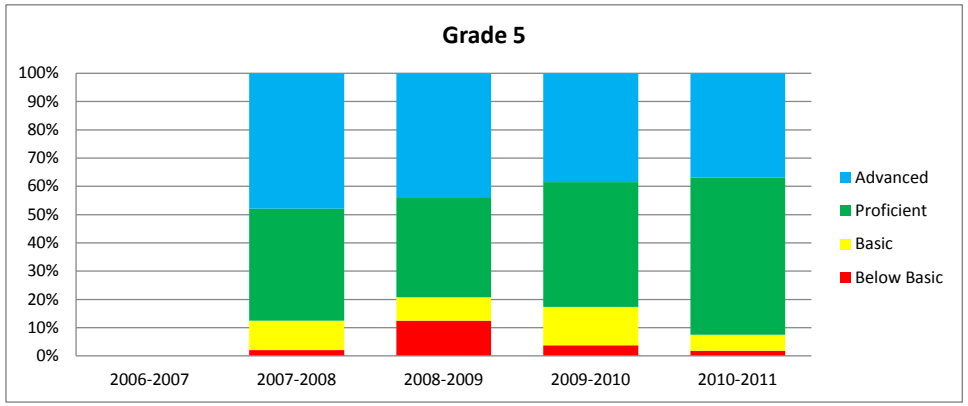
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	0	2.2	7.7	1.3
Basic	#N/A	6.7	4.3	3.8	10.7
Proficient	#N/A	24.4	30.4	38.5	22.7
Advanced	#N/A	68.9	63	50	65.3



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	6.8	6.7	4	0
Basic	#N/A	15.9	17.8	2	6
Proficient	#N/A	34.1	42.2	44	36
Advanced	#N/A	43.2	33.3	50	58

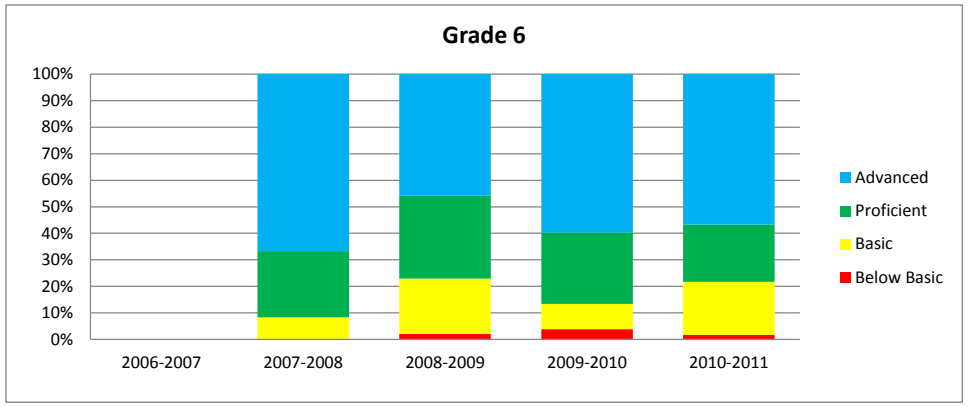


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	2.1	12.5	3.8	1.9
Basic	#N/A	10.4	8.3	13.5	5.6
Proficient	#N/A	39.6	35.4	44.2	55.6
Advanced	#N/A	47.9	43.8	38.5	37

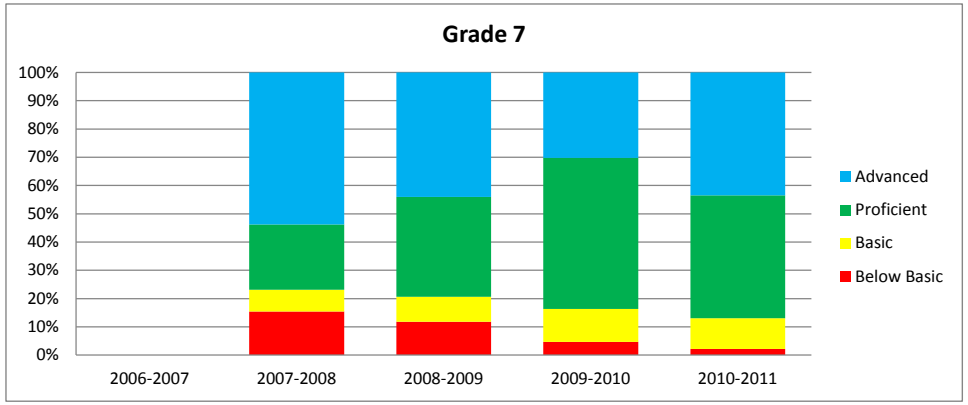


ISAT - Longitudinal Comparison - Math

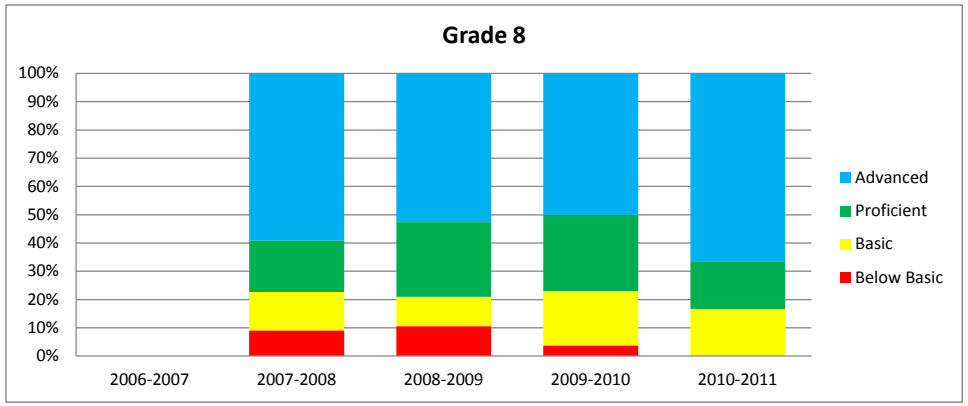
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	0	2.1	3.8	1.7
Basic	#N/A	8.3	20.8	9.6	20
Proficient	#N/A	25	31.3	26.9	21.7
Advanced	#N/A	66.7	45.8	59.6	56.7



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	15.4	11.8	4.7	2.2
Basic	#N/A	7.7	8.8	11.6	10.9
Proficient	#N/A	23.1	35.3	53.5	43.5
Advanced	#N/A	53.8	44.1	30.2	43.5

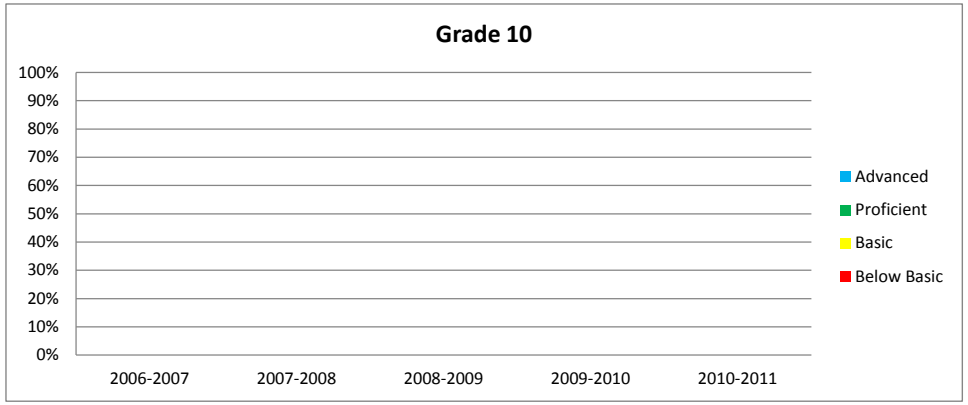


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	9.1	10.5	3.8	0
Basic	#N/A	13.6	10.5	19.2	16.7
Proficient	#N/A	18.2	26.3	26.9	16.7
Advanced	#N/A	59.1	52.6	50	66.7



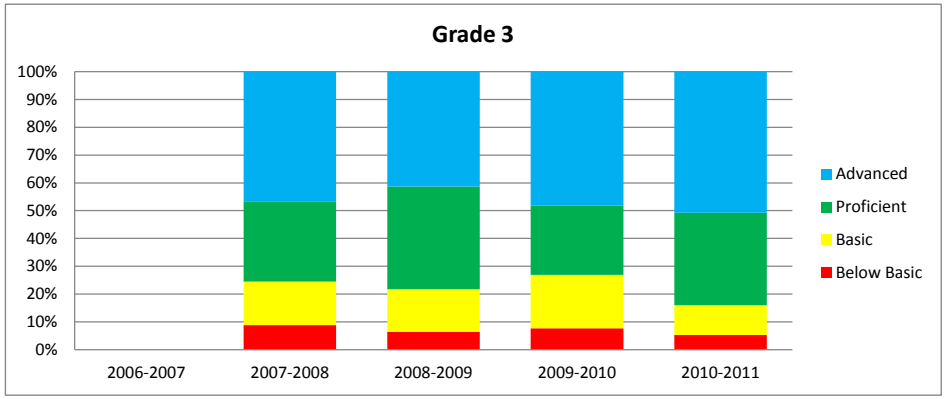
ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

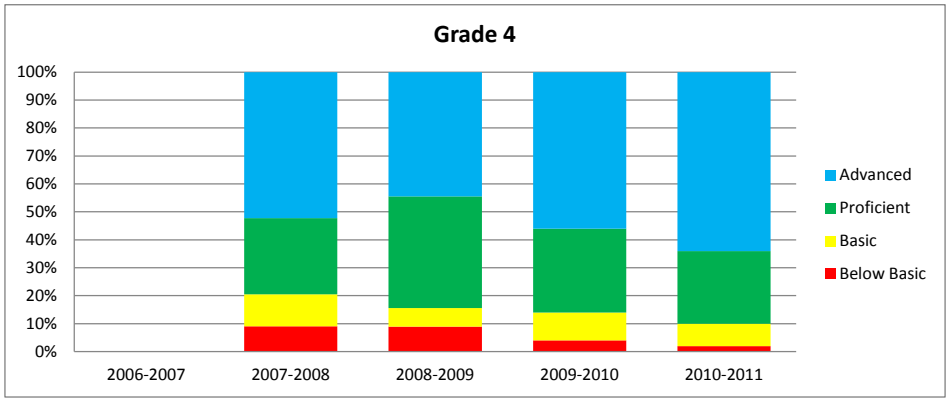


ISAT - Longitudinal Comparison - Language

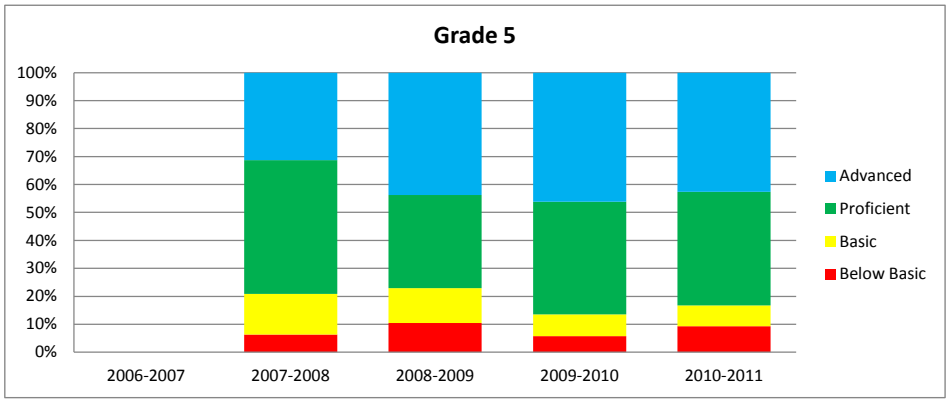
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	8.9	6.5	7.7	5.3
Basic	#N/A	15.6	15.2	19.2	10.7
Proficient	#N/A	28.9	37	25	33.3
Advanced	#N/A	46.7	41.3	48.1	50.7



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	9.1	8.9	4	2
Basic	#N/A	11.4	6.7	10	8
Proficient	#N/A	27.3	40	30	26
Advanced	#N/A	52.3	44.4	56	64

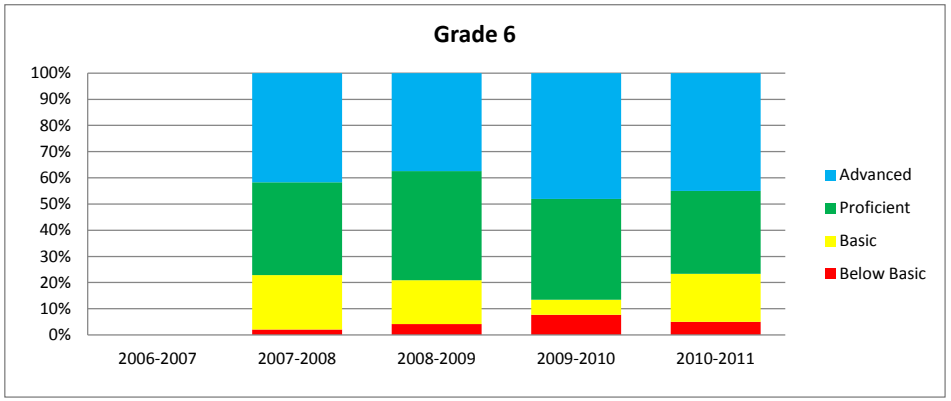


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	6.3	10.4	5.8	9.3
Basic	#N/A	14.6	12.5	7.7	7.4
Proficient	#N/A	47.9	33.3	40.4	40.7
Advanced	#N/A	31.3	43.8	46.2	42.6

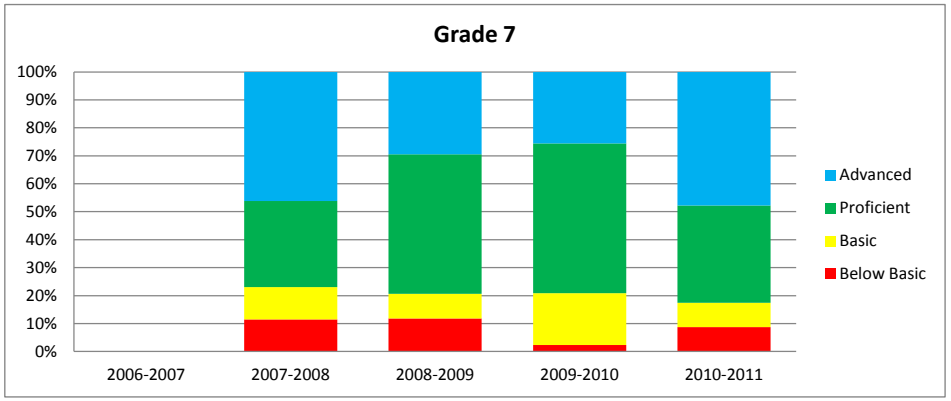


ISAT - Longitudinal Comparison - Language

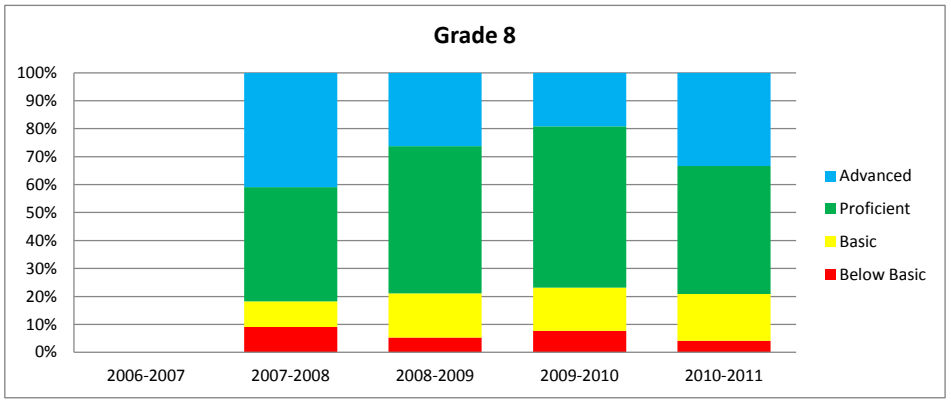
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	2.1	4.2	7.7	5
Basic	#N/A	20.8	16.7	5.8	18.3
Proficient	#N/A	35.4	41.7	38.5	31.7
Advanced	#N/A	41.7	37.5	48.1	45



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	11.5	11.8	2.3	8.7
Basic	#N/A	11.5	8.8	18.6	8.7
Proficient	#N/A	30.8	50	53.5	34.8
Advanced	#N/A	46.2	29.4	25.6	47.8

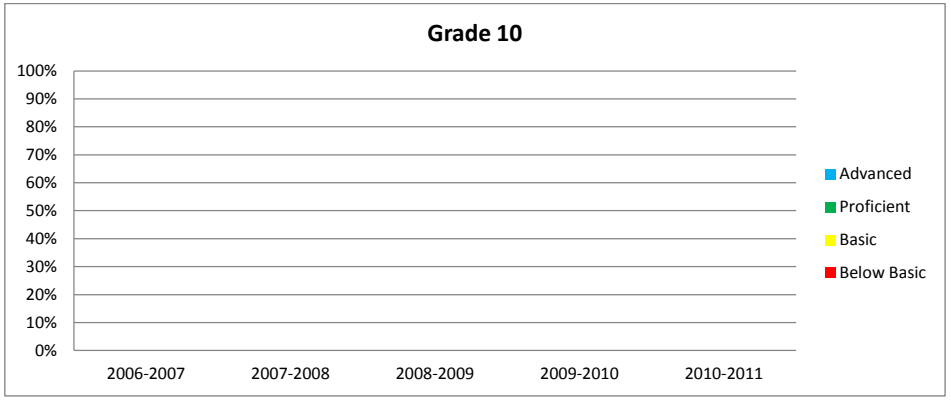


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	9.1	5.3	7.7	4.2
Basic	#N/A	9.1	15.8	15.4	16.7
Proficient	#N/A	40.9	52.6	57.7	45.8
Advanced	#N/A	40.9	26.3	19.2	33.3



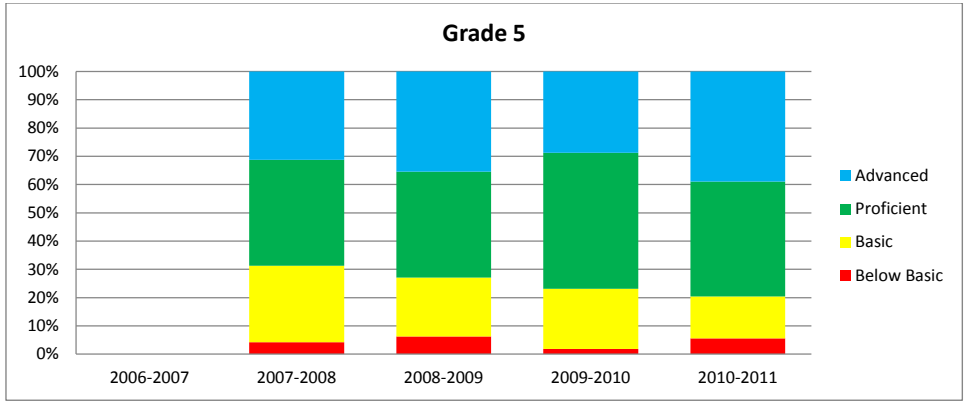
ISAT - Longitudinal Comparison - Language

Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

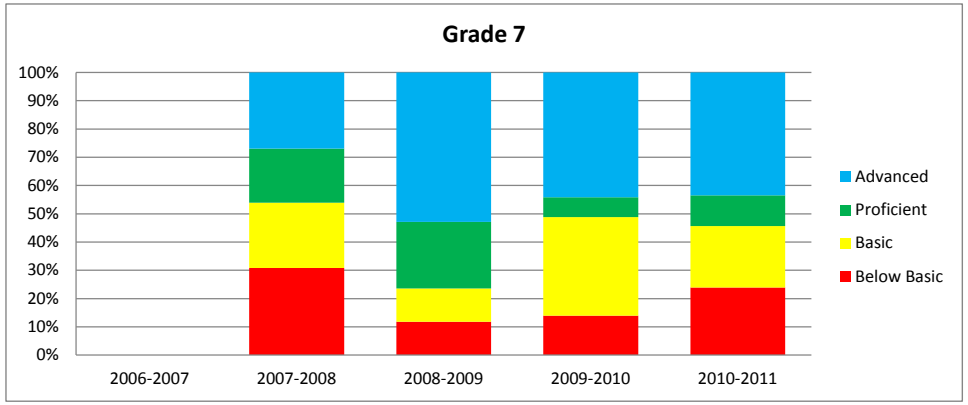


ISAT - Longitudinal Comparison - Science

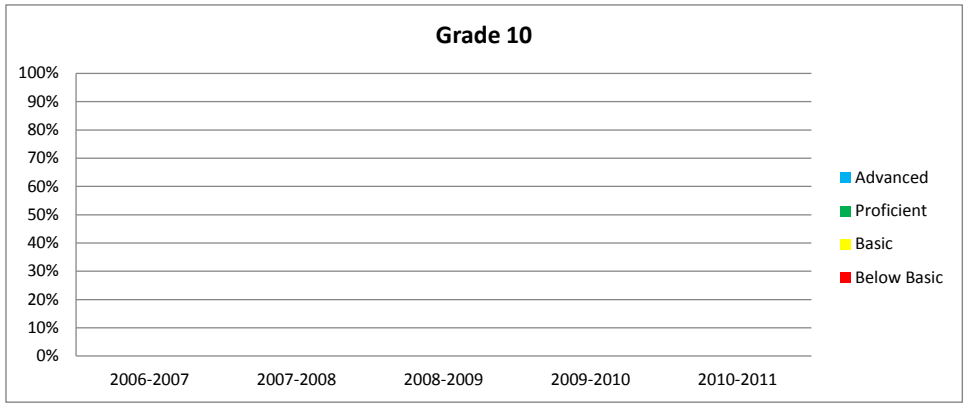
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	4.2	6.3	1.9	5.6
Basic	#N/A	27.1	20.8	21.2	14.8
Proficient	#N/A	37.5	37.5	48.1	40.7
Advanced	#N/A	31.3	35.4	28.8	38.9



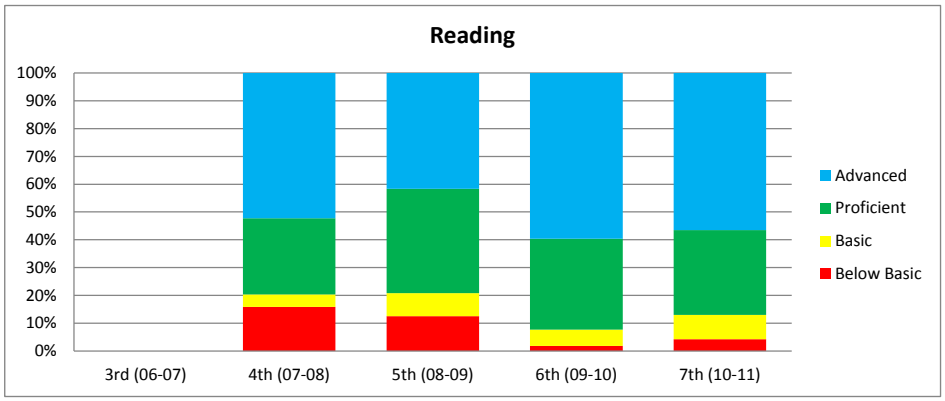
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	30.8	11.8	14	23.9
Basic	#N/A	23.1	11.8	34.9	21.7
Proficient	#N/A	19.2	23.5	7	10.9
Advanced	#N/A	26.9	52.9	44.2	43.5



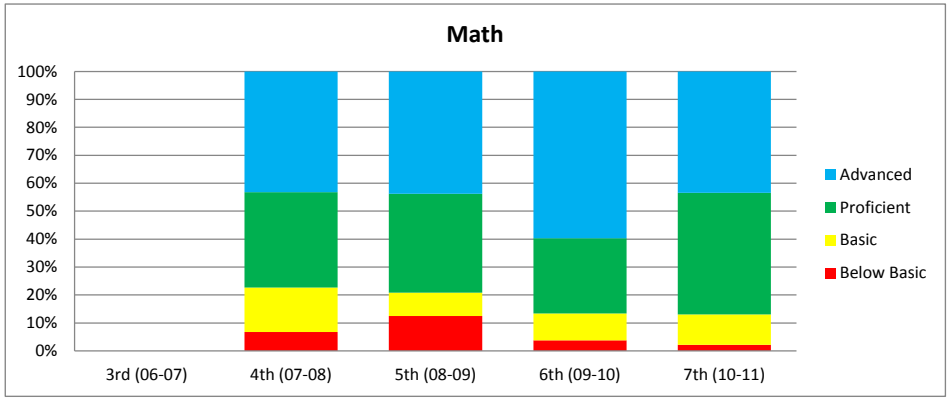
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



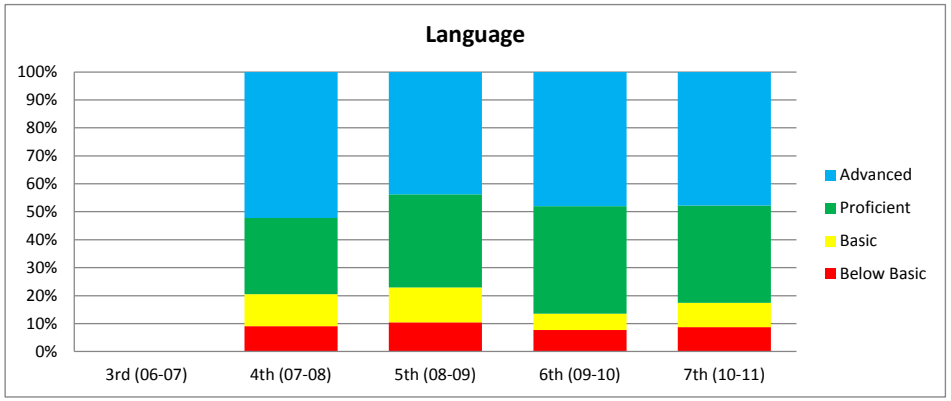
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	15.9	12.5	1.9	4.3
Basic	#N/A	4.5	8.3	5.8	8.7
Proficient	#N/A	27.3	37.5	32.7	30.4
Advanced	#N/A	52.3	41.7	59.6	56.5



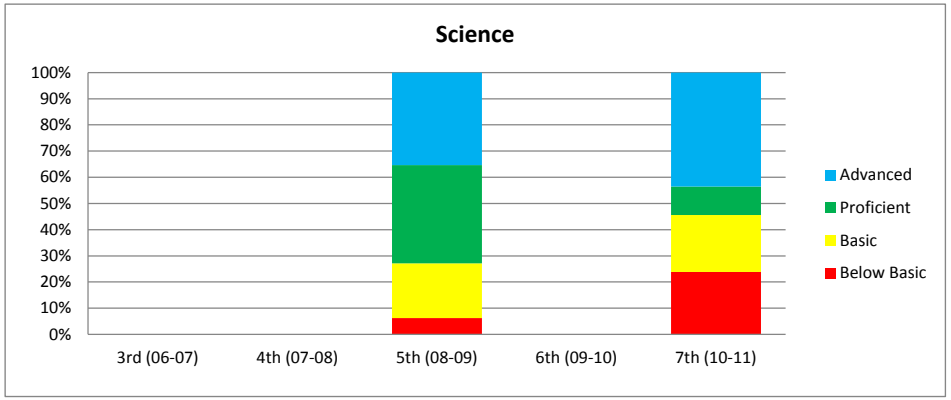
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	6.8	12.5	3.8	2.2
Basic	#N/A	15.9	8.3	9.6	10.9
Proficient	#N/A	34.1	35.4	26.9	43.5
Advanced	#N/A	43.2	43.8	59.6	43.5



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	9.1	10.4	7.7	8.7
Basic	#N/A	11.4	12.5	5.8	8.7
Proficient	#N/A	27.3	33.3	38.5	34.8
Advanced	#N/A	52.3	43.8	48.1	47.8



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	6.3	#N/A	23.9
Basic	#N/A	#N/A	20.8	#N/A	21.7
Proficient	#N/A	#N/A	37.5	#N/A	10.9
Advanced	#N/A	#N/A	35.4	#N/A	43.5



WHITE PINE CHARTER SCHOOL 11/16/2011 COMPLETED AS OF 10/31/2011	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes (School notes in plain text. *PCSC Staff notes in italics.*)	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	$974,971.00	$584,982.00	$974,971.00	60.00%	The approved budget was calculated based on 21.6 support units. The first reporting period has calculated total support units at 23.7.		
Benefit Apportionment	$175,885.00	$105,531.00	$175,885.00	60.00%			
Entitlement	$416,059.00	$249,635.00	$416,059.00	60.00%	Enrollment is based on a student population of 472, Current population is 466 students		
State Transportation	$46,482.00		$46,482.00	0.00%	This based on 50% of the 2010-2011 transportation expenses. Contractual busing is reimbursed at 50%		
Lottery			$0.00	#DIV/0!			
Other State Funds (Specify)	$10,000.00		$10,000.00	0.00%	IRI, Remediation		
Special Ed - Regular	$71,200.00		$71,200.00	0.00%			
Special Ed - ARRA			$0.00	#DIV/0!			
Title I	$25,274.00		$40,393.00	0.00%	For budgeting purposes this was the anticipated 2011-2012 allocation- Amount did not include possible carryforward		
Federal Title I Funds : ARRA			$0.00	#DIV/0!			
Medicaid Reimbursement			$0.00	#DIV/0!			
Title IIA	$12,382.00		$9,884.00	0.00%	This amount was budgeted. The actual amount allocated was after the budget was approved.		
Local Revenue (Specify)	$31,500.00	$27,000.00	$31,500.00	85.71%	Albertson's Grant		
Federal Startup Grant			$0.00	#DIV/0!			
Other Grants (Specify)	$18,000.00	$6,909.00	$18,000.00	38.38%	State Technology Grant		
Fundraising			$0.00	#DIV/0!			
Interest Earned	$1,500.00	$605.00	$1,500.00	40.33%			
Other (Specify)	$27,732.00		$27,732.00	0.00%	Education Jobs Bill		
Other (Specify)			$0.00	#DIV/0!			
TOTAL REVENUE	$1,810,985.00	$974,662.00	$1,823,606.00	53.82%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	$633,299.00	$125,247.00	$633,299.00	19.78%	16 FTE's		
Special Education	$54,700.00	$10,075.00	$54,700.00	18.42%	1.5 FTE's		
Instructional Aides	$120,490.00	$25,238.00	$120,490.00	20.95%	7.76 FTE's		
Classified/Office	$98,610.00	$30,981.00	$98,610.00	31.42%	10 positions- Includes, food service, office staff, custodial and business office		
Administration	$88,000.00	$19,067.00	$88,000.00	21.67%	1.5 FTE's		
Maintenance	$28,732.00	$6,189.00	$28,732.00	21.54%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	$1,023,831.00	$216,797.00	$1,023,831.00	21.18%			
200 Employee Benefits							
PERSI/FICA/Benefits	$302,035.00	$58,392.00	$302,035.00	19.33%			
Other (Specify)				#DIV/0!			
Total Benefits	$302,035.00	$58,392.00	$302,035.00	19.33%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA				#DIV/0!			
Legal Pub/Advertising	$5,000.00	$1,298.00	$5,000.00	25.96%			
Legal Services	$12,000.00	$4,500.00	$12,000.00	37.50%	Audit and Tax Return		
Special Education	$13,146.00	$1,923.00	$13,146.00	14.63%			
Liablity & Property Ins	$19,500.00	$13,265.00	$13,265.00	68.03%			
Substitute Teachers	$9,300.00	$1,759.00	$9,300.00	18.91%			
Board Expenses	$280.00	$412.00	$412.00	147.14%			
Computer Services	$10,000.00	$6,000.00	$10,000.00	60.00%			
Transportation	$94,964.00	$16,020.00	$94,964.00	16.87%			
Travel			$0.00	#DIV/0!			
Other (Specify)	$30,000.00	$7,571.00	$30,000.00	25.24%	Utilities. Telephone. Water. Trash		
Other (Specify)				#DIV/0!			
Total Services	$194,190.00	$52,748.00	$188,087.00	27.16%		$0.00	
Facilities				#DIV/0!			

Building Lease				#DIV/0!		
Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp				#DIV/0!		
Site Preparation				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	$0.00	$0.00	$0.00	#DIV/0!		$0.00
400 Supplies and Maintenance						
Textbooks	$15,000.00	$16,564.00	$16,564.00	110.43%		
School Supplies	$38,512.00	$7,973.00	$38,512.00	20.70%		
Power School	$3,500.00	$4,225.00	$4,225.00	120.71%		
Custodial Supplies	$3,597.00	$1,132.00	$3,597.00	31.47%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Supplies	$60,609.00	$29,894.00	$62,898.00	49.32%		$0.00
500 Capital Objects						
Furniture	$8,000.00	$8,577.00	$8,577.00	107.21%		
Technical AV Equipment	$8,000.00	$4,260.00	$8,000.00	53.25%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	$16,000.00	$12,837.00	$16,577.00	80.23%		$0.00
Debt Service						
Specify	$226,092.00	$75,364.00	$226,092.00	33.33%	Mortgage - US Bank & USDA-RD	
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	$226,092.00	$75,364.00	$226,092.00	33.33%		$0.00
Grant Purchases						
Specify	$19,800.00	$18,987.00	$19,800.00	95.89%	Bldg Improvements, Heat Tape, Water Softener, Widening Hall Albertson's Grant	
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	$19,800.00	$18,987.00	$19,800.00	95.89%		$0.00
Reserve Fund				#DIV/0!	Financial obligation reserves are already set aside in a Debt Reserve Fund. The balance is currently $114,920. The school holds out a cash flow ratio that equates to approximately $353,658. The $353,658 pays into the Debt Reserve Fund. The school currently carries a fund balance as of 6/30/2011 of $647,670. The fund balance increased in 2010-2011 by $287,492. The increase was due to an increase in enrollment, the Albertson's Grant and state surplus.	
Building Fund				#DIV/0!		
Total Expenses	$1,842,557.00	$465,019.00	$1,839,320.00	25.24%	If looking at current year revenues and expenditures it would appear that there is a loss of $31,000. However, Albertson grant money reported as revenues in 2010-2011 are being expended in 2011-2012. The expenditure of the grant will be in the 2011-2012 fiscal year. Each expenditure is a board approved expense.	
Carryover from Previous FY	$294,012.00	$31,000.00	$263,012.00	10.54%	The carryforward are funds available for current year expenditures that does not touch the $353,658 set aside for financia and building reverves.	$0.00
Reserve/(Deficit)	$262,440.00	$540,643.00	$247,298.00	206.01%		

WHITE PINE CHARTER SCHOOL 11/16/2011 COMPLETED AS OF 10/31/2011	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE		Every year the school has increased in enrollment. We do not anticipate the population to drop below 460		
Local Revenue			($31,500.00)	reflects projected from "current FY"
State Revenue				
Entitlement	$416,059.00	Enrollment is based on a student population of 472, Current population is 466 students	$416,058.40	reflects State actual from "current FY"
Wages				
Administration	$59,974.00			
Teachers	$766,873.00			
Classified	$148,124.00		$974,970.40	reflects all salaries compared to State actual from "current FY"
Medicaid			$0.00	reflects projected from "current FY"
Benefit	$175,885.00		$46,482.00	reflects State actual from "current FY"
Transportation	$46,482.00	This based on 50% of the 2011-2012 transportation expenses. Contractual busing is reimbursed at 50%	$46,482.00	
Federal Revenue				
Title I	$25,274.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	$68,000.00		#DIV/0!	reflects State actual from "current FY"
Title II	$12,500.00		$12,500.00	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)				
Other Sources (Specify)				
Other Sources (Specify)				
Total Revenue before holdback	$1,719,171.00		#DIV/0!	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation	$0.00			
Total Holdback	$0.00		$0.00	there were no holdbacks last year
Total Revenue after holdback	$1,719,171.00		$1,719,170.46	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	$600,000.00	16 FTE's	(33,299.00)	reflects projected from "current FY"
Admin	$80,000.00	1.5 FTE's	(8,000.00)	reflects projected from "current FY"
Classified	$220,000.00	7.76 FTE's	121,390.00	reflects projected from "current FY"
Special education	$54,700.00	1.5 FTE's		
Other (Specify)				
Other (Specify)				
Total Salaries	$954,700.00		80,091.00	
200 Benefits				
Benefit Dollars				
PERSI/Payroll taxes	$289,954.00			
Other (Specify)				
Total Benefits	$289,954.00	An anticipated holdback will create reductions in salaries and benefits.	($12,081.00)	reflects projected from "current FY"
300 Purchased Services				
Transportation	$94,964.00		$0.00	reflects projected from "current FY"
Special Education	$13,456.00		$310.00	reflects projected from "current FY"
Proctor costs				
Legal	$13,146.00		$1,146.00	reflects projected from "current FY"
Insurance	$15,000.00	In 2011-2012 we switched insurance carriers and the cost was reduced to approximately $13,300 so this is actually anticipating insurance will increase.	$1,735.00	reflects projected from "current FY"
Copier Lease			$0.00	
Printer Lease			$0.00	
Facility Lease			$0.00	reflects projected from "current FY"
Utilities	$30,000.00		$30,000.00	reflects projected from "current FY"
Professional Development	$5,000.00		$5,000.00	reflects projected from "current FY"

Technology	$21,000.00		$11,000.00	reflects projected from "current FY"
Management Services			$0.00	reflects projected from "current FY"
Legal Publications/Advertising	$5,000.00		$0.00	reflects projected from "current FY"
Substitute Teachers	$7,000.00		($16,300.00)	reflects projected from "current FY"
Board Expenses			($412.00)	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Purchased Services	$204,566.00		$32,479.00	
Supplies & Materials				
Teacher/Classroom	$15,000.00		($23,512.00)	reflects projected from "current FY"
Office	$23,000.00		$23,000.00	Not in 2010 budget.
Janitorial	$3,400.00		($197.00)	reflects projected from "current FY"
Textbooks	$15,000.00		($1,564.00)	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Supplies & Materials	$56,400.00		($2,273.00)	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	$0.00			
Capital Outlay			$0.00	
Total Capital Outlay	$0.00		$0.00	
Debt Retirement			$0.00	
Total Debt Retirement	$226,092.00		$0.00	
Insurance & Judgements			$0.00	
Total Insurance & Judgements	$19,800.00		$0.00	
Transfers			$0.00	
Total Transfers	$0.00		$0.00	
Contingency Reserve	$0.00			
Building Fund	$0.00			
Total Expenditures	$1,751,512.00	If holdbacks are anticipated the full amount of the holdback does not need to be passed along. Fund balance can be used to off set a possible holdback. There are also changes within a local school district's Junior High populations that may create a favorable outcome to increasing White Pine Charter School's middle school student population.	$98,216.00	
Carryover from Previous FY	$247,298.00			
Reserve/(Deficit)	$214,957.00			

Idaho Statutes

TITLE 33
EDUCATION

CHAPTER 52
PUBLIC CHARTER SCHOOLS

33-5205. PETITION TO ESTABLISH PUBLIC CHARTER SCHOOL. (1) Any group of persons may petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school.

(a) A petition to establish a new public charter school, including a public virtual charter school, shall be signed by not fewer than thirty (30) qualified electors of the attendance area designated in the petition. Proof of elector qualifications shall be provided with the petition.

(b) A petition to establish a new public virtual school must be submitted directly to the public charter school commission. A petition to establish a new public charter school, other than a new public virtual school, shall first be submitted to the local board of trustees in which the public charter school will be located. A petition shall be considered to be received by an authorized chartering entity as of the next scheduled meeting of the authorized chartering entity after submission of the petition.

(c) The board of trustees may either: (i) consider the petition and approve the charter; or (ii) consider the petition and deny the charter; or (iii) refer the petition to the public charter school commission, but such referral shall not be made until the local board has documented its due diligence in considering the petition. Such documentation shall be submitted with the petition to the public charter school commission. If the petitioners and the local board of trustees have not reached mutual agreement on the provisions of the charter, after a reasonable and good faith effort, within sixty (60) days from the date the charter petition is received, the petitioners may withdraw their petition from the local board of trustees and may submit their charter petition to the public charter school commission, provided it is signed by thirty (30) qualified electors as required by subsection (1)(a) of this section. Documentation of the reasonable and good faith effort between the petitioners and the local board of trustees must be submitted with the petition to the public charter school commission.

(d) The public charter school commission may either: (i) consider the petition and approve the charter; or (ii) consider the petition and deny the charter.

(e) A petition to convert an existing traditional public school shall be submitted to the board of trustees of the district in which the school is located for review and approval. The petition shall be signed by not fewer than sixty percent (60%) of the teachers currently employed by the school district at the school to be converted, and by one (1) or more parents or guardians of not fewer than sixty percent (60%) of the students currently attending the school to be converted. Each petition submitted to convert an existing school or to establish

a new charter school shall contain a copy of the articles of incorporation and the bylaws of the nonprofit corporation, which shall be deemed incorporated into the petition.

(2) Not later than sixty (60) days after receiving a petition signed by thirty (30) qualified electors as required by subsection (1)(a) of this section, the authorized chartering entity shall hold a public hearing for the purpose of discussing the provisions of the charter, at which time the authorized chartering entity shall consider the merits of the petition and the level of employee and parental support for the petition. In the case of a petition submitted to the public charter school commission, such public hearing must be not later than sixty (60) days after receipt of the petition, which may be extended to ninety (90) days if both parties agree to an extension.

In the case of a petition for a public virtual charter school, if the primary attendance area described in the petition of a proposed public virtual charter school extends within the boundaries of five (5) or fewer local school districts, the public charter school commission shall provide notice in writing of the public hearing no less than thirty (30) days prior to such public hearing to those local school districts. Such public hearing shall include any oral or written comments that an authorized representative of the local school districts may provide regarding the merits of the petition and any potential impacts on the school districts.

In the case of a petition for a non-virtual public charter school submitted to the public charter school commission, the board of the district in which the proposed public charter school will be physically located, shall be notified of the hearing in writing, by the public charter school commission, no less than thirty (30) days prior to the public hearing. Such public hearing shall include any oral or written comments that an authorized representative of the school district in which the proposed public charter school would be physically located may provide regarding the merits of the petition and any potential impacts on the school district. The hearing shall include any oral or written comments that petitioners may provide regarding any potential impacts on such school district. If the school district chooses not to provide any oral or written comments as provided for in this subsection (2), such school district shall notify the public charter school commission of such decision. Following review of any petition and any public hearing provided for in this section, the authorized chartering entity shall either approve or deny the charter within sixty (60) days after the date of the public hearing, provided however, that the date may be extended by an additional sixty (60) days if the petition fails to contain all of the information required in this section, or if both parties agree to the extension. This public hearing shall be an opportunity for public participation and oral presentation by the public. This hearing is not a contested case hearing as described in chapter 52, title 67, Idaho Code.

(3) An authorized chartering entity may approve a charter under the provisions of this chapter only if it determines that the petition contains the requisite signatures, the information required by subsections (4) and (5) of this section, and additional statements describing all of the following:

(a) The proposed educational program of the public charter school, designed among other things, to identify what it means to be an "educated person" in the twenty-first century, and how learning best occurs. The goals identified in the program shall include how all educational thoroughness standards as defined in section 33-1612, Idaho Code, shall be fulfilled.

(b) The measurable student educational standards identified for use by the public charter school. "Student educational standards" for the purpose of this chapter means the extent to which all students of the public charter school demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.
(c) The method by which student progress in meeting those student educational standards is to be measured.
(d) A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students.
(e) A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education.
(f) The governance structure of the public charter school including, but not limited to, the person or entity who shall be legally accountable for the operation of the public charter school, and the process to be followed by the public charter school to ensure parental involvement.
(g) The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers as provided by rule of the state board of education.
(h) The procedures that the public charter school will follow to ensure the health and safety of students and staff.
(i) A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is an habitual truant, as defined in section 33-206, Idaho Code, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.
(j) Admission procedures, including provision for overenrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for overenrollment, will be determined by lottery or other random method, except as otherwise provided herein. If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; and third, an equitable selection process such as by lottery or other random method. If so stated in its petition, a new public charter school may include the children of full-time employees of the public charter school within the first priority group subject to the limitations therein. Otherwise, such children shall be included in the third priority group. If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled

in the public charter school; and fourth, an equitable selection process such as by lottery or other random method. There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available. If so stated in its petition, a public charter school may include the following children within the second priority group subject to the limitations therein:

(i) The children of full-time employees of the public charter school;

(ii) Children who previously attended the public charter school within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

Otherwise, such children shall be included in the fourth priority group.

(k) The manner in which an annual audit of the financial and programmatic operations of the public charter school is to be conducted.

(l) The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled and reenrolled, and the procedures required by section 33-210, Idaho Code.

(m) A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

(n) The public school attendance alternative for students residing within the school district who choose not to attend the public charter school.

(o) A description of the transfer rights of any employee choosing to work in a public charter school that is approved by the board of trustees of a school district, and the rights of such employees to return to any noncharter school in the same school district after employment at such charter school.

(p) A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.

(q) The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act, including disciplinary procedures for these students.

(r) A plan for working with parents who have students who are dually enrolled pursuant to section 33-203, Idaho Code.

(s) The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school.

(t) A proposal for transportation services as required by section 33-5208(4), Idaho Code.

(u) A plan for termination of the charter by the board of directors, to include:

(i) Identification of who is responsible for dissolution of the charter school;

(ii) A description of how payment to creditors will be handled;

(iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records

to a specific school; and

(iv) A plan for the disposal of the public charter school's assets.

(4) The petitioner shall provide information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided and the potential civil liability effects upon the public charter school and upon the authorized chartering entity.

(5) At least one (1) person among a group of petitioners of a prospective public charter school shall attend a public charter school workshop offered by the state department of education. The state department of education shall provide notice of dates and locations when workshops will be held, and shall provide proof of attendance to workshop attendees. Such proof shall be submitted by the petitioners to an authorized chartering entity along with the charter petition.

(6) The public charter school commission may approve a charter for a public virtual school under the provisions of this chapter only if it determines that the petition contains the requirements of subsections (3) and (4) of this section and the additional statements describing the following:

(a) The learning management system by which courses will be delivered;

(b) The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which student work will be assessed;

(c) A plan for the provision of professional development specific to the public virtual school environment;

(d) The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;

(e) The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards;

(f) A plan for the provision of technical support relevant to the delivery of online courses;

(g) The means by which the public virtual school will provide opportunity for student-to-student interaction; and

(h) A plan for ensuring equal access to all students, including the provision of necessary hardware, software and internet connectivity required for participation in online coursework.

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EMPLOYEE BENEFITS

All employees will participate in the following programs and benefits: group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. White Pine Charter School will use as a guideline, benefits provided by school districts within the area.

WPCS CHARTER EXCERPT

MAROTZ LAW OFFICE
1075 South Utah Avenue, Suite 321
P.O. Box 52147
Idaho Falls, ID 83405
Telephone: (208) 535-1314 Fax: (208) 522-1334
E-mail: SMAROTZ@AOL.COM

December 8, 2010

Anita Ogden
Business Manager
White Pine Charter School
2959 John Adams Parkway
Ammon, ID 83406

Re: Employee Benefit Issues

Dear Anita:

I have had the opportunity to review White Pine Charter Schools charter, as well as all applicable State statutes in an effort to answer your question of whether or not there is a statutory or contractual obligation on the part of White Pine Charter School to provide health care benefits to its employees.

There is no State statute which requires a public school, which includes charter schools, to provide health care benefits to its certificated employees. Generally, any obligation to provide health care benefits is derived from the collective bargaining agreement entered into between the teachers and the District. In the event that the District provides insurance to its certificated employees, there is a State statute that requires that the same insurance be provided to all employees in the same manner as provided to certificated employees. The trigger point, however, is supplying the insurance to the certificated personnel. If that is not done, then classified or administrative personnel are not entitled to health care benefits under Idaho State statutes.

The language of your charter under "Employee Benefits" does not, in my opinion, obligate White Pine Charter School to provide health care insurance to its employees. The language of your charter indicates that all employees must participate in those programs that are required by law, but not that the school needs to provide those programs.

I need more information about the criteria utilized by the federal health insurance statutes recently passed before I can determine whether or not federal law imposes a new obligation that did not previously exist. I will make that determination in the next few days.

Very truly yours,

MAROTZ LAW OFFICE

Scott W. Marotz

SWM/mjw

SUBJECT

Blackfoot Charter Community Learning Center Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209(2)

BACKGROUND

Blackfoot Charter Community Learning Center (BCCLC) was originally authorized by the Blackfoot School District #55 and began operations in Fall 2000. In April 2010, the Public Charter School Commission (PCSC) approved a transfer of authorizing authority to the PCSC.

In March 2011, BCCLC was issued a notice of defect (NOD) on the grounds of failure to meet Measurable Student Educational Standards (MSES) 2 and 3 in the approved charter.

DISCUSSION

BCCLC will provide an annual update regarding the status of the school. PCSC staff visited the school in October 2011, has reviewed the submitted materials, and makes the following observations:

1. BCCLC currently enrolls 220 students. The school plans to increase enrollment by 18% next year. This level of expansion will require a charter amendment, as the charter currently limits the rate of expansion to one new class per year. Additionally, BCCLC's current building has reached the limits of its capacity.

   BCCLC's charter states that "The school will have a cap of 50 students per grade level, and no more than 25 students per classroom. The school's strategic plan for growth will be a gradual process, adding one new class per year, beginning with one new kindergarten classroom in 2010-2011."

   BCCLC currently has 64 kindergarteners enrolled, a number in violation of the approved charter. It also appears that both 1st and 2nd grades were doubled last year.

   Additionally, class and wait list sizes indicated on BCCLC's dashboard raise concerns about how the school establishes per-grade enrollment caps for purposes of the lottery. The school reports that classroom sizes do not exceed 25 students, but it remains unclear why apparently arbitrary numbers of students are enrolled at each grade level while some students remain on waiting lists.

2. Historically, BCCLC has been identified by the SDE as one of the lowest performing schools in the state; however, the school did make AYP in spring

2011. The administrator reports that this improvement is due to increased use of alternate assessments. District and state comparisons indicate that BCCLC results were poorer than state and district scores in most grades and subject areas.

PCSC staff is working to procure additional cohort and longitudinal ISAT data to assist the PCSC in evaluating the effectiveness of the school.

3. BCCLC met half the MSES in the approved charter. MSES 1 and 4 were met; MSES 2 and 3 were not.

   MSES 2 requires that 90% of K-3 students score proficient on the spring IRI. Spring 2011 scores reflect that none of the required grade levels met the target, which was missed by 3.3% to 37.8%, depending on grade.

   Fall 2010 IRI scores compared to spring 2011 scores indicate that K and first grade proficiency increased while second and third grade proficiency remained stagnant. A four year comparison of IRI scores fails to portray a continuous trend of improvement, and the longest cohort view that can be extrapolated from a graph provided by the school shows a slight decline in performance of the same class over four years.

   MSES 3 requires that 85% of students will meet or exceed proficiency on the ISAT. Spring 2011 scores indicate that while this standard was met with regard to reading and mathematics, only 78.6% of BCCLC students achieved proficient or above in language usage.

   BCCLC has been implementing a corrective action plan (CAP) for previous failure to meet MSES 2 and 3. The school reports that all but one of the steps required by the CAP have been implemented. The CAP states that results of the school's improvement efforts will be fully realized by spring 2012.

   BCCLC administration has expressed intent to propose an amendment modifying the MSES.

4. BCCLC's FY12 budget reflects a negative carryover from FY11. In March 2011, the school reported to the PCSC that it anticipated a positive year end balance of approximately $147,500; however, the fiscal year actually ended with a $24,000 deficit.

   The school's FY11 independent fiscal audit notes that "*The School is facing financial difficulties giving rise to the possibility that it may not continue as a going concern. As a result of these financial difficulties, despite additional funding of $100,000 from the Albertson's Foundation, the School ended the fiscal year in a deficit. Management has addressed these financial difficulties by aggressively reducing expenses in the 2011/12 fiscal year budget. It is*

also maximizing enrollment and therefore funding; however, current facilities are now at full capacity and, despite a substantial waiting list, the School will need to secure larger facilities on affordable terms in order to fully accommodate these additional students."

5. BCCLC failed to submit a programmatic audit by October 15, 2011. A notice of defect (NOD) was issued by staff on the grounds of failure to submit required reports. The school provided a corrective action plan stating that a programmatic audit would be completed on November 14, 2011, and results reported as soon as they become available. The school also committed to completing and submitting a programmatic audit for the 2011-12 school year by October 15, 2012.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must "comply with the terms and conditions of the corrective action plan and…cure the defect at issue within a reasonable time…" If the public charter school fails to comply with the plan and cure the defect, "the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter."

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

Pursuant to I.C. 33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:…(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter…(d) Failed to demonstrate fiscal soundness. In order to be fiscally sound, the public charter school must be: (i) Fiscally stable on a short-term basis, that is, able to service all upcoming obligations; and (ii) Fiscally sustainable as a going concern, that is, able to reasonably demonstrate its ability to service any debt and meet its financial obligations for the next fiscal year."

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to BCCLC a NOD on the grounds of violation a condition set forth in the approved charter, specifically with regard to Tab 2, Enrollment Cap.

Despite having provided the PCSC with positive fiscal projections for FY11, BCCLC ended the year in deficit, with approximately $170,000 less than was projected in the school's March 2011 presentation to the PCSC. The school did not contact the PCSC office in an attempt to notify its authorizer of the school's changing fiscal status, nor did it alert the PCSC of the year-end deficit. PCSC staff received this information only upon the required submission of BCCLC's independent fiscal audit, well into FY12, and required budgetary materials associated with the school's annual update.

Staff is concerned that BCCLC's lack of proactive communication, in addition to its extremely inaccurate budgetary projections in March 2011, cast doubt on the reliability of the FY12 and FY13 budgets submitted for this meeting. Therefore, staff recommends that the PCSC require monthly fiscal updates and submission of a five-year budget.

Staff further recommends that the PCSC consider whether it has reason to believe that BCCLC has failed to demonstrate fiscal soundness as defined by I.C. 33-5209(2)(d).

Finally, staff recommends that the PCSC request an update from BCCLC after Spring 2012 ISAT and IRI results become available, for the purpose of determining whether MSES 2 and 3 have been met in accordance with the CAP.

COMMISSION ACTION

A motion to direct staff to issue to Blackfoot Community Charter Learning Center a notice of defect on the grounds of violation a condition set forth in the approved charter, specifically with regard to Tab 2, Enrollment Cap.

AND/OR

A motion to direct staff to issue to Blackfoot Community Charter Learning Center a notice of defect on the grounds of failure to demonstrate fiscal soundness as defined by Section 33-5209(2)(d), Idaho Code.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CHARTER SCHOOL DASHBOARD

Date: October 6, 2011

School Name: Blackfoot Charter Community Learning Center
School Address: 2801 Hunters Loop, Blackfoot < ID 83221
School Phone: 208-782-0744
Current School Year: 2011-12
School Mission: The mission of the Blackfoot Charter Community Learning Center is to provide students ages five through twelve, grade levels kindergarten through sixth, a student centered environment designed to improve the way information is perceived and processed. We enhance learning skills and academic building blocks that foster high achievement in academic and behavioral standards, which encourages self-motivation and lifelong learning.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
John Heintzelman	Chair, 2 years	Engineer, INL	jheintze@yahoo.com	208-680-2401
Stacey Lilya	Vice Chair, 2 years	Consrt. management Engineer, INL	swilia@gmail.com	208-380-1877
Elzo White	Treasurer 1 year	retired school superintendent	ecwhite@cableone.net	208-684-3638
Emily Hansen	Secretary 2 years	Educator	mle_hk@yahoo.com	208-785-9991
Kendall Murdock	member 2 year	business owner	kendallmurdock@hotmail.com	208-680-0388

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	64	63.3	26	45	42.6
1	44	42.6	27	32	30.4
2	39	38.2	8	23	22.2
3	28	27.4	23	27	24.8
4	28	27.8	22	19	17.3
5	17	16.7	10	14	13.7
6					
7					
8					
9					
10					
11					
12					
TOTAL	220	210	116	160	151

Student Attrition Rate: .01
Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? Increase
If yes, briefly describe planned enrollment changes, including numbers and grades affected: BCCLC will increase its enrollment approximately 18%. This will occur through accepting 44 new Kindergarteners to relpace 14 fifth grades who will leave.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	14, 6.4	8, 3.4	187, 85	3, 1.4	5, 2.3	1, .5	102, 46.4	22, 10
Previous	16, 9.9	9, 5.5	130, 80.2	2, 1.3	4, 2.5	0	61, 51	22, 13.5

FACULTY AND STAFF

Administrator Name(s): Fred Ball
Administrator's Hire Date: 7/14/2006
Administrator Email(s): fball@bcclc.com
Current Classified Staff (# FTE): 6.9
Classified Attrition Rate: 6.5%
Current Faculty (# FTE): 10.5
Faculty Attrition Rate: 5% over a 3 year period

EDUCATIONAL PROGRAM
Did your school make AYP during the last school year? yes
If no, please specify indicator and status:
If no, please describe plan for addressing need: Despite making AYP for th first time, BCCLC still needs to improve. The major components of our plan address individual student needs through the following: 1) individualized focus on identifying academic deficiencies; 2) development of specific learning plans to address identified needs; 3) extended remediation time to address identified needs
Was your school selected to participate in NAEP this year? no

REPORTING
Date of last programmatic operations audit? February 17-18, 2010
Date submitted to authorizer? March 23, 2010
Who performed your most recent programmatic audit? ICSN
Date of most recent fiscal audit? August 3, 2011
Date submitted to authorizer? Still waiting for new results

COMMENTS
Please describe any significant changes experienced by your school in the past year:
Enrollment growth from 160 to 220

Please describe the greatest successes experienced by your school in the past year:
BCCLC would have achieved AYP even if the higher standards had been imposed

Please describe any challenges you anticipate during the upcoming year:

BCCLC's biggest challenge will be enrollment growth. The school is carfully develop its strategic growth plan in order to expand facilities and maintain successful programs and culture.

Please add any additional information of which you would like to make your authorizer aware :

REQUIRED ATTACHMENTS

☒ Most recent ISAT, IRI, DWA, and DMA results (as applicable)

☒ Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)

☒ Goals attainment report comparing the measurable student educational standards in your charter to actual results.

☒ Written response to recommendations from most recent programmatic operations audit.

☒ Most recent parent/stakeholder satisfaction survey results

☒ Budget actuals for most recent month-end

☒ Budget estimates for remainder of current year, and fiscal outlook for next year

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

ANNUAL PROGRESS REPORT

Nov. 15, 2011

2010-2011

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

SCHOOL PROGRESS REPORT

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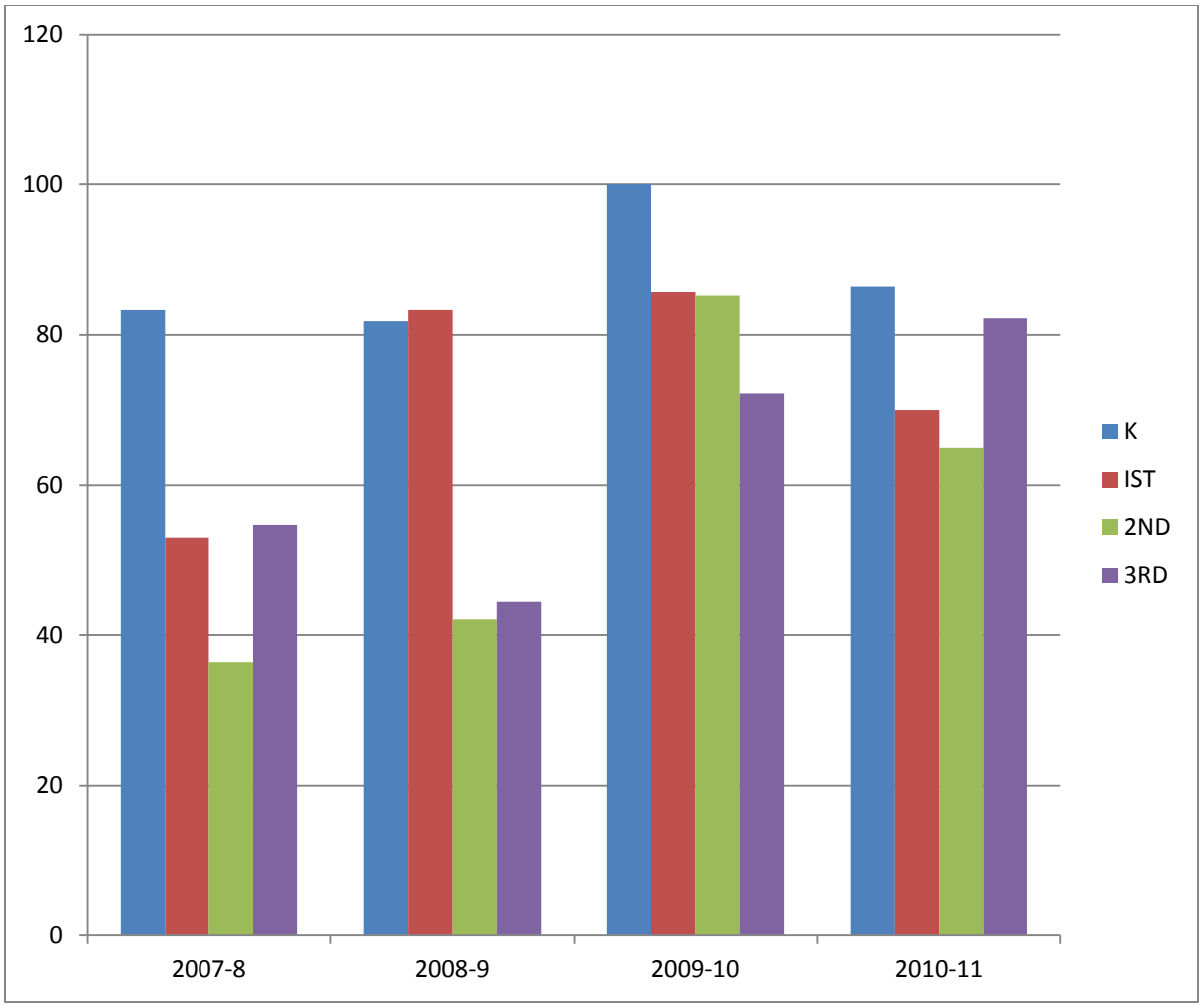
IRI SCORES: RECENT AND 4 YEAR COMPARISON

Percentage of Students Reaching Benchmark
Fall 2010 and Spring 2011

	Fall, 2010	Spring, 2011	Average point growth for students scoring 1 or 2
Kindergarten	59.1%	86.7%	17.07
1st Grade	62.5%	81.3%	7
2nd Grade	52.2%	52.2%	31.36
3rd Grade	82.1%	82.1%	25

Four Year Comparison
Fall Scores

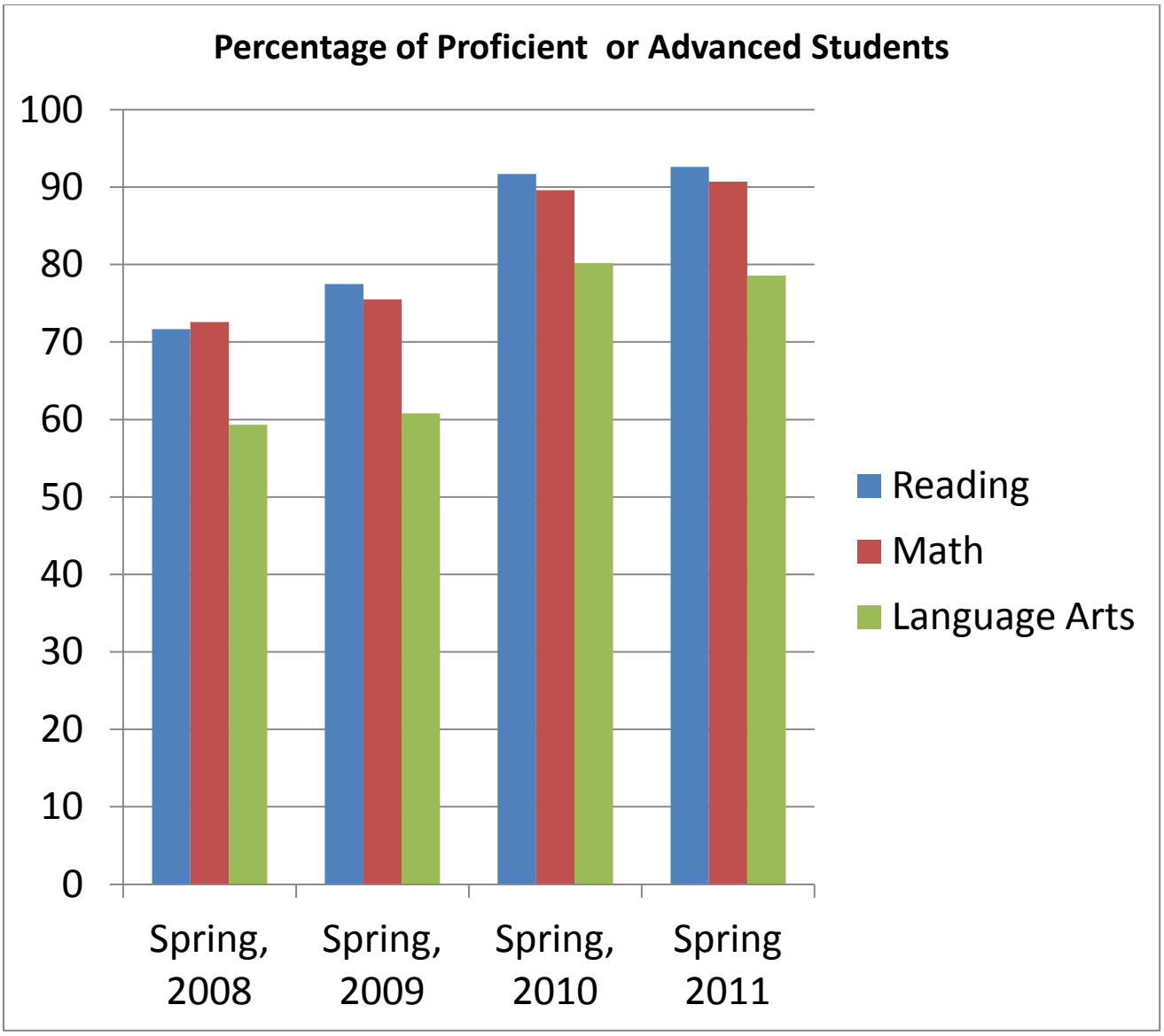


ISAT SCORES: RECENT AND 4 YEAR COMPARISON

Spring, 2011

	Idaho Target Percentage Proficient or Advanced	BCCLC Percent Proficient or Advanced
Reading	85.6%	92.6%
Math	83%	90.7%
Language Arts	75.1%	78.6%

Four Year Comparison



Goals Attainment Report
Comparing the Measurable Student Educational Standards
To Actual Results

Measurable Student Educational Standards (Charter Tab 4)

BCCLC will accomplish the following goals:

1. In the core subject areas of Math, Reading, Language Arts, and Science 80% of students will earn a grade of satisfactory or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
2. 90% of students in grades K-3 will demonstrate reading competency by scoring proficient on the end of year (spring) Idaho Reading Indicator (IRI).

3. 85% of students in grades 3-5 will score proficient or above on the Idaho Standard Achievement Test (ISAT).
4. 80% of students in grades 3-5 will show at least one year's growth on the ISAT.

Progress in Meeting Standards

BCCLC has successfully met Standards 1 and 4. The school did not achieve Standard 2 or Standard 3.

With respect to Standard 2, the following percentages of student scored a 3 on the Spring 2011 IRI: K=86.7%; first grade= 81.3%; second grade= 52.2%; and third grade=82.36%. While the second grade has the lowest percentage scoring proficient, they also achieved the highest Average Point Growth for Students who scored a 1 or 2.

These results are as follows: K=17.07 average point growth; first grade=7 points; second grade=31.36; and third grade=25.0 points.

When BCCLC established the 90% level, it was viewed as a goal to strive for, rather than a standard. The Board of Directors feeling this standard should be modified and are currently working on a charter amendment.

For Goal 3, BCCLC achieved AYP again this past year. In fact, scores were high enough that the school would have achieved AYP even if the state standards had been raised to the higher levels Idaho had originally established.

Percentages of students who scored advance or proficient are as follows: Reading = 92.6%; Mathematics = 90.7%; Language Usage= 78.6%. While the school's academic goals exceed AYP standards, the Language Usage score was below 85% and did not meet the schools's goal. Once again, the Board of Directors feeling this standard should be modified and are currently working on a charter amendment.

WRITTEN RESPONSE TO MOST RECENT
IDAHO CHARTER SCHOOL NETWORK PROGRAMMATIC AUDIT
CONDUCTED FEBRUARY 17, 18, 2010
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Summary:

The programmatic audit conducted by the Idaho Charter School Network (ICSN) examined Blackfoot Charter Community Learning Center's (BCCLC) progress in achieving four goals. Of these, BCCLC was rated as "meeting the standard" in the following:

- Goal #1. *The charter school will fulfill all governance and administrative obligations as provided in state and federal law and in the school's charter;*

- Goal # 3. *The charter school will show and plan for strong stakeholder support, involvement and satisfaction meets.*

The school was rated as "progressing toward the standard" in the following 2 goals:

- Goal #2. *The charter school will demonstrate a successful academic program*;
- Goal #4. *The charter school will plan for short and long term continuous improvement.*

The focus of this report is to respond to all ICSN recommendations, even those included in goals where the school met the standard.

Goal One Recommendations:

1. Provide print copy as evidence of background checks on all employees. The business manager reported that she has checked all staff on the state website but we would recommend a hard copy be included in the personnel file.

Response:

BCCLC has updated all background check and is fully up to date.

2. Policy & Procedure Manual adopted from Blackfoot School District should be reviewed regularly for updates and adapted to the needs of BCCLC.

Response:

BCCLC has joined the Idaho School Board Association and adapt and adopt their Charter School Policy Manual.

3. A handbook for board orientation is developed so that all new board members are fully aware of relevant charter school law including Title 33, Chapter 52, and Idaho Code, in addition to IDAPA 08.02.04, Rules Governing Public Charter Schools and IDAPA 08.03.01, Rules of the Public Charter School Commission.

Response:

A Board Members Handbook has been developed; however, the board will add an orientation section that includes Title 33, Chapter 52, and Idaho Code, in addition to IDAPA 08.02.04, Rules Governing Public Charter Schools and IDAPA 08.03.01, Rules of the Public Charter School Commission as prescribed by this recommendation.

4. The school plans for follow up on recommendations identified in this report.

Response:

This report is the response to this recommendation. A portion of each board meeting is now set aside for policy and governance development.

5. Plan for annual board training.

Response:

The board has established a two-fold plan for annual training: 1) set aside time in monthly meetings specifically for training, 2) establish a schedule for summer training in conjunction with ISBA or ICSN training sessions.

6. Conduct annual board evaluation for the purposes of growth and improvement.

Response:

The board recognizes the need for evaluation as a means of assessing and improving performance, but has yet to develop or adopt a procedure to help accomplish this goal.

7. The board plan to evaluate the principal annually.

Response:

The board has adopted and is using an administrator evaluation plan and instrument.

8. Establish a Finance Committee composed of the director, board clerk, board chair, and one additional board member to support the school in ongoing budget planning.

Response:

A Finance Committee that includes the director, board chair, board treasurer and the business manager has been established and is functioning.

9. Commit sound operating practices to policy.

Response:

BCCLC's business manager and school secretary have update the existing operations manual. This, however is an ongoing process as ISEE reporting is further refined.

10. The Board considers formal evaluation instruments to evaluate the director and provide him with ongoing constructive assessment of his performance.

Response:

As indicated under response to #7 above, The board has adopted and is using an administrator evaluation plan and instrument.

11. The principal continues to share data with the staff and use data to inform decisions and improvement efforts.

Response:

The director (principal) will continue to share data with the staff and use data to inform decisions and improvement efforts.

12. The principal, in his role as instructional leader, continues to support staff in exploring the opportunities to use data to inform practice.

Response:

This recommendation is virtually identical to #12 above. The director (principal) will continues to support staff in exploring the opportunities to use data to inform practice.

13. The principal reports regularly to the board on the school's progress on standardized testing.

Response:

Reporting all standardized test results to the board as soon as these are available is an establish practice that BCCLC will continue.

14. The principal works closely with the special education director/teacher to complete the necessary process for alternative assessment as needed.

Response:

BCCLC has been successful this past year in completing the ISAT Alternate Assessment for qualified students. The goal is to also complete this process for the IRI Alternate assessment this coming year.

Goal Two Recommendations:

1. Invest time and resources in closer analysis of state testing performance of students.

Response:

BCCLC will continue to invest a significant amount of time and resources in closely analyzing state test performance of its students. Current efforts in this area have yielded positive results demonstrated by a steady, continuous growth in scores over the past three year.

2. Consider a growth model analysis to monitor student growth over time as another way to understand the underperforming students.

Response:

BCCLC adopted the Total Instructional Alignment (TIA) model as a means of monitoring and assessing classroom instruction that will lead to continued student academic growth over time. The school has also implemented AimsWeb and Lexia to monitor and track individual student growth on a regular basis.

3. Explore remediation for language and reading.

Response: BCCLC continues to explore remediation options for language and reading. The TIA system offers a clear road map that the school will utilize in pursuing this goal.

4. Evaluate all underperforming students for appropriateness of alternative assessment.

Response:

BCCLC has identifying all underperforming students for appropriateness of alternative assessment and has implemented the ISAT Alternate Assessment for all qualified individuals.

5. Consider tracking student growth among students receiving the Intercept program. Results should support this investment of resources.

Response:

BCCLC is exploring ways to implement this goal.

Goal Three Recommendations:

1. Continue to update stakeholders as you grow.

Response:

The BCCLC board and administration has continually made extensive efforts to update stakeholders on the school's growth and progress in all areas. This will remain a priority.

2. Organize a committee of the board to look more closely at the parent surveys. Engage PAC or small parent group to create an improvement plan for issues that they identified.

Response:

The board considered organizing a committee to look more closely at parent surveys; however, they felt this information was important and that the entire board should continue to be engaged in the process of creating an improvement plan for issues identified within these surveys.

3. Continue to survey parents and students. Build on your current survey and dig a bit deeper into some of the issues to gather some quantitative data to monitor progress.

Response:

BCCLC will continue to survey both parents and students in its efforts to continuously improve. The board is committed to gathering both quantitative and qualitative data to monitor progress for individual students, teachers, administrators, and the board. The goal is to ensure that school as a whole will remain on a course of continuous improvement.

Goal Four Recommendations:

1. Continue to support the professional development of the staff.

Response:

Staff development has always been a priority for BCCLC. The four-day week for students allows for professional development time every Friday. This has proven to be an effective system for instructional improvement, collaborative planning, transmitting culture, and improving communication. The school not only plans to continue this practice, but seeks every opportunity to improve its effectiveness.

2. Continue to support high teacher morale and commitment.

Response:

BCCLC understands very clearly that the success of its students depends on the success of its teachers. All staff shares in making decisions. The importance and value of each individual's contribution is emphasized and communicated on a regular basis. A true team effort permeates the culture of BCCLC. Every effort will be made to preserve and support high teacher moral and commitment.

3. Continue to hold up the vision for the future.

Response:

One of the primary responsibilities of a school leader is to create and maintain a challenging and productive vision for the future. The current school leaders have been effective in creating and pursuing a vision that clearly defines successful for BCCLC's

students, faculty, and stakeholders now and in the future. This vision includes academic excellence, growth, and stability for the school.

4. Consider strategies to show student growth and improve overall test scores.

Response:

BCCLC will continue to invest a significant amount of time and resources in pursuing strategies to show student growth and improve overall test scores The school will closely analyzing the academic performance of its students. Current efforts in this area have yielded positive results.

The Total Instructional Alignment (TIA) process will help the school to monitoring and assessing classroom instruction so that continued student academic growth will occur over time. The school will continue to emphasis appropriate instruction that is aligned with Idaho State standards.

Blackfoot Charter Community Learning Center
Parent/Guardian School Satisfaction Survey
2011-2012

Summary:

There are 151 families that send children to BCCLC. Of these, 72 or 48% responded to the survey.

The 5 questions asked:

1. Why did you choose to enroll your child in this school?
2. Are you pleased with the academic progress of your child? Please tell us why you feel this way.
3. Do you feel that communication from the school is effective? Please tell us why you feel this way.
4. Please tell us what you like best about the school.
5. What would you recommend to improve BCCLC?

Question 2 and question 3 asked for a yes or no answer, plus a comments section. For question #2, 71 of the 72 responses (98.6%) were positive, 1 (1.4%) was negative, and 2 (2.7%) were both yes and no.

For question #3, results were similar with 68 of the responses (94.4%) answering yes, 2 (2.7%) answering no, and 2 (2.7%) were both yes and no. The other three questions required narrative answers that yielded valuable qualitative data.

Full results of the survey are as follows:

1. Why did you choose to enroll your child in this school?

Smaller student to teacher ratio. Better technology

We wanted somewhere that a child could learn and not be held back with the rest of the "class". We hoped if a parent took the extra effort to send their child to somewhere different then the parents would be more involved.

Curriculum

There is a better child/teacher ratio.

Good recommendation from others – smaller community for more interactive and one on one learning – and explorative learning.

More one on one with teachers & smaller classes

I believe it is a better learning environment for my child. Smaller classrooms and a fabulous staff add to the benefits.

Heard from a friend of how much she likes her son being there compared to public elementary school.

I heard lots of great things about this school. I also like the 4 days a week school days.

I love the flexibility of the charter school to use different (or even multiple) teaching techniques. Every child learns differently.

Friendly, welcoming, knowledgeable staff.

Better education- not happy with Dist 55 superintendant.

I wanted a school that had more open communication and parent involvement.

We knew our child would have more attention that focused on him & heard great things about the teachers.

I have met many satisfied parents of current students.

I chose to enroll my daughter because I heard that the kids can learn at their own pace, whether it's slower or faster. This to me seemed like the best way for my daughter really soar in her learning.

Good community reputation.

Was recommended to us by our preschool teacher.

I liked the longer kindergarten day. Reputation of school.

Word of mouth – was told it was a good school.

Smaller classes, more personalized better curriculum, etc.

We did not want afternoon kindergarten. Heard good things from Wendy Bird about the school.

The teacher and smaller classes/school.

Heard great things about the school.

Wanted alternative to public school education after homeschooling for many years.

Because one child has been going to the charter school for almost 3 yrs & the other child is in her 2nd year. We feel more comfortable sending them there.

Smaller class room size. Happier teachers. Better resources available.

For a better education.

We heard good things about it. Smaller class sizes, accelerated programs for different children.

I feel that the charter school is able to individualize my child's education more than the traditional public school.

I like the way the school is run.

Low student to teacher ratio.

Smaller classroom size, more teacher help. NO BULLYING.

Child is placed on academic level rather than grade level. Student to teacher ratio.

Because all my children have been in the charter school! We decided to stay with it.

Class size. More productive learning.

It used to be the size of the school. Less was best for more one on one time per student teacher. Now I don't see the benefits anymore.

We wanted to find an alternative to Dist. 55 because (in our opinion):

Dist. 55 has too many poor teachers.
Dist. 55 doesn't provide challenge to bright students.
Dist. 55 doesn't teach how to study or critical thinking.
Dist. 55 doesn't adequately prepare students for college.
Dist. 55 doesn't prepare students for the 21st century job challenges.

I like the way he is being taught. I also have heard it was a great school.

Smaller classrooms. More one on one. Multiage classrooms.

The small school feel and my children feel safe.

The educational program allows my child to move quickly.

Because I was very disappointed in the public school system and that my children started out at the top of their classes and soon got bored and started doing poorly.

Because BCCLC is an awesome school.

Because of the smaller enrollment and due to the fact that my child is more than ready for school even though he is not yet 5 yrs old.

For a better education.

I wanted my daughter to be challenged. I also liked the smaller classes and the student to teacher ratio.

Family attended the school.

I heard good things about charter schools and I really like the low ratio of students to teachers.

Highly recommended. Low student to teacher ratio. School schedule and hours that work for our custody situation.

Smaller classes. Great technology. More focused attention per child and adaptive per needs of the child.

Sister is a teacher.

Heard of it through a friend.

The one on one interaction was the most appealing feature. I also liked the small school size.

I really liked what I had heard about the school. They have really good teaching ways.

Like that they are willing to teach the children & not teaching for a test.

Too many kids per class at the public school.

So he could have better options for friends.

Smaller classes. Heard nothing but good things about the school.

I like that my children can learn at their own pace. The smaller class size is very important for each child to get personal attention. I love the 4 day week too.

Smaller class size. More individual help. Alternative teaching.

More caring teachers, 4 day school week, family feeling, safe environment, passionate staff.

Our initial decision to enroll in this school was that we had heard impressive reviews about the charter school and we were faced with enrollment difficulties of moving within the Blackfoot District and getting our child from day care to school.

It worked well with our schedule because my other children are at ISTCS.

I have friends with children in charter school and they always had good things to say about the school.

To challenge them and smaller class sizes.

Better Teachers.

I have heard good things about the school. Also, I wanted something more challenging for my child.

We choose to enroll our children due to its academic standards, and family like environment.

Four day school week works with work schedule.

Smaller classes. Close to home.

Longer day for kindergartners. Lower student to teacher ratio.

The school was conveniently located and I heard it was a good school from others in the community.

2. Are you pleased with the academic progress of your child? Please tell us why you feel this way.

Yes.
Yes.
Yes. She's meeting all of her goals and sometimes exceeding them.
Yes. We have seen the children encouraged to continue to learn and have extra help when needed.
Yes. I like the way they push each student to their potential. Not just getting class up to a certain level.
Yes. It is amazing what these teachers have taught these kids. My child has surpassed my expectations by far.
Yes. She is learning so fast – I think more focus on different methods of learning (visual/audio learners) may help her.

Yes. I am amazed by how much he's learned.
Yes. My kids love it there! They are actually challenged at school and that's a great feeling. Thank you!
Yes. I feel she has made progress & I see it too, but she is having trouble keeping up with other children. The teacher has talked to me & my husband and I feel there is an open communication. Grateful for the tutoring program.
Yes. I have 2 children enrolled in this school and I am impressed with what the children are able to do at this point academically. My children also seem eager and motivated to learn and progress which I fell has to do with the way they teach at this school.
Yes. I KNOW they are farther ahead then they would be in a traditional school. I have seen the progress of nieces and nephews who attend traditional schools and my kids have definitely had an advantage by attending BCCLC.
Yes. I can see huge improvements in her socially and academically.
Yes. She excels very quickly in a matter of a few months.
Yes. I have seen my child progress quickly and is learning a whole range of things.
Yes. We are pleased. He is much further along in his progress than we expected.
Yes. I am just amazed at how much my children have learned in the short amount of time they have attended the school. They love kindergarten and are very eager to always learn more.
Yes. She is doing very well in all subjects, and I have noticed great progress in her writing. She also loves to go to school! This makes me so happy. I hope her love for school continues.
Yes. Progressing & learning well.
Yes. My child really enjoys school.
Yes. I can see growth in my students – both academically & socially.
Yes.
Yes.
Yes. He struggled at his old school last year, but after switching to this school he was able to get caught up.
Yes. Last year, my daughter was reading before Christmas…and pretty darn well by the end of the school year!
Yes. She seems to be learning everything she needs to be.
Yes. He has made a big change with his grades and how he really likes going and doing his homework.
Yes. My child has grown steadily in all academic areas.
Yes. The first child is doing amazingly well, above average for 2nd grade. The second child on the other had has had some difficult learning issues, but is coming along better than last year! We're very pleased with how they're both doing.
Yes. My child's reading the start of the school year (2010) was FAR below average, by the end of the school year she was above the highest!
Yes. Because she is not held at the level the lowest member of the class is at. The education is catered to her not her age group.
Yes. She is progressing in all subjects.
Yes. I feel my daughter's progress is monitored very closely, and I am kept up to date at all times.

Yes. I fell like the teacher works with my child's level, and helps him to improve, and go beyond that level.
Yes. Daughter's reading and writing has obviously improved. She enjoys school most of the time.
Yes. Child does not get bored, so stays on task more.
Yes. Child is progressing at a very rapid speed. Child is above grade level.
Yes.
Yes.
Yes. He is loving to learn and is being challenged to work hard.
No. I feel they are lacking math skills.
Yes.
Yes. Our child has truly blossomed since attending BCCLC. I'm so much more hopeful for her success.
Yes. He is getting excellent grades and I am very pleased with his progress at school.
Yes. They are building on top of what they learned. Instead of just learning the same thing.
Yes. My kids are reading great.
Yes. My children are getting back to where they were, they are excelling in their classes and the teachers are fabulous!
Yes and no. I have two children in school here. One is doing very well. The other is having problems with reading and I thought that there would be more help available to him/her.
Yes. Academics were never my concern as my son was able to read, write and do math before entering kindergarten. However, I have seen tremendous improvement in my son's social/emotional skills, fine motor skills, and self-help skills.
Yes. Teachers are very aware of her progress and where she needs some help. Problem areas have improved dramatically!
Yes. My kid all ready knows his alphabet.
Yes.
Yes. I have seen progress and I know it is because of the school's efforts to educate and mentor my child.
Yes.
Yes. She has starred to read.
Yes. My child has shown improvement with reading skills, loves to rhyme and math stuff.
Yes. She is learning how to read and write really well.
Yes. Beyond pleased with her academic progress. She is doing amazing and we are beyond pleased with her progress.
Yes. They seem to be thriving & happy to be learning.
Yes.
Yes. My son is doing very well, I appreciate the way he is treated. I also like the way they involve us as parents.
Yes. Again, the one on one interaction is so wonderful; my child would not be learning new information if the charter school did not take the time to work individually with him at his level.
Yes. He has improved very well in his listening skills and reading skills.

Yes. I'm seeing improvement.
Yes. He has progressed so much!
Yes.
Yes. She has learned a lot within these 8 wks. She enjoys the songs and sharing times.
Yes. My child was getting left behind in her former school. She didn't get the attention she needed. At the charter school she is not pressured and she is getting positive reinforcement. I believe that has helped her get ahead.
Yes. I am seeing lots of improvement every week.
Yes. My special needs child is blossoming here. I am so thankful!
Yes & No. Our child has shown great academic improvements. There is signs of possible dyslexia which hopefully can be addressed and worked through.
Yes.
Yes. My child has progressed all his classes.
Yes. My second grader is growing in all areas – leaps and bounds. My fifth grader is doing well.
Yes.
Yes. I think my child has done well because he was in kindergarten for several hours (as opposed to only a few hours – like the kindergarten center).

3. Do you feel that communication from the school is effective? Please tell us why you feel this way.

Yes.
Yes. I always get emails from the office telling me what is going on.
Yes. Every day we open up the yellow folder and I get to see what my daughter has learned during the day and her homework, notes etc. all in one place.
Yes. We get regular emails to let us know when something is happening.
Yes. They have teachers and staff available if there is a question, and websites with info.
Yes. I always am informed about what is happening on a daily basis.
Yes. Email & website & volunteers coordination is great & keeps me in the loop.
Yes.
Yes. Emails are perfect. An emergency texting system would be great if there were ever an emergency at the school.
Yes. The teacher holds her ground making sure it is authorized by the parent if changes occur or if it seems unusual.
Yes. I get emails, phone calls, notes from the office and teachers. I also feel welcome to call the school with questions and are quickly answered.
Yes. The emails are great!
Yes. Great emails & letters home.
Yes.
Yes.
Yes. Weekly emails are perfect for us.
Yes. I'm very impressed how the school utilizes all information contact information provided to them to ensure that the parent stays informed.

Yes. I think communication from the school is wonderful. I get at least 2 emails from her teacher every week this is very helpful. I also love the frequent parent/teacher conferences. This alleviates concerns when I know how she's doing.
Yes. Communication & information has been fine.
Yes. Email is a wonderful way to communicate – very effective.
Yes. Emails are convenient. Teachers also send home newsletters.
Yes.
Yes.
Yes. I like receiving the regular emails and notes from the school.
Yes. Especially when I'm good at checking my email.
Yes. Teacher communicates with me as needed.
Yes. Any problems – they call.
Yes. The emails that the office sends out are great.
Yes. Our older child we don't have to worry about too much. With our other child, it has been very helpful to have open communication from the teacher so we can see how she's progressing.
Yes.
Yes. For the most part it is good., but last year I got emails, this year not so many. If you put it in my kids bag it takes longer for her to give it to me.
Yes. We know where to find any information we need.
Yes. My daughter's teacher emails me with any questions or concerns that she may have. I really like that the lines of communications are so easy and open for all of us.
Yes. I fell we have many ways to communicate, phone, in person, email letters.
Yes. Email is effective for me.
No. Don't have a computer so I don't know much.
Yes. Always receiving emails of events that are happening.
Yes.
Yes.
Yes. They do a good job of sending notes to inform parents.
No. I would like more emails/texts
Yes.
Yes.
Yes. It's an excellent school and would recommend to anyone.
Yes. Emails from the secretary are much better than papers.
Yes. Communication/information has been good.
Yes. Whenever anything is going on – I get emails and flyers from school & teacher
Yes.
Yes. I am an involved enough parent that one form of communication would be sufficient. But I think it is great that you email news as well as send home reminders with the kids for those parents who might need a little help in that area.
Yes. This year is better than last year – they let us know about homework a lot better.
Yes. I always know what is going on with the school.
Yes.
Yes. I receive almost daily emails, I also receive information from my child's teacher in hard copy form. Plus P/T conferences & the assessments have been very helpful.
Yes.

Yes. I like the emails as a reminder & the parent/teacher communicator is effective.
Yes. I receive emails daily on what's going on.
Yes. I love that I receive emails to let me know what is going on.
Yes. Always informed of class projects and school events a head of time.
Yes. Emails & hardcopies are great.
Yes.
Yes. We are always aware of what is going on.
Yes. I am informed of everything. I also love that I can text a teacher if need be or call on a weekend.
Yes. I get emails & notes and I feel I am kept very informed.
Yes.
Yes. Emails are perfect.
Yes.
Yes. I always know what's going on because of the emails I receive.
Yes. I love that I get emails & a note from the school.
Yes.
Yes.
Yes & no. As far as what events are occurring at the school is adequate. The communication from the teachers regarding a student's progress may need some attention.
Yes.
Yes & No. Yes – they do great communicating when they send news letters home letting me know what is going on. No – because I would like to know when my child is late or when he don't show up to school. I think they need to call when a child is late or absent.
Yes.
Yes.
Yes. The office is very good at emailing or calling me. I really appreciate the efforts from staff to keep parents informed.

4. Please tell us what you like best about the school.

Teachers.

The use of technology. The communication & cooperation between teachers and parents.

The teachers & Mr. Ball know all the kids and the kids know each other. It is more of a family atmosphere.

The feeling that we are doing this for the child. I also like that standards and morals are enforced and taught.

Smaller classes. Great teachers.

Teachers, kind people who work there – care about the students.

That I can talk with teachers and ask questions anytime and that my child looks forward to going to school.

I love the level based curriculum and the progress my children are making. Drop everything is fabulous as well.

I stay well informed. The academics seem to be top notch, very challenging.

I like the learning techniques and style they use to educate our children. I also think they encourage diversity and encourage the kids to explore and learn new things. I also like how welcome we are to help our children in their classroom setting.

The teacher to student ratio, each child is able to learn according to their own ability, teachers know each student & their personality (as well s the rest of the staff) and the different methods the teachers are allowed to use.

The fast paced learning/teaching style.

Love the teachers. They put so much time into helping the kids learn. Love the four day a week schedule.

The communication available between teachers and students, the standards the children are held to, friendly helpful environment for my child.

We love that they push our child while still making sure that he doesn't fall behind.

I'm very impressed with the fact that the learning experience is targeted to the child on a very individualized level to ensure that the child learns what they need to know and how.

The small group rotation in kindergarten. I like this because I feel like there's more one on one opportunities. And my daughter's teacher, she seems to have a real passion for teaching and expresses a desire for all the children in her class to succeed. I also love her handouts for leaning at home.

My children are taught on an individual level.

Great Teacher.

Small school atmosphere – attention to students. (please don't get too big)

Nothing really stands out as far as I see right now. We're only two months into the year, my opinion may change at the end of year.

That my child enjoys attending it so much.

Small personable atmosphere. _____&_____ have been great. I am glad my daughter is exposed to the intercept program.

Teachers and one on one attention.

How the teacher actually love doing their job. And how everyone is very nice and I can talk to them. And how open the school is with parents coming to see what the child is learning.

Small group focus if child is needing extra help.

The teachers & faculty are amazing. Without such wonderful teachers taking time to give children the extra help they may need, they'd be lost. We're very thankful for that.

That my child is learning and having fun! She now loves going to school. Drop everything is her favorite, but she enjoys all aspects of this learning experience.

The schedule is easy and there are very few changes in routine.

Work with different kids on their level.

How open everyone is to things. I feel it is very important for everyone to remain open minded when it comes to a child's education and how they best learn.

That they work with the child's level.

Teachers seem more involved.

Students except children with special needs or are a little different. Student actually wants to go to school.

Student to teacher ratio.

The intercept program.

Small class rooms.

The changing of teachers and classrooms to keep them motivated all day long.

Warm, friendly, wonderful school.

My kids like the school and the teachers, principal and the students. Therefore I like the school.

Students in multi grade classes are challenged. Teachers seem better prepared to teach. Goals seem more aggressively pursued.

The way they teach and spend time with each student one on one.

The teachers push the kids to be the best rather than be the same.

The children are treated/educated on an individual basis.

EVERYTHING!!

Like I said it is awesome.

I love that the teachers each have an aide in the classroom! I also love that bullying is not acceptable and that there are kids with all different learning abilities who are accepted. I love the open communication with parents and that parents are so involved with school activities.

Placement of her academic level, smaller classes.

Communication – I have a kid going to Stalker and I don't think that they are this effective.

The four day school week.

The structure & creativity of projects. I also like the parent involvement.

The incredible staff and their dedication to the students' education. You guys are great!!!!

The hands on learning. The teachers work with each child depending on their learning needs.

There is continuous communication between the teacher & me. I love being able to help with projects my child is working on.

I like the 4 day school week, this way the student doesn't get bored with school and also everyone is real friendly and they say "hi" to the students by name.

The high level of education my daughter is getting.

Ability to meet the needs of each child based on each child's needs. (ex. – first grader at third grade math level gets to do third grade math and not be bored with first grade math.)

That the teachers teach on levels rather than age or grade.

I enjoy it all.

It's very community based. Every staff member greets my child by his first name when I am observing; it's so pleasant that they take the time to do that.

The way you teach the kids and spend one on one time with them.

Like the technology.

Small classes and more individual attention.

My kids are happier since they started going to the charter school.

Parents are always invited to join in on any activity

The smaller student to teacher ratio.

Everything, teaching, communication.

Each student is treated as an individual and parents are treated with respect.

We like that the class size is small so that there is adequate one on one time with the teachers.

His teacher cares and understands he struggles sometimes.

All the help the teachers provide to my children.

Teachers are nice, well organized. Treat my kids as individuals.

Good communication with teachers.

I appreciate many aspects of BCCLC; the location, the smaller size, friendly atmosphere, the teaching style of the teachers/school, and, that I have a voice.

6. What would you recommend to improve BCCLC?

Have a building that accommodates all of the students. Have a definite charter option for all students graduating from BCCLC.

Nothing.

To increase the grades up to high school. It's a shame to have them enrolled in such a great institution and then have them in a public school again. I feel that it defeats the purpose.

Continue to use and find curriculums that really teach and motivate children to learn.

Everything is great so far.

More well-rounded focus on academic & the arts/music/science/sports – might help each student identify and work on strengths that are not academically focused.

The only complaint from my children is that they would like to have organized PE class.

I really have not recommendation at this time. I am really enjoying this school as well as my children.

The homeschooling public charter school out of Chubbuck use an awesome math program called Right Start Math. It was developed by a doctor who based the program on her studies of how Japan teaches math to their children. www.rightstartmath.com

I like the ability to email the teachers and secretary, but I have had a few unanswered emails from the secretary. I understand that she is a very busy woman. Other than that we are beyond pleased with the school.

I can't think of anything. We love it!

Nothing from what I've seen. The kindergarten program is amazing!

I'm new to BCCLC, so I haven't found any real negatives about the school, but I think it would be fun if the school offered sports or other activities outside of school.

Book reports?

Bussing – kindergarten

Keep up the great work

Parking, less homework, they are still in grade school with many after school activities. 1 or 2 papers would be okay.

Not sure at this time.

Would like to be able to request teachers preferred.

Nothing at this time.

Busing/and maybe more things outside for them to do on their recess.

I don't know there's anything to improve, you're all doing such a wonderful job with our children and they both LOVE their teachers very much. I don't think there's anything more to ask for.

The bus transportation was a little rough the first couple of weeks.

Get a bigger school and a gym. Obviously this isn't something done overnight.

Class sizes reduced.

So far I have been very happy with the school and how it does things as a whole, no suggestions.

Bigger school, gym.

Use a "Thomas Jefferson Education" method for teaching.

Get a bigger facility

Smaller classroom size.

Nothing at this time.

More math learning.

Parking.

I wish the students had more confidence in the discipline policy.

Do another fundraiser instead of just the butterbraids.

Math facts memorized.

Nothing – I love this school.

Well, my true opinion is it has expanded way too much and there isn't the one on one attention as there once was. Also children are in school all day and then are expected to do an hour or so homework. I feel that overwhelms some children. In the real world you leave home at home and work at work. So maybe we should leave school work at school. Not that I am not for it al all just lets let children be children. They grow up so darn fast anyways.

My kids are on the bus for way too long & the principal recommended my son punch someone who's bullying him. "Are you kidding me?"

I know this is beyond anyone's control, but I wish the building were bigger – in particular it would be nice to have a separate gymnasium so the common/lunch area wasn't so crowded.

Keep classes smaller like they are – maybe a little more activities, like social activities after school.

Nothing.

Just keep on this great track.

Nothing. Wish I could help more.

I would love it if the kindergarteners had transportation to get home available.

I really would love that I don't have to put my children in the lottery again when they go into sixth grade.

At this moment no complaints.

Stop accepting so many kids. We like small classes.

Parking

More “kudos” to the parents & staff that help on “off time”. I volunteer my time only 1 or 2 times per month & the teacher is very thankful. More awareness about volunteers may bring more; the 1 or 2 hours is such a small contribution but very appreciated.

Trying to get more parents involved

Keep up the good work!

Great so far!

Nothing

A larger school

Grow so my friends children can attend!

No complaints.

I can’t think of any recommendations at this time. I have thoroughly enjoyed & appreciated the opportunity to have my son attend BCCLC!

BCCLC HIGHLIGHTS
FOR
2011-2012

1. met AYP again

2. added 2 modular classrooms and 60 additional students

3. Hired 2 new teachers (one was a replacement for a teacher who moved to ISTCS)

4. Implemented a new physio-neurological brain learing program for kindergarten and first grade

5. 100% teachers meet HQ status

6. 100% of teachers completed MTI course

6. sustained efforts to align curriculum and instruction to new core standards

7. updated the 10 year strategic growth plan

8. Hired a part time grant writer/development officer

CHALLENGES FOR THE FUTURE

1. Expanding facilities to meet growth demands

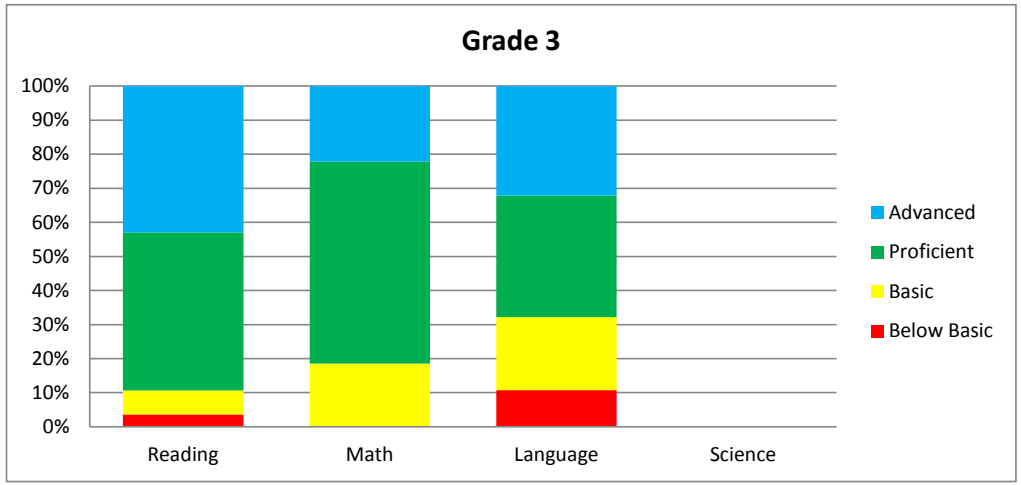
2. Continued implementation of nation core standards

3. Securing fiscal resources

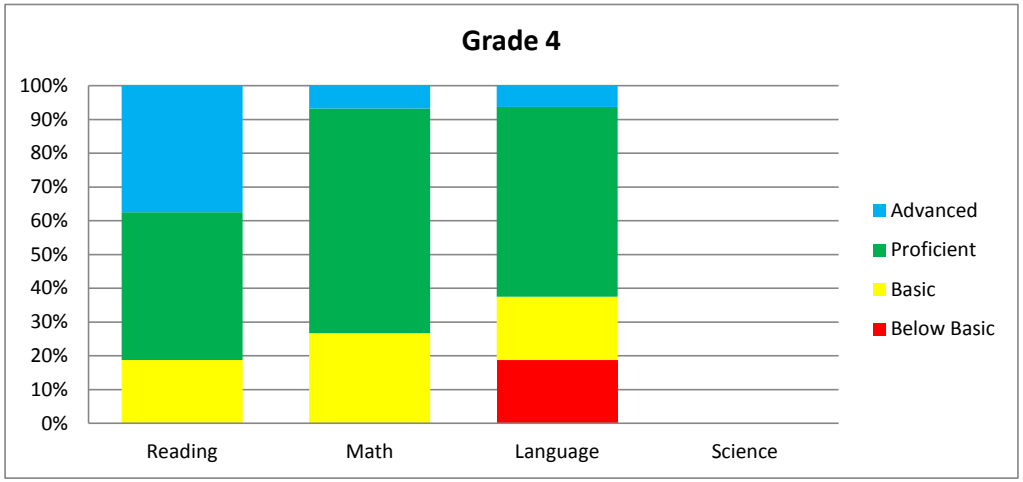
4. Maintaining BCCLC's culture and quality as it grows

ISAT - Most Recent Spring - By Subject

Grade 3	Reading	Math	Language	Science
Below Basic	3.6	0	10.7	
Basic	7.1	18.5	21.4	
Proficient	46.4	59.3	35.7	
Advanced	42.9	22.2	32.1	

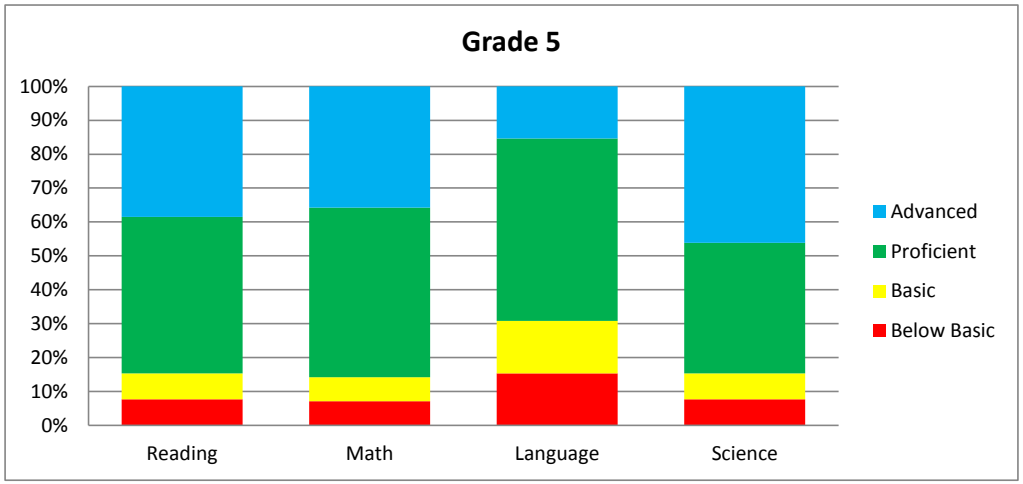


Grade 4	Reading	Math	Language	Science
Below Basic	0	0	18.8	
Basic	18.8	26.7	18.8	
Proficient	43.8	66.7	56.3	
Advanced	37.5	6.7	6.3	

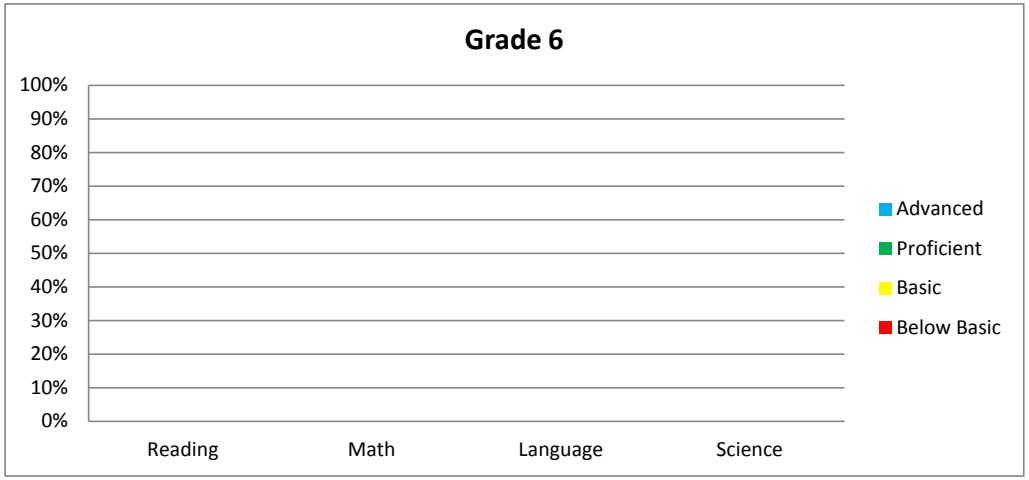


ISAT - Most Recent Spring - By Subject

Grade 5	Reading	Math	Language	Science
Below Basic	7.7	7.1	15.4	7.7
Basic	7.7	7.1	15.4	7.7
Proficient	46.2	50	53.8	38.5
Advanced	38.5	35.7	15.4	46.2

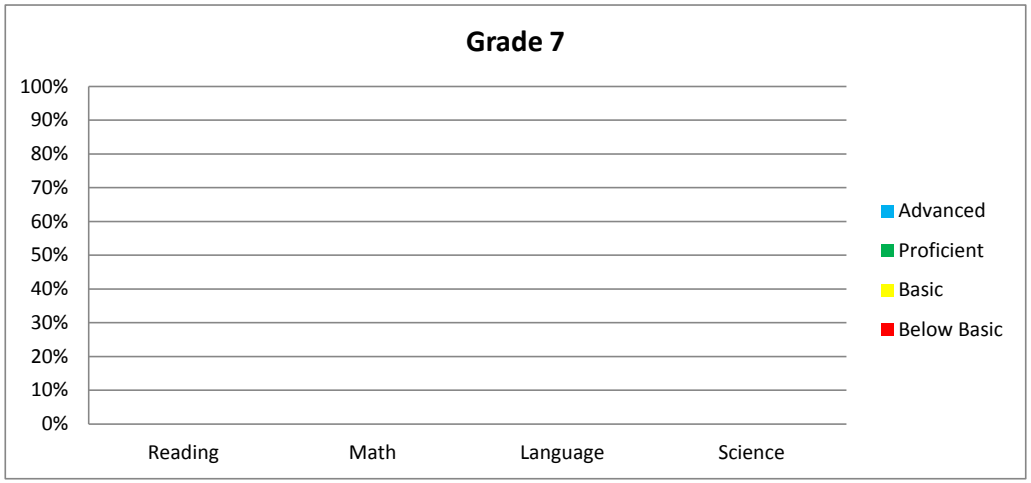


Grade 6	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	

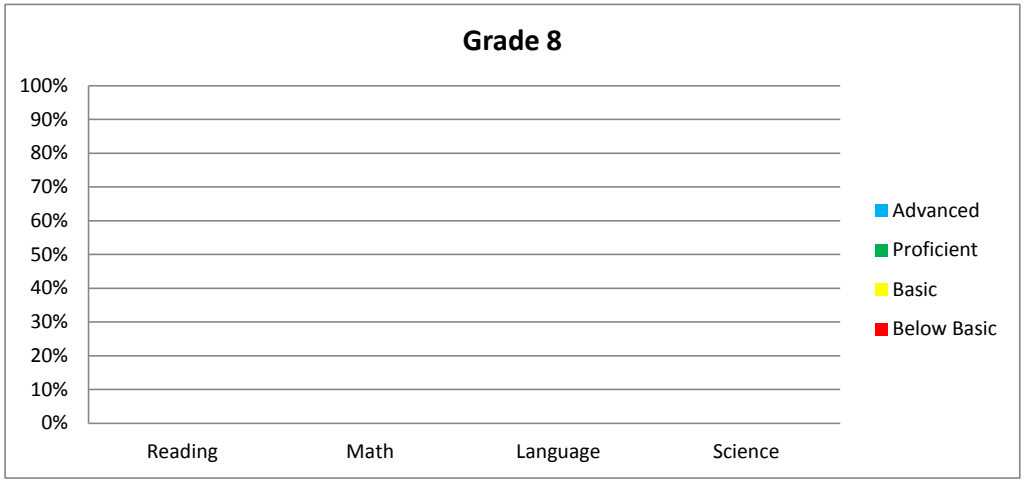


ISAT - Most Recent Spring - By Subject

Grade 7	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

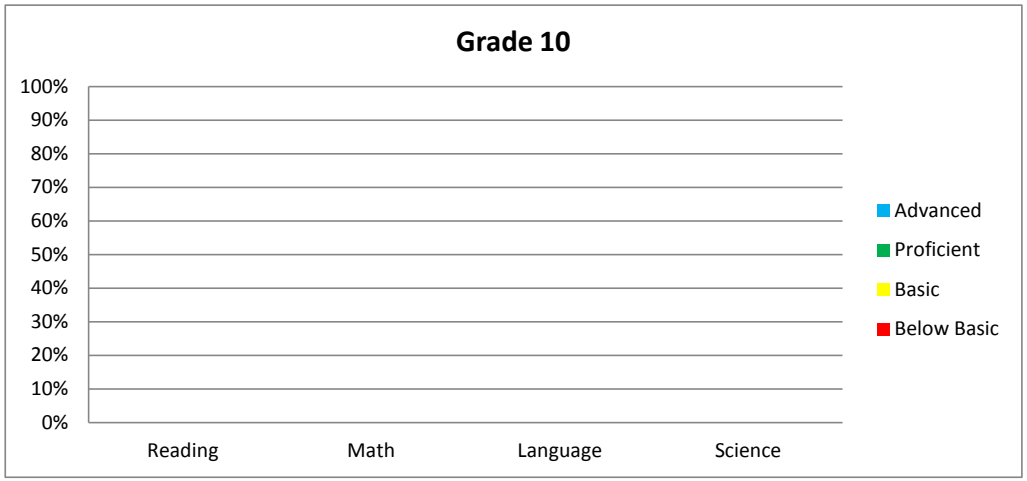


Grade 8	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	



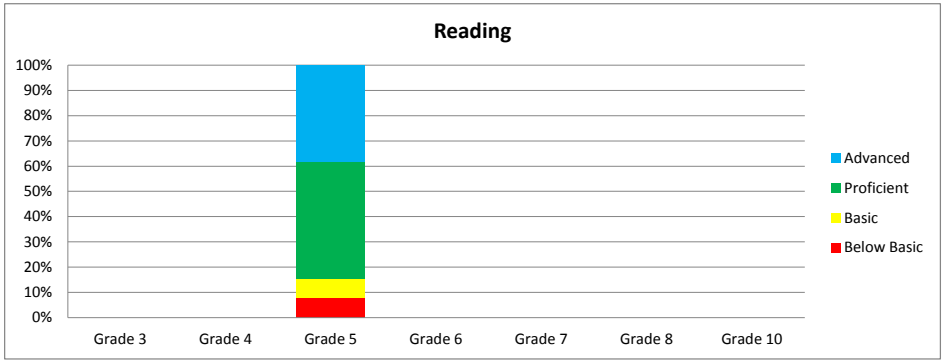
ISAT - Most Recent Spring - By Subject

Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

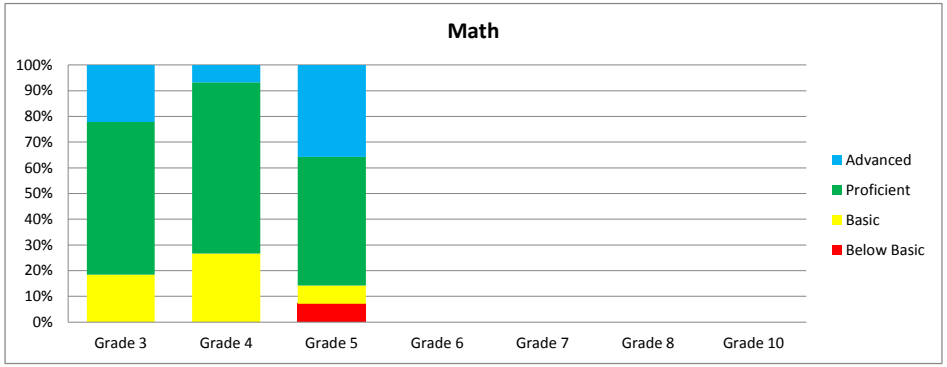


ISAT - Most Recent Spring - By Grade Level

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	7.7	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	7.7	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	46.2	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	38.5	#N/A	#N/A	#N/A	#N/A

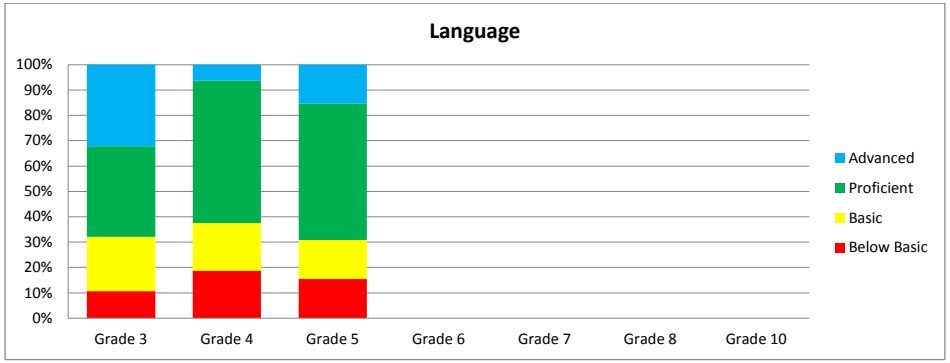


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	0	0	7.1	#N/A	#N/A	#N/A	#N/A
Basic	18.5	26.7	7.1	#N/A	#N/A	#N/A	#N/A
Proficient	59.3	66.7	50	#N/A	#N/A	#N/A	#N/A
Advanced	22.2	6.7	35.7	#N/A	#N/A	#N/A	#N/A

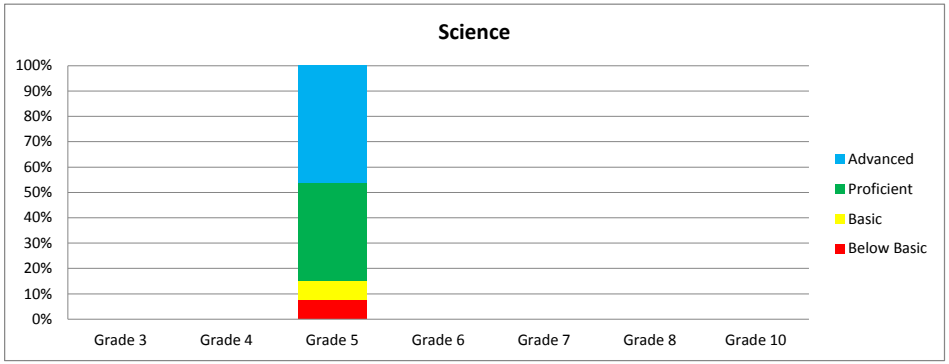


ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	10.7	18.8	15.4	#N/A	#N/A	#N/A	#N/A
Basic	21.4	18.8	15.4	#N/A	#N/A	#N/A	#N/A
Proficient	35.7	56.3	53.8	#N/A	#N/A	#N/A	#N/A
Advanced	32.1	6.3	15.4	#N/A	#N/A	#N/A	#N/A

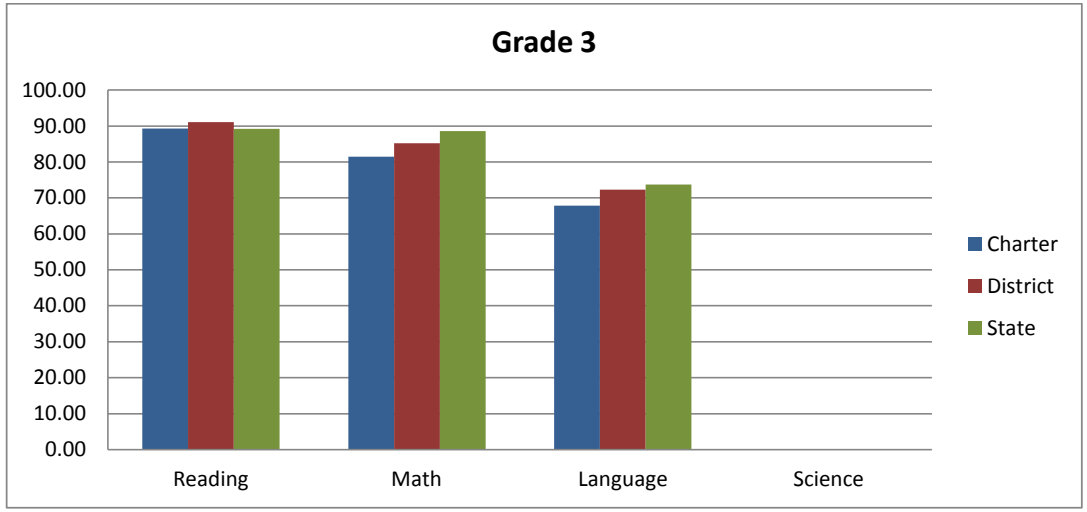


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			7.7		#N/A		#N/A
Basic			7.7		#N/A		#N/A
Proficient			38.5		#N/A		#N/A
Advanced			46.2		#N/A		#N/A

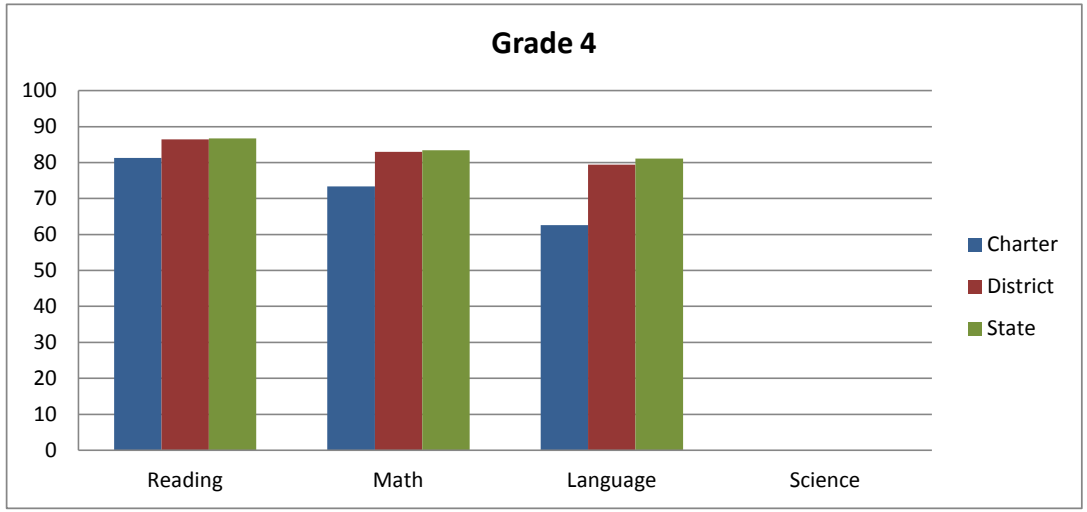


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	89.3	81.5	67.8	
District	91.1	85.2	72.3	
State	89.2	88.6	73.7	

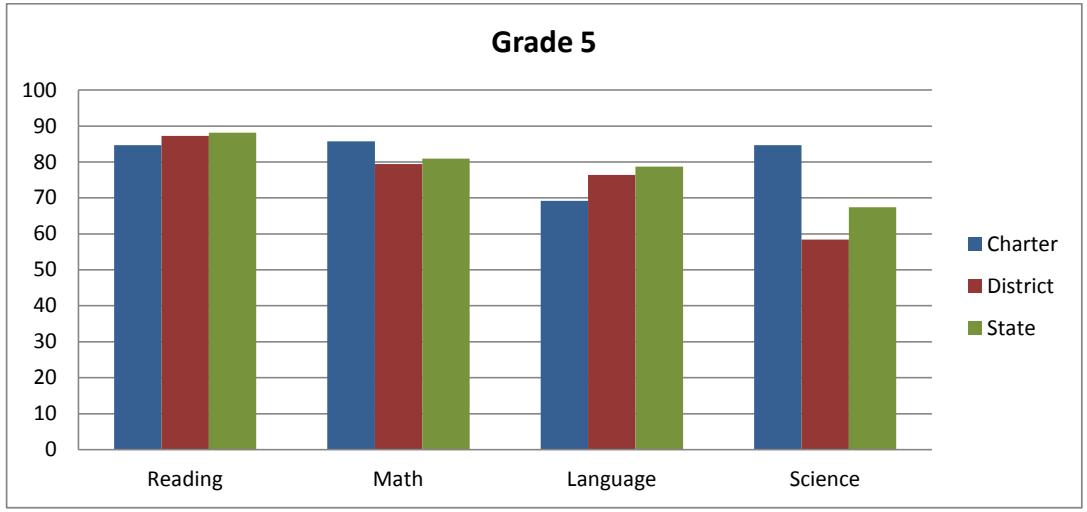


Grade 4	Reading	Math	Language	Science
Charter	81.3	73.4	62.6	
District	86.4	83	79.4	
State	86.7	83.4	81.1	

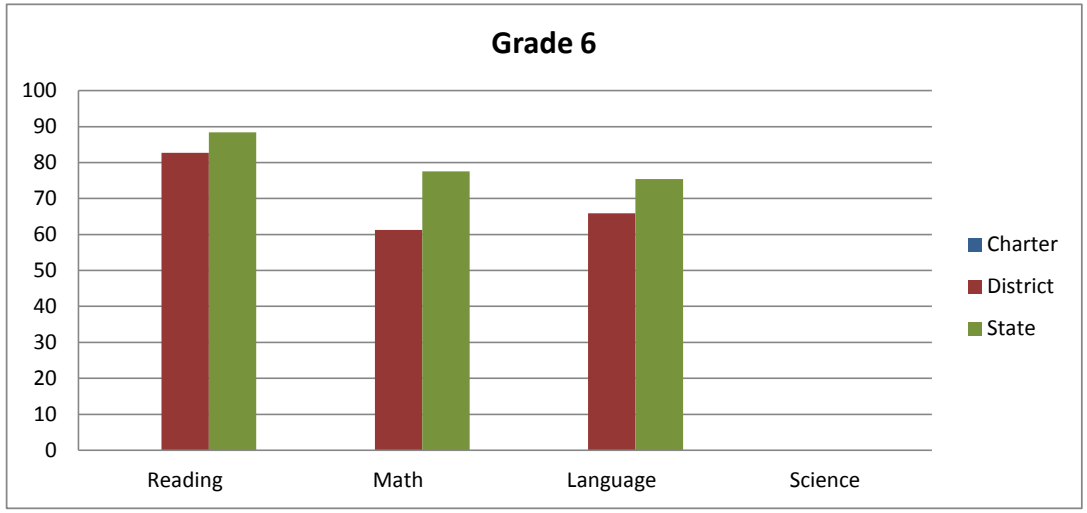


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	84.7	85.7	69.2	84.7
District	87.2	79.4	76.4	58.4
State	88.1	80.9	78.7	67.4

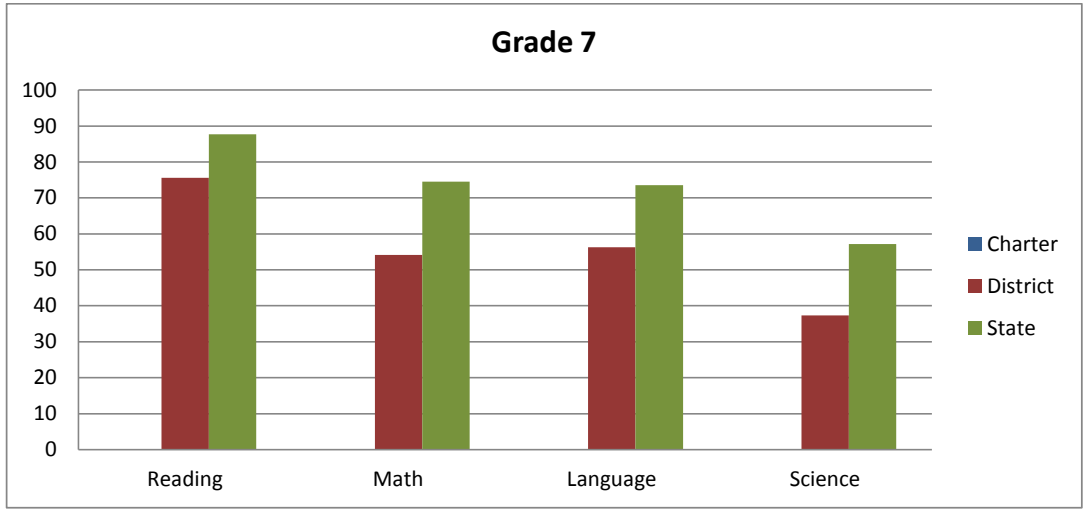


Grade 6	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	82.7	61.3	65.9	
State	88.4	77.5	75.4	

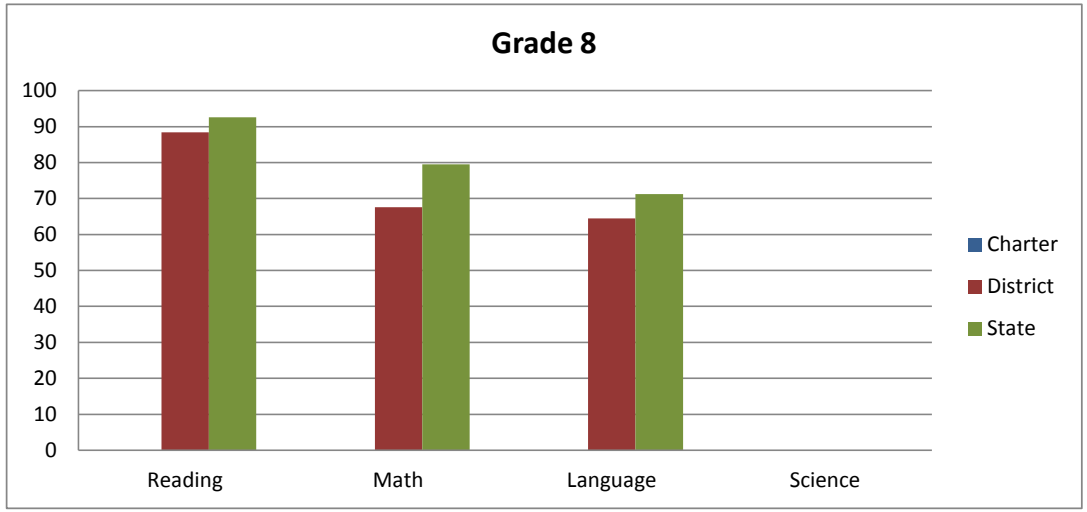


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	75.6	54.1	56.3	37.3
State	87.7	74.5	73.5	57.2

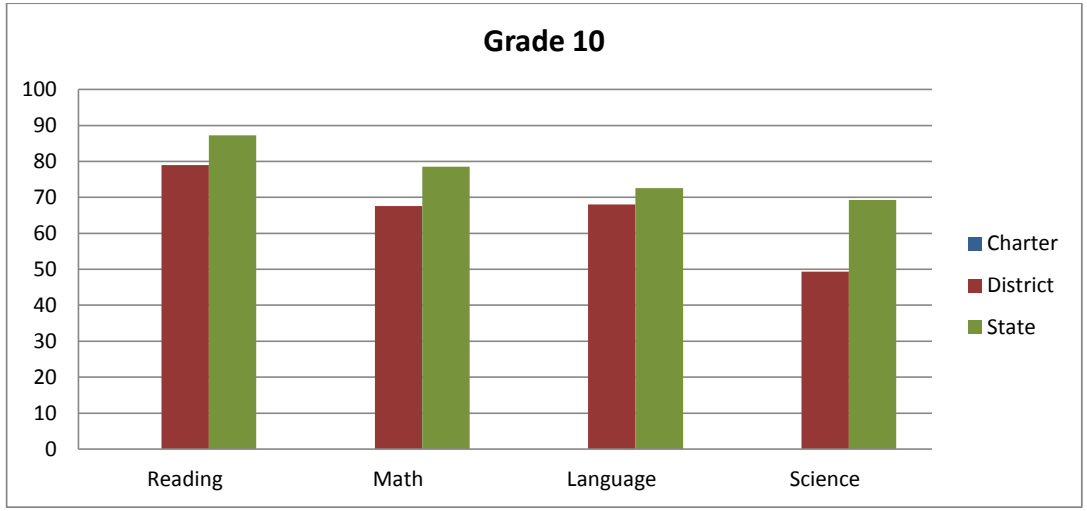


Grade 8	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	88.4	67.6	64.5	
State	92.6	79.5	71.2	



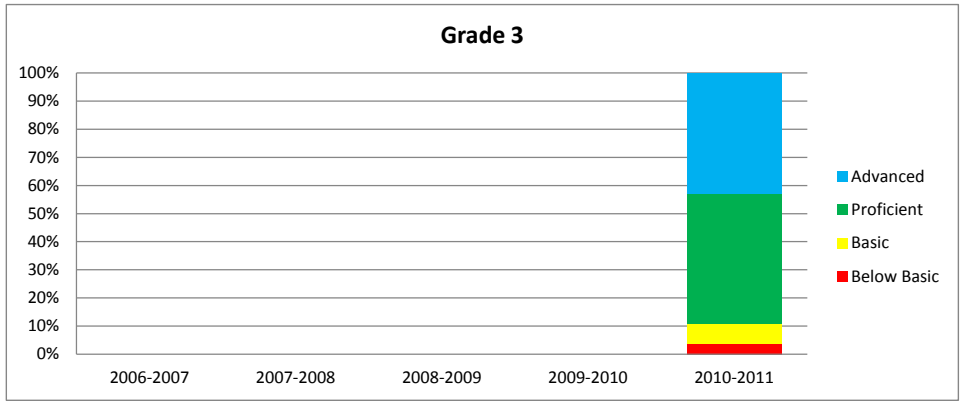
ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	79	67.6	68	49.3
State	87.2	78.5	72.6	69.3

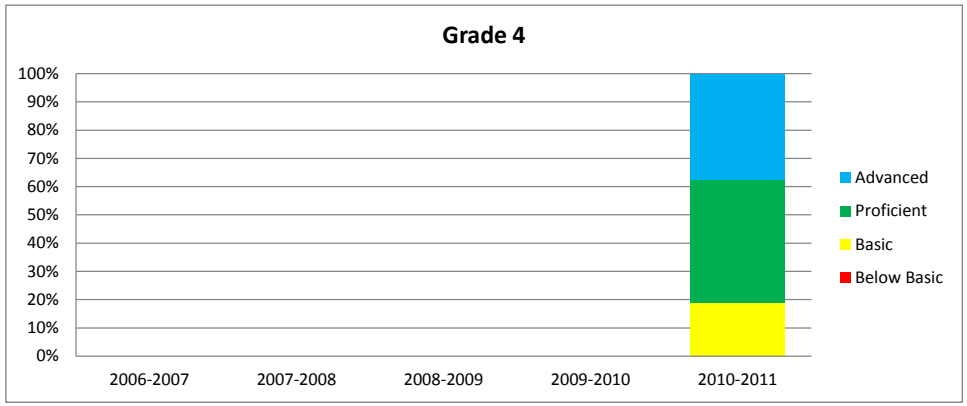


ISAT - Longitudinal Comparison - Reading

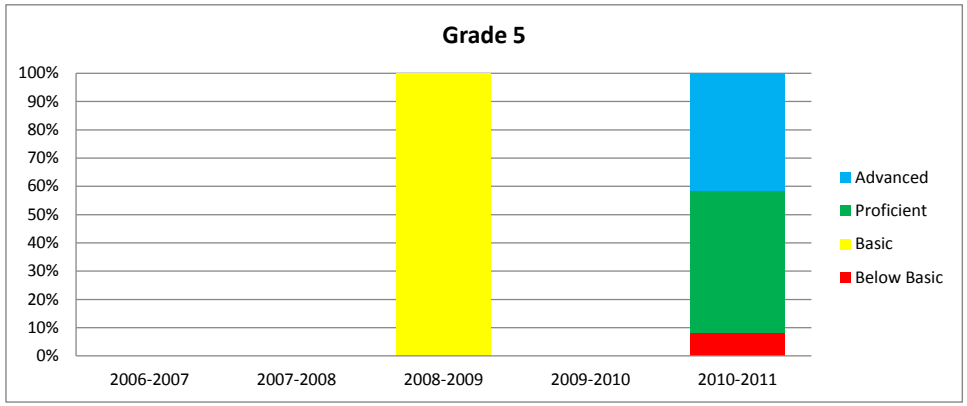
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	3.6
Basic	#N/A	#N/A	#N/A	#N/A	7.1
Proficient	#N/A	#N/A	#N/A	#N/A	46.4
Advanced	#N/A	#N/A	#N/A	#N/A	42.9



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	0
Basic	#N/A	#N/A	#N/A	#N/A	18.8
Proficient	#N/A	#N/A	#N/A	#N/A	43.8
Advanced	#N/A	#N/A	#N/A	#N/A	37.5

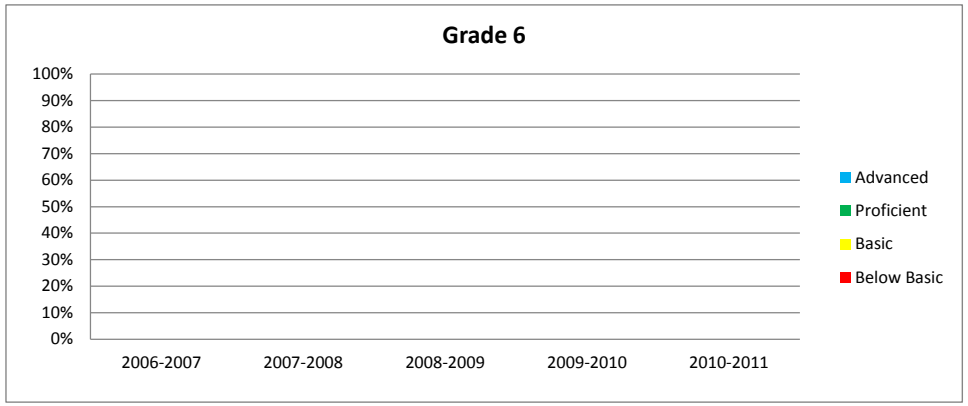


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	7.7
Basic	#N/A	#N/A	#N/A	#N/A	7.7
Proficient	#N/A	#N/A	#N/A	#N/A	46.2
Advanced	#N/A	#N/A	#N/A	#N/A	38.5

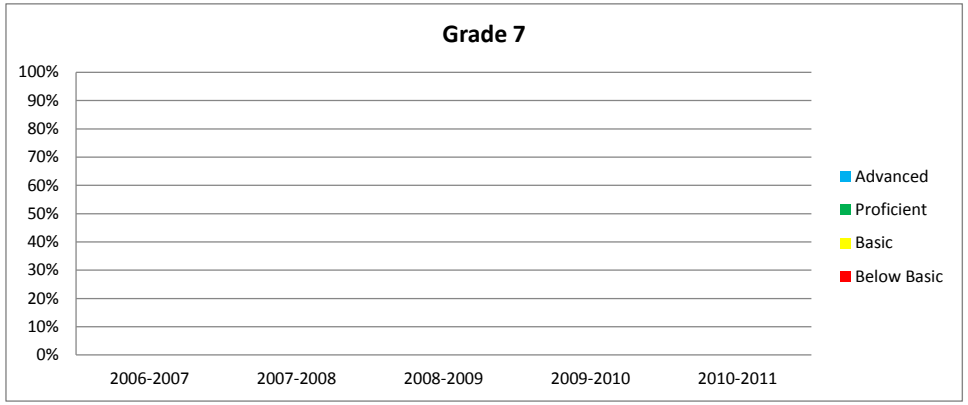


ISAT - Longitudinal Comparison - Reading

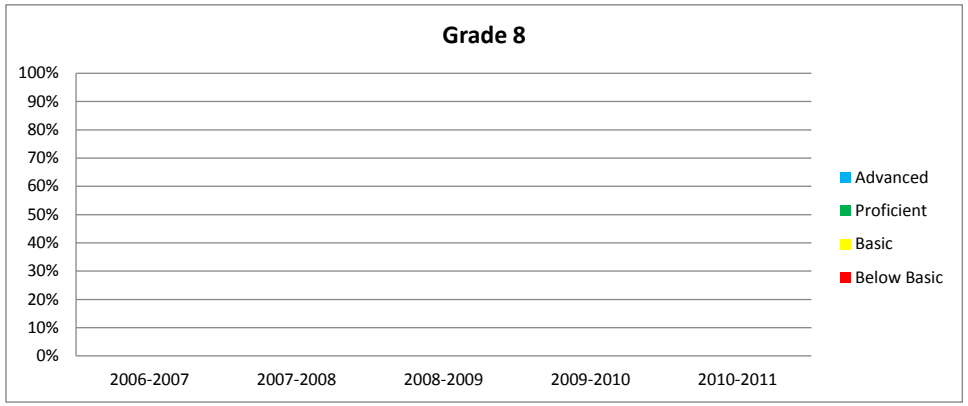
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

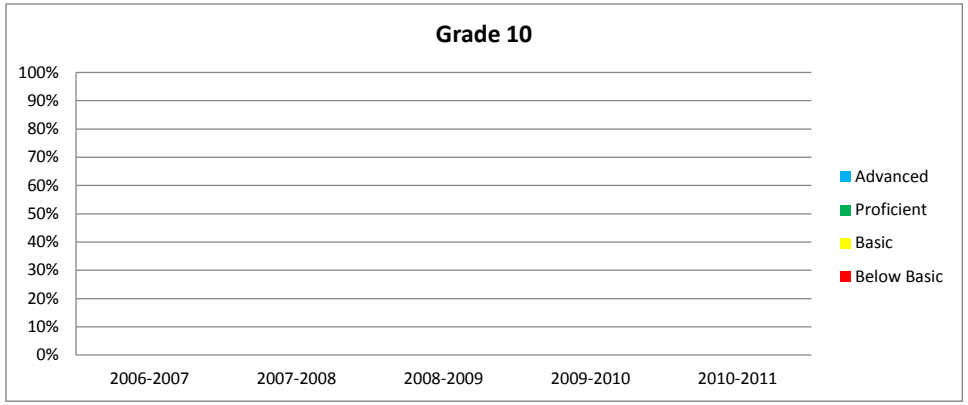


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



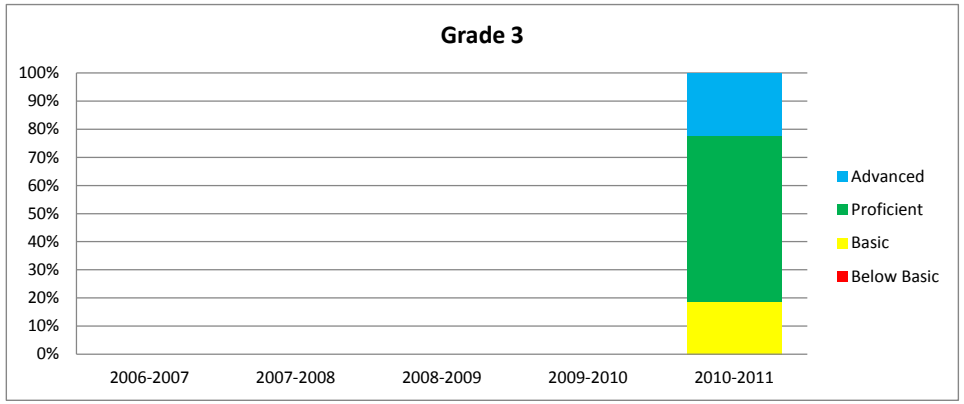
ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A

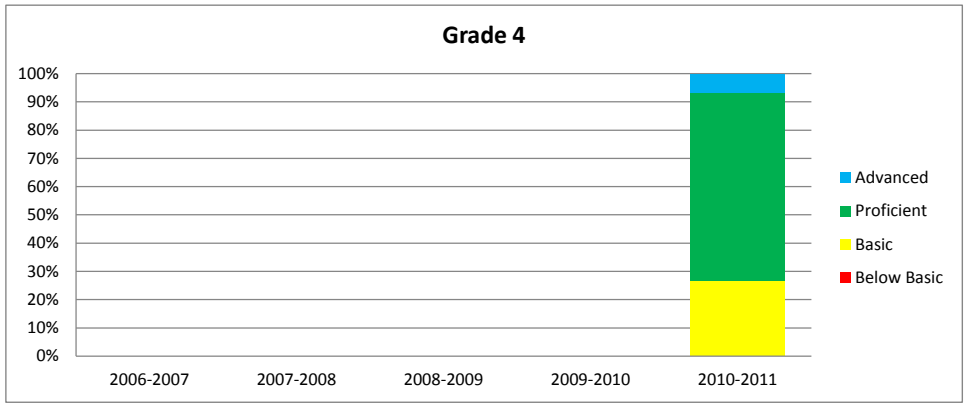


ISAT - Longitudinal Comparison - Math

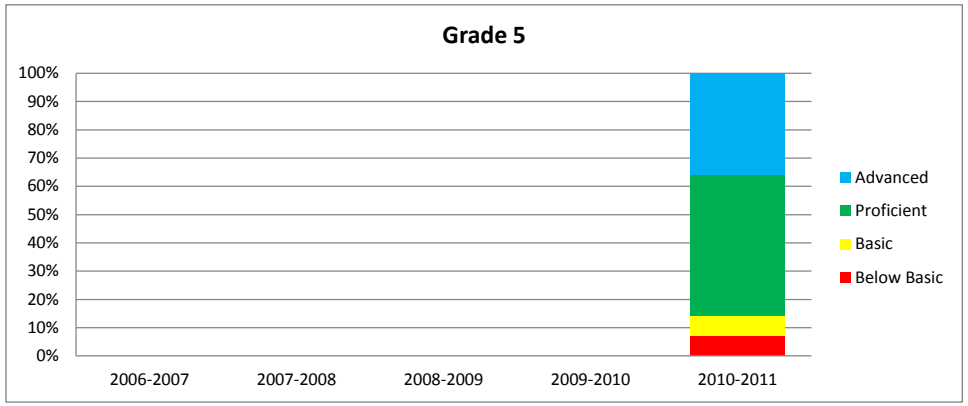
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	0
Basic	#N/A	#N/A	#N/A	#N/A	18.5
Proficient	#N/A	#N/A	#N/A	#N/A	59.3
Advanced	#N/A	#N/A	#N/A	#N/A	22.2



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	0
Basic	#N/A	#N/A	#N/A	#N/A	26.7
Proficient	#N/A	#N/A	#N/A	#N/A	66.7
Advanced	#N/A	#N/A	#N/A	#N/A	6.7

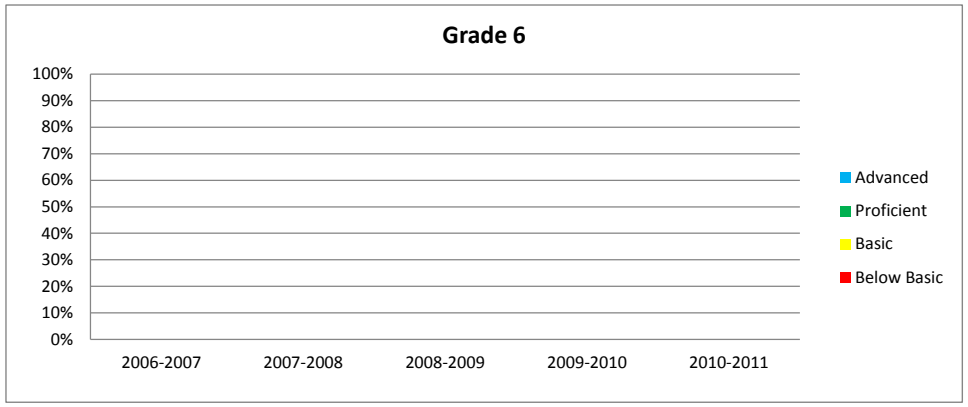


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	7.1
Basic	#N/A	#N/A	#N/A	#N/A	7.1
Proficient	#N/A	#N/A	#N/A	#N/A	50
Advanced	#N/A	#N/A	#N/A	#N/A	35.7

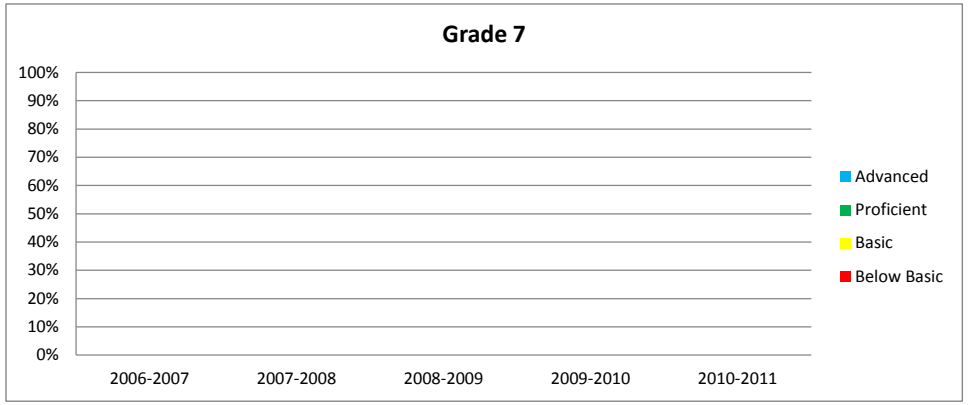


ISAT - Longitudinal Comparison - Math

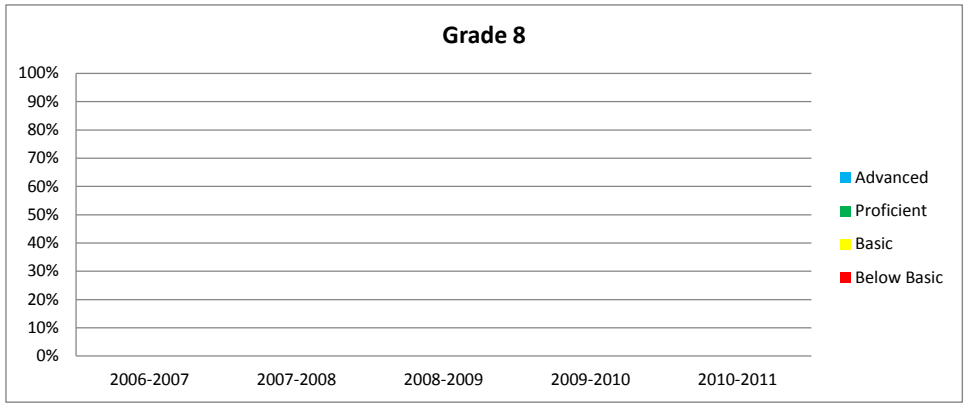
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

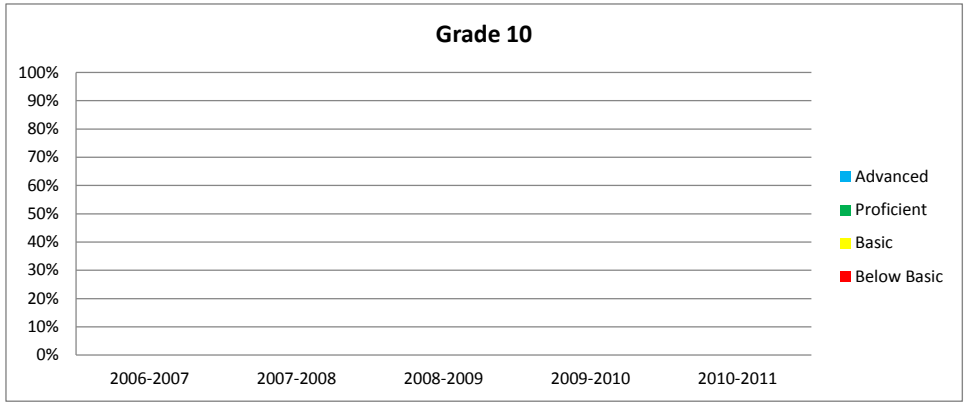


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



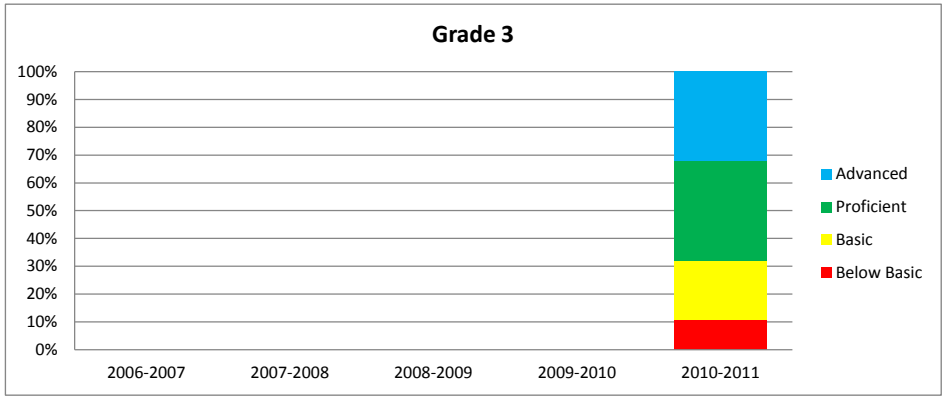
ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

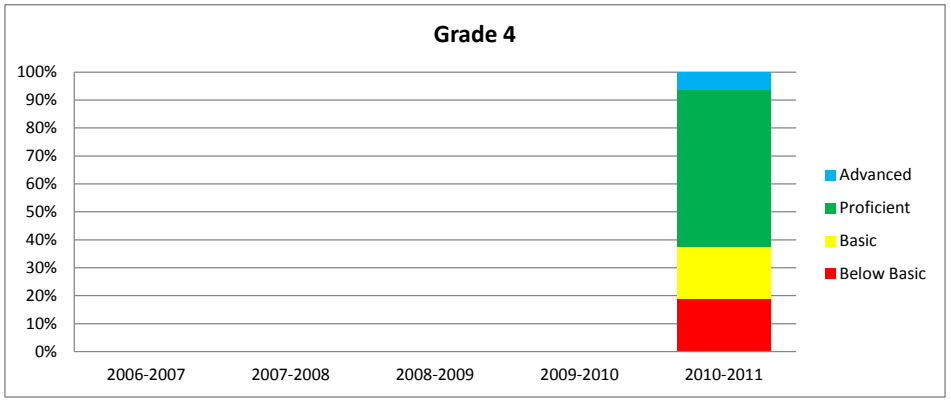


ISAT - Longitudinal Comparison - Language

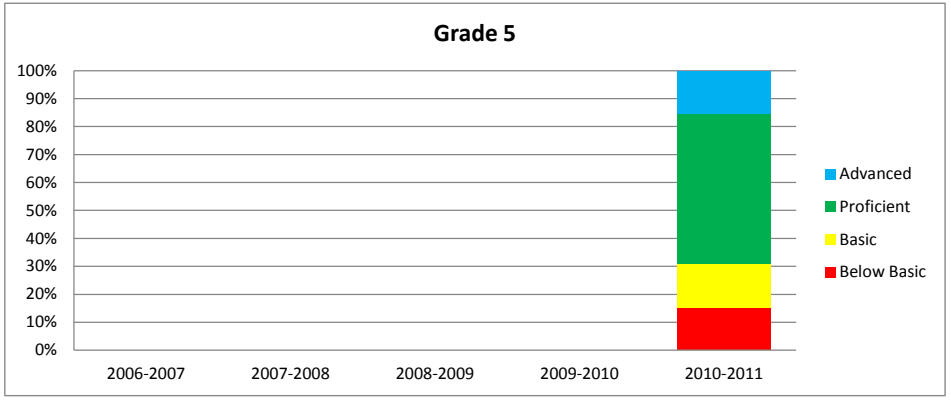
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	10.7
Basic	#N/A	#N/A	#N/A	#N/A	21.4
Proficient	#N/A	#N/A	#N/A	#N/A	35.7
Advanced	#N/A	#N/A	#N/A	#N/A	32.1



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	18.8
Basic	#N/A	#N/A	#N/A	#N/A	18.8
Proficient	#N/A	#N/A	#N/A	#N/A	56.3
Advanced	#N/A	#N/A	#N/A	#N/A	6.3

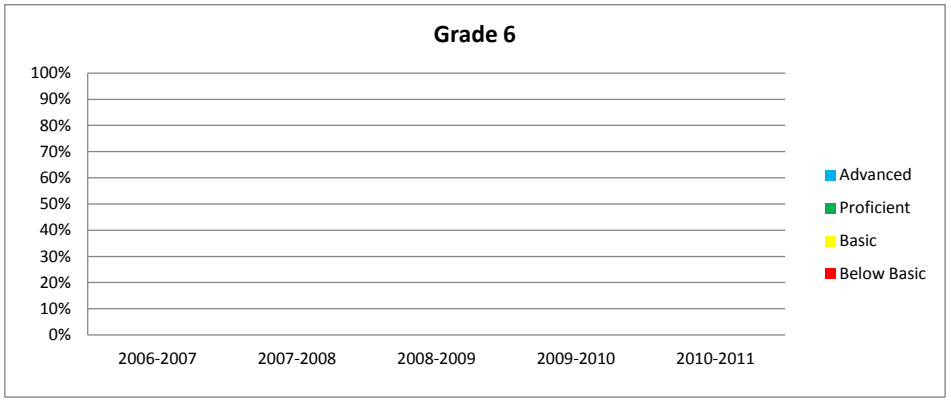


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	15.4
Basic	#N/A	#N/A	#N/A	#N/A	15.4
Proficient	#N/A	#N/A	#N/A	#N/A	53.8
Advanced	#N/A	#N/A	#N/A	#N/A	15.4

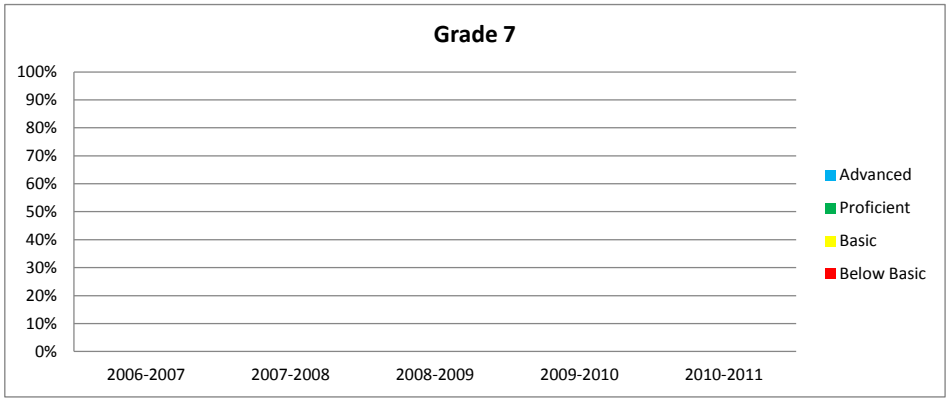


ISAT - Longitudinal Comparison - Language

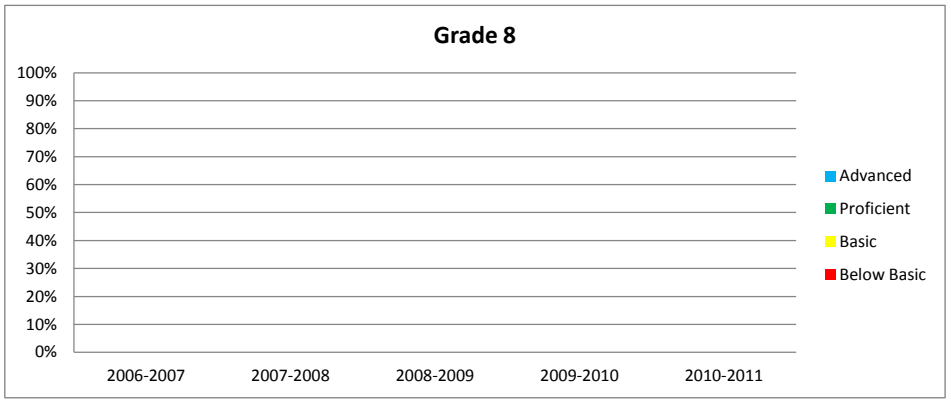
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

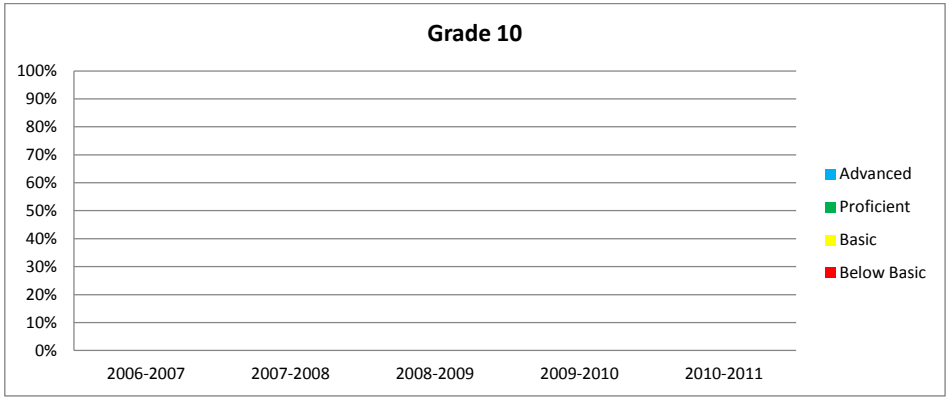


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



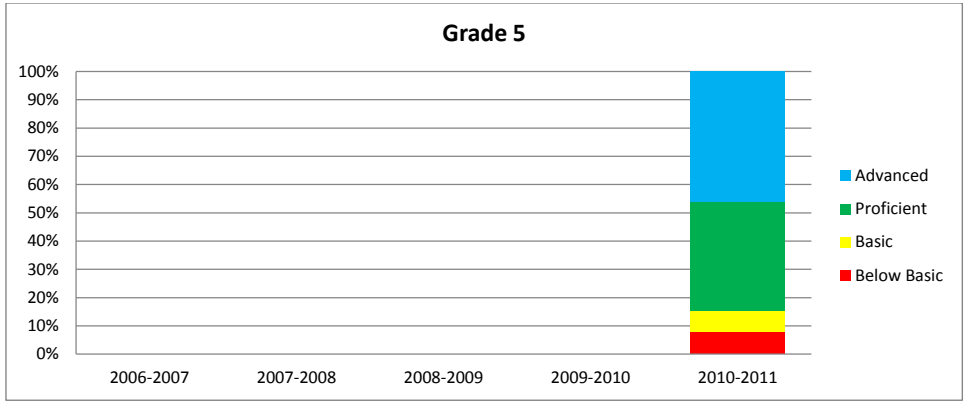
ISAT - Longitudinal Comparison - Language

Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

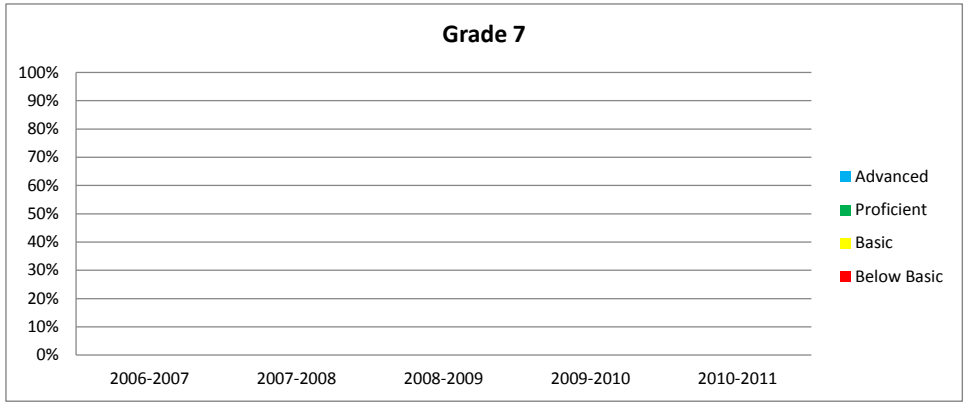


ISAT - Longitudinal Comparison - Science

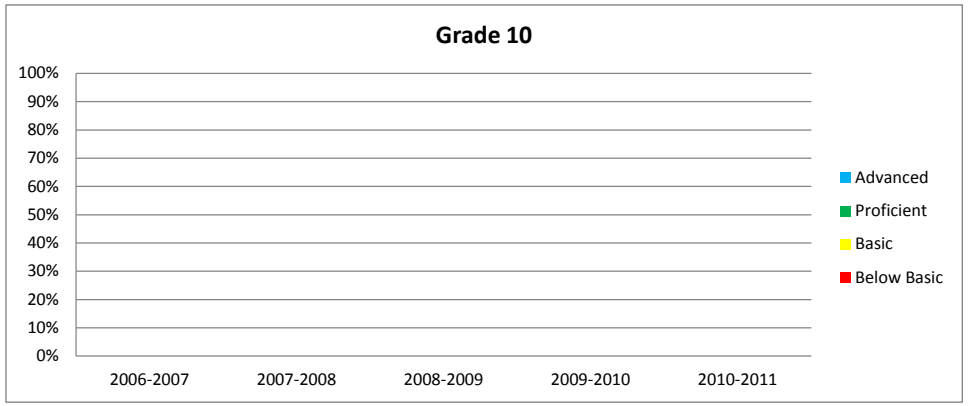
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	7.7
Basic	#N/A	#N/A	#N/A	#N/A	7.7
Proficient	#N/A	#N/A	#N/A	#N/A	38.5
Advanced	#N/A	#N/A	#N/A	#N/A	46.2



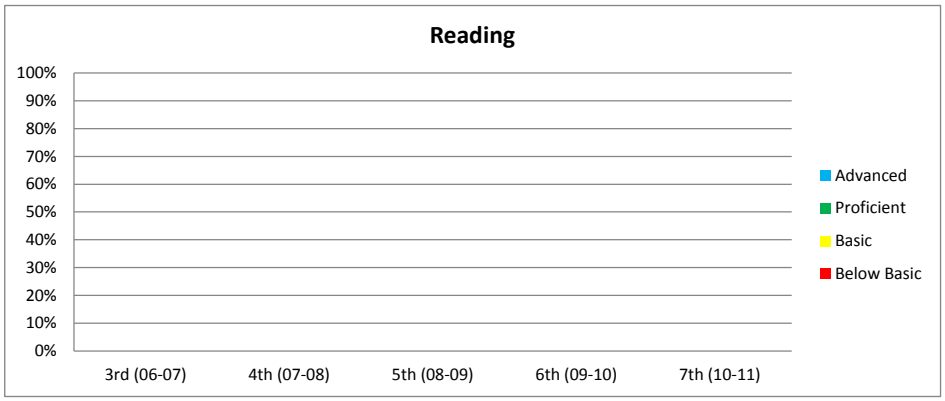
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



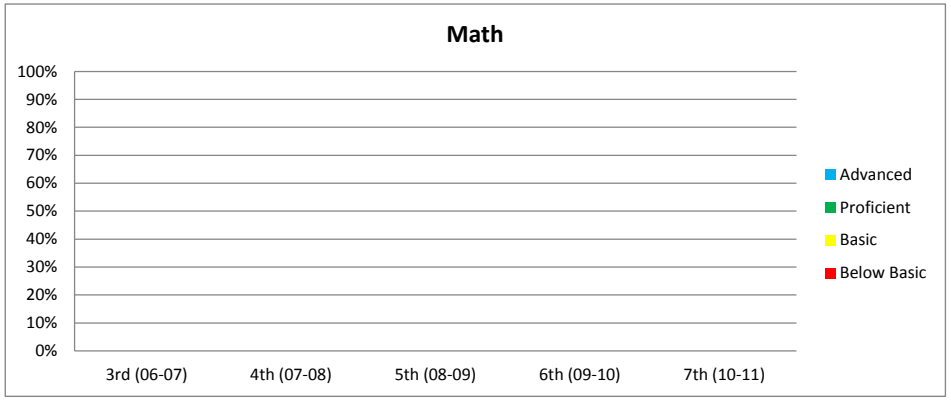
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



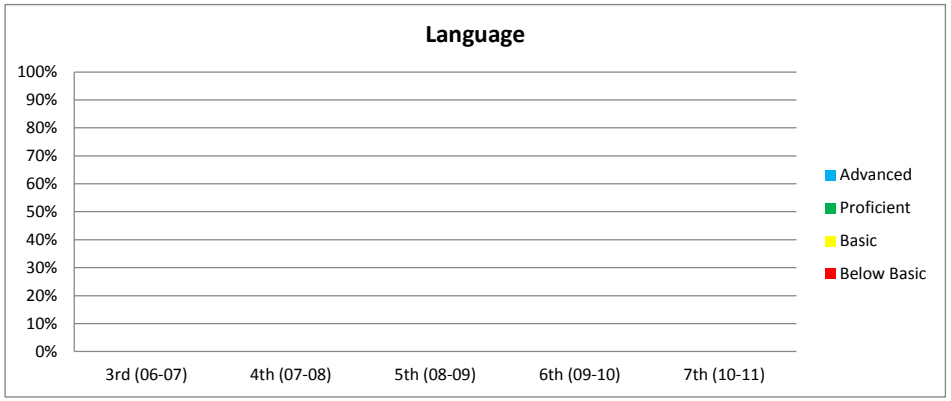
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



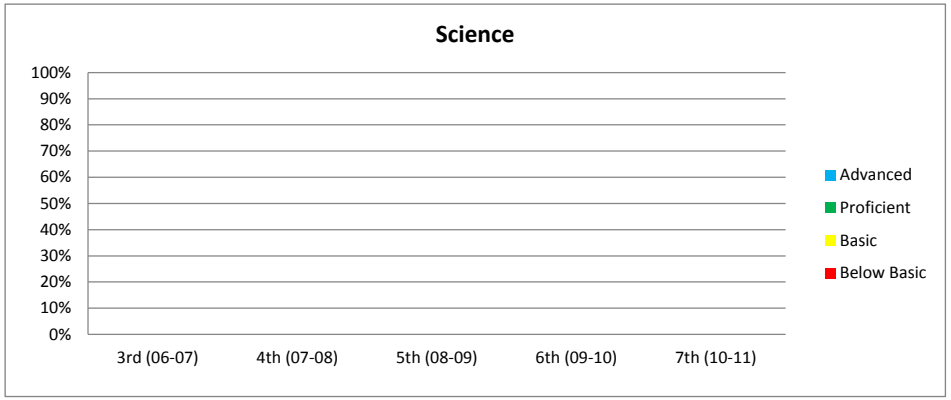
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



BCCLC Site Visit Report

10-19-2011

Interview with Board Members:

Three board members participated in the site visit interview on October 19, 2011. The members had some difficulty in articulating the mission of the school. They expressed the school focuses on meeting individual needs of students and that the current program should be continued because it is working. They are pleased with enrollment numbers, teacher to student ratios, and the creative instructional practices of the school.

Members of the boards believe the board functions well. Individuals are open and receptive. They are all on the same page, so much so that it is sometimes difficult to elicit input. They define their role as overseeing policy. They describe having an excellent relationship with the administrator who works very hard and is key to the school's success. Annual administrator evaluations are completed.

The fiscal condition of the school is described by board members as being tight but stable. They indicate they are a very conservative board. The school's strategic plan involves growing to 300 students while maintaining the same quality. They are encouraging collaboration and cooperation of the staff and look at the growth process as being one of bringing people together. They have not seen a need for a marketing plan due to enrollment numbers. The school has put a few ads in local newspapers and received other local press coverage. Word of mouth seems to be their best marketing tool.

Board members count the variety of experience they collectively have, open discussions, and no "axes to grind" as their strengths. Areas for improvement include they sometimes fail to look at all sides of an issue before making a decision, at times it is difficult to get input from board members, lack of financial resources especially for items like legal fees, and time constraints. Training efforts have been lax but they are trying to include training items on all meeting agendas.

According to the board, parent and community involvement is based mostly on the PAC which is the parent organization that has doubled its membership this year. The Pac is actively involved and reports at board meetings each month. A lot of parents volunteer in the school.

Interview with Business Manager:

The current business manager takes care of books for both BCCLC and ISTCS. She describes her workload as being heavy. The schools are looking at hiring a second person to help with these responsibilities. She believes her training has been adequate but it is a challenge to keep up with changes. The current budget reports enrollment as being 220. The school has a facility payment in the amount of $4600 per month. They are anticipating the purchase of an acre of land to be used for expansion of the school. This expenditure is included in the debt retirement line item in the budget. One classroom was added this year and the school plans to add another two next year. It is anticipated

that the additional students will result in enrollment of 260 and an increase in staff causing salary apportionment in FY 13 to increase by approximately $75,000. Furthermore, insurance costs are anticipated to increase by $7500 due to annual costs rising. The school feels that instructional materials are adequate and plans to cut the textbook budget. Additionally, they have dropped para professional hours to 20 per week. This has helped decrease personnel costs. The four day week has also helped the overall budget.

Interview with Administrator:

The Principal articulates the school mission as brain based learning that focuses on individual and differentiated instruction. He describes the program as including teaching of basic manners and values as part of the curriculum. A sense of community and service is developed through projects such as coat and food drives and visiting the nearby assisted living center. The students develop reading and comprehension skills through small group instruction in kindergarten as well as longer days for these students. The school uses Lexia as a reading program that measures achievement and provides results on a daily basis. Flexible grouping is used in grades three, four, and five and an interdisciplinary approach is employed. On Thursdays students have the opportunity to participate in three week long elective courses that are centered on student interests. The electives utilize hands-on activities and practical tasks.

The technology requirements of the charter are met through computer lab attendance on a daily basis for 30-50 minutes. Various software programs contribute to technology opportunities for students. These include Lexia reading, Coolmath, IXL math, and others. Additionally, all classrooms have smart boards and older students help with trouble shooting technology problems.

Fridays are set aside for professional development. Erik Jensen's brain based research provides the foundation for the training. Mentoring for new teachers is also part of Friday professional development activities. The principal and staff consider these opportunities to be one of the most valuable things they do.

BCCLC has met AYP for the last two years. They contribute this success to being able to move special needs students to alternate assessment and only testing 95% of students in some areas. MSES 2 and 3 were not met. Number 2 requires 90% of K-3 students to score proficient on the IRI. 75.4% reached proficiency levels. Number 3 requires 85% of students in grades 3-5 to score proficient on the ISAT. Language proficiency was 78.6%. According to reports submitted in April and again in Sept., it appears that language scores have dropped. The principal explained the drop being due to the small population being tested. A few scores can drastically affect the overall score. BCCLC was issued a notice of defect for failure to meet these standards. They presented a corrective action plan in April stating by Spring 2012, the MSES will be met. The Principal reports that improvement has been made but he does not believe the goals will be met by the deadline. The school is in the process of aligning the Language Arts curriculum as well as implementing a total instructional alignment which includes a combination of instruction and curriculum. The staff received training last summer. They are also refining their RTI model and implementing more interventions for struggling students. Results from the Lexia program

are used to drive instruction. Intercept program tracking (brain learning) is used as a neurological learning tool that tracks competency and skill. Students are allowed to move on only after mastery is achieved.

Strengths:

- Dedicated board, staff, and administration
- Professional development opportunities
- Software programs used to enhance curriculum
- Interest based electives that add practical skills and relevancy to curriculum
- Met AYP for 2 years
- 5 year strategic plan in place
- High enrollment
- Active parent organization

Concerns:

- Facility is full - in order to expand the school must obtain a new facility
- BCCLC has a written gifted and talented program. The instructor is new and is working on updating and implementing the plan.
- School does not have a written EL program.
- Some of the MSES need to be amended as they are outdated.
- Charter allows for expansion of one new class per year. One second grade class was added last year and it is anticipated that two additional classes will be added next year.
- It is anticipated that CAP requirements will not be met by the given date.
- Annual board evaluations are not being completed.
- No foreign language instruction is provided.

Possible Amendments:

- MSES
- Statement saying foreign language instruction is provided
- Expansion allowing for only 1 class per year
- Consolidation with ISTCS

Recommendations:

- Update and amend charter
- Update and implement gifted and talented program
- Develop written EL plan
- Address CAP requirements and complete the plan
- Conduct annual board evaluations
- Make board training a priority

- Gather data to show BCCLC ISAT performance compared to district and state performance
- Contact SDE regarding procedures and requirements for consolidation

Materials Requested:

- ISAT performance comparison to district and state
- Update on progress of CAP

Blackfoot Charter Community Learning Center Oct. 31, 2011	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE					Based on 220 confirmed enrollment as of August 21,2010		
Salary Apportionment	$459,860.00	$267,200.00	$459,860.00	58.10%	from SBA formula		
Benefit Apportionment	$82,959.00	$51,874.33	$82,959.00	62.53%	from SBA formula		
Entitlement	$196,260.00	$99,062.00	$196,260.00	50.47%	based on 10 units as calculated by SDE Support Unit Claculation formula		
State Transportation	$33,200.00	$10,161.00	$33,200.00	30.61%	*Revenue does not match the approximate 80% reimbursement of expenses due to sharing transportation with ISTCS. The SDE is attempting to reconcile the discrepancy with regard to both BCCLC and ISTCS.*		
Lottery	$7,500.00	$8,041.00	$7,500.00	107.21%			
Other State Funds (Specify)	$22,800.00	$13,890.00	$22,800.00	60.92%	includes remediation funds.		
Special Ed - Regular	$29,018.00		$29,018.00	0.00%			
Special Ed - ARRA	$0.00		$0.00	#DIV/0!			
Title I	$18,097.00		$18,097.00	0.00%	*Does not match SDE report of $32,791 allocated amount. School reports problems with Title I and may end participation, they are being conservative.* approval pending		
Federal Title I Funds : ARRA	$0.00		$0.00	#DIV/0!			
Medicaid Reimbursement	$0.00		$0.00	#DIV/0!			
Title IIA	$0.00		$0.00	#DIV/0!	*Does not match SDE report of $4439 allocation. Schools reports they are being conservtive.*		
Local Revenue (Specify)	$2,120.00	$543.75	$2,120.00	25.65%			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising				#DIV/0!			
Interest Earned	$120.00	$36.48	$120.00	30.40%	From bank accounts		
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
TOTAL REVENUE	$851,934.00	$450,808.56	$851,934.00	52.92%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	$289,962.00	$92,070.25	$289,962.00	31.75%	includes IT/networking consultant		
Special Education	$31,500.00	$9,956.32	$31,500.00	31.61%	1.0 FTE		
Instructional Aides	$46,300.00	$15,070.16	$46,300.00	32.55%	5.25 FTE		
Classified/Office	$12,210.00	$3,987.10	$12,210.00	32.65%	.80 FTE		
Administration	$63,650.00	$20,700.00	$63,650.00	32.52%	1.0 FTE		
Maintenance	$21,500.00	$6,516.50	$21,500.00	30.31%	custodial position		
Other (Specify)	$12,500.00	$13,914.21	$12,500.00	111.31%	bus drivers		
Other (Specify)	$3,500.00		$3,500.00	0.00%	new ramp for modualr classroom		
Total Salaries	$481,122.00	$162,214.54	$481,122.00	33.72%			
200 Employee Benefits							
PERSI/FICA/Benefits	$57,500.00	$17,798.42	$57,500.00	30.95%	PERSI		
Other (Specify)	$67,500.00	$22,451.52	$67,500.00	33.26%	health insurance benefits		
Total Benefits	$125,000.00	$40,249.94	$125,000.00	32.20%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA	$0.00		$0.00	#DIV/0!	costs included in teacher contracts		
Legal Pub/Advertising	$230.00		$230.00	0.00%			
Legal Services	$0.00		$0.00	#DIV/0!			
Special Education	$4,750.00	$692.21	$4,750.00	14.57%	Speech and Occupational therepy		
Liablity & Property Ins	$7,500.00	$3,232.38	$7,500.00	43.10%			
Substitute Teachers	$3,300.00	$140.00	$3,300.00	4.24%			
Board Expenses	$500.00		$500.00	0.00%			
Computer Services	$0.00		$0.00	#DIV/0!	IT consultant/network admin expenses		
Transportation	$2,400.00	$1,546.58	$2,400.00	64.44%	*Expenses are low because of shared transportation with ISTCS* bus driver training, tracher inservice expenses		
Travel	$2,200.00	$1,379.60	$2,200.00	62.71%	estimated 3 trips to Boise, 2 to Twin Falls		
Other (Specify)	$8,000.00	$1,121.33	$8,000.00	14.02%	building care and maintenance		
Other (Specify)	$0.00		$0.00	#DIV/0!			
Total Services	$28,880.00	$8,112.10	$28,880.00	28.09%		$0.00	

Facilities				#DIV/0!		
Building Lease	$0.00		$0.00	#DIV/0!		
Land Lease	$0.00		$0.00	#DIV/0!		
Modular Lease	$0.00		$0.00	#DIV/0!		
Utilities, Phones, Lndscp	$17,400.00	$3,964.13	$17,400.00	0.80%		
Site Preparation	$0.00		$0.00	#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	$17,400.00	$3,964.13	$17,400.00	22.78%		$0.00
400 Supplies and Maintenance						
Textbooks	$24,000.00	$8,417.71	$24,000.00	35.07%		
School Supplies	$6,800.00	$7,476.87	$6,800.00	109.95%	instructional consumables and supplies	
Power School				#DIV/0!		
Custodial Supplies	$8,200.00	$3,115.87	$8,200.00	38.00%	cleaning and maintenance supplies	
Other (Specify)	$3,000.00	$215.00	$3,000.00	7.17%	pupil transportation supplies	
Other (Specify)				#DIV/0!		
Total Supplies	$42,000.00	$19,225.45	$42,000.00	45.77%		$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)	$11,500.00	$11,500.00	$11,500.00	100.00%	purchase of 2 classroom modular unit	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	$11,500.00	$11,500.00	$11,500.00	100.00%		$0.00
Debt Service						
Specify	$73,586.00	$18,634.76	$73,586.00	25.32%	Bank of Idaho loan inititated in 2009	
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	$73,586.00	$18,634.76	$73,586.00	25.32%		$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	$779,488.00	$263,900.92	$779,488.00	33.86%		
Carryover from Previous FY	($24,281.00)	$0.00	($24,281.00)	0.00%		$0.00
Reserve/(Deficit)	$48,165.00	$186,907.64	$48,165.00	388.06%		

Blackfoot Charter Community Learning Center FY13	Proposed Budget	Notes
REVENUE		based on enrollment of 225 students, 75 per grade
Local Revenue	$1,500.00	
State Revenue		
Entitlement	$215,886.00	16.4 units as calculated by SDE formula
Wages		
Administration	$56,313.00	Based on SDE formula for FY13
Teachers	$478,487.00	Based on SDE formula for FY13
Classified	$82,114.00	Based on SDE formula for FY13
Medicaid		
Benefit	$96,478.00	Based on SDE formula for FY13
Transportation	$34,200.00	
Federal Revenue		
Title I	$22,500.00	
Special Ed	$31,000.00	
Title II		
Startup Grant		
Other Sources (Specify)		
Other Sources (Specify)		
Other Sources (Specify)		
Total Revenue before holdback	$1,018,478.00	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
Total Holdback	$0.00	
Total Revenue after holdback	$1,018,478.00	
EXPENDITURES		
100 Salaries		
Teachers	$351,820.00	13.5 FTE
Admin	$63,650.00	1.0 FTE
Classified	$61,300.00	6.25 FTE includes paraeducators and office personnel
Special education	$31,500.00	1 FTE
Other (Specify)	$21,500.00	custodial
Other (Specify)	$14,500.00	bus drivers
Total Salaries	$544,270.00	
200 Benefits		
Benefit Dollars		
PERSI/Payroll taxes	$61,500.00	
Other (Specify)	$71,500.00	
Total Benefits	$133,000.00	
300 Purchased Services		
Transportation	$480.00	new driver training
Special Education	$4,400.00	
Proctor costs		
Legal		
Insurance	$16,800.00	*Increase of $9000 over FY 12 due to overcharging by ins co in 2009-10 so costs lowered in FY 12 to compensate for this.*
Copier Lease	$2,600.00	
Printer Lease		
Facility Lease	$0.00	
Utilities	$23,100.00	
Professional Development		
Technology	$9,800.00	
Management Services		
Legal Publications/Advertising	$1,200.00	

Substitute Teachers	$3,600.00	
Board Expenses	$600.00	
Other (Specify)		
Other (Specify)		
Total Purchased Services	$62,580.00	*Increase of $33,700 over FY 12 due to anticipated occupational therapy needs and snow removal.*
Supplies & Materials		
Teacher/Classroom	$22,000.00	
Office	$2,200.00	
Janitorial	$1,500.00	
Textbooks	$3,300.00	
Other (Specify)	$3,600.00	bus and transportation supplies
Other (Specify)		
Total Supplies & Materials	$32,600.00	
Grant Expenditures		
Specify		
Specify		
Specify		
Total Grant Expenditures	$0.00	
Capital Outlay		
Total Capital Outlay	$0.00	
Debt Retirement		
Total Debt Retirement	$96,000.00	*Increase of $23,000 over FY 12 due to planned purchase of land for expansion.*
Insurance & Judgements		
Total Insurance & Judgements	$0.00	
Transfers		
Total Transfers	$0.00	
Contingency Reserve	$0.00	
Building Fund	$100,000.00	
Total Expenditures	$968,450.00	
Carryover from Previous FY	$48,165.00	Reflects projected reserve/(deficit) from "current year" worksheet
Reserve/(Deficit)	$98,193.00	

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

FINANCIAL STATEMENTS

Year Ended June 30, 2011

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER
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FINANCIAL SECTION

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Independent Auditor's Report

Board of Directors
Blackfoot Charter Community Learning Center

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Blackfoot Charter Community Learning Center (the School) as of and for the year ended June 30, 2011, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School as of June 30, 2011 and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

The accompanying financial statements have been prepared assuming that the School will continue as a going concern. As discussed in note H to the financial statements, the School is facing financial difficulties. These conditions raise substantial doubt about its ability to continue as a going concern. Management's plans regarding those matters are also described in note H. The financial statements do not include any adjustments that might result from the outcome of this uncertainty.

In accordance with *Government Auditing Standards*, we have also issued our report dated August 8, 2011 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an

integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the budgetary information listed as required supplemental information in the table of contents be presented to supplement the basic financial statements. Such information, although not required to be a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by this missing information.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's financial statements as a whole. The accompanying combining fund financial statements are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Folke CPAs, P.C.

August 8, 2011

BASIC FINANCIAL STATEMENTS

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Statement of Net Assets

June 30, 2011

	Governmental Activities
Assets	
Current Assets	
Cash	$122,784
Receivables:	
Local Sources	0
State Sources	48,461
Federal Sources	0
Total Current Assets	171,245
Noncurrent Assets	
Nondepreciable Capital Assets	95,000
Depreciable Net Capital Assets	752,508
Total Noncurrent Assets	847,508
Total Assets	$1,018,753
Liabilities	
Current Liabilities	
Accounts Payable	$7,090
Note Payable	100,000
Salaries & Benefits Payable	88,436
Deferred Revenue	0
Long-Term Debt, Current	24,324
Total Current Liabilities	219,850
Noncurrent Liabilities	
Long-Term Debt, Noncurrent	707,936
Total Noncurrent Liabilities	707,936
Total Liabilities	927,786
Net Assets	
Invested in Capital Assets, Net of Related Debt	115,248
Restricted:	
Special Programs	0
Debt Service	32,016
Capital Projects	
Unrestricted	(56,297)
Total Net Assets	90,967
Total Liabilities and Net Assets	$1,018,753

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Statement of Activities

Year Ended June 30, 2011

Functions/Programs	Expenses	Program Revenues: Charges For Services	Program Revenues: Operating Grants And Contributions	Program Revenues: Capital Grants And Contributions	Net (Expense) Revenue And Changes in Net Assets: Governmental Activities
Governmental Activities					
Instructional Programs					
Elementary School	$540,400		$97,863		($442,537)
Exceptional Child	25,839		25,839		0
Gifted & Talented	0				0
Support Service Programs					
Educational Media	341				(341)
School Administration	101,219				(101,219)
Buildings - Care	33,345				(33,345)
Maintenance - Student Occupied	22,090				(22,090)
Maintenance - Grounds	0				0
Pupil-To-School Transportation	81,033				(81,033)
Non-Instructional Programs					
Capital Assets - Student Occupied	33,328		40,805		7,477
Capital Assets - Non-Student Occupied	0				0
Debt Service - Principal	0				0
Debt Service - Interest	40,321				(40,321)
Total	$877,916	$0	$164,507	$0	(713,409)
	General Revenues				
	Local Revenue				32,306
	State Revenue				684,049
	Federal Revenue				0
	Total				716,355
	Change in Net Assets				2,946
	Net Assets - Beginning				88,021
	Net Assets - Ending				$90,967

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Balance Sheet - Governmental Funds

June 30, 2011

	General Fund	Albertsons Fund	Other Governmental Funds
Assets			
Cash	$114,809		$7,975
Receivables:			
Local Sources			0
State Sources	48,461		0
Federal Sources			0
Due From Other Funds			0
Total Assets	$163,270	$0	$7,975
Liabilities			
Accounts Payable	$7,090		$0
Due To Other Funds			0
Note Payable	100,000		
Salaries & Benefits Payable	80,461		7,975
Deferred Revenue			0
Total Liabilities	187,551	$0	7,975
Fund Balances			
Restricted:			
Special Programs		0	0
Debt Service	32,016		0
Capital Projects			0
Unassigned (Deficit)	(56,297)		0
Total Fund Balances	(24,281)	0	0
Total Liabilities and Fund Balances	$163,270	$0	$7,975

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Balance Sheet - Governmental Funds

June 30, 2011

	Total Governmental Funds
Assets	
Cash	$122,784
Receivables:	
Local Sources	0
State Sources	48,461
Federal Sources	0
Due From Other Funds	0
Total Assets	$171,245
Liabilities	
Accounts Payable	$7,090
Due To Other Funds	0
Note Payable	100,000
Salaries & Benefits Payable	88,436
Deferred Revenue	0
Total Liabilities	195,526
Fund Balances	
Restricted:	
Special Programs	0
Debt Service	32,016
Capital Projects	0
Unassigned (Deficit)	(56,297)
Total Fund Balances	(24,281)
Total Liabilities and Fund Balances	$171,245

Balance Sheet - Governmental Funds

June 30, 2011

Reconciliation of Total Governmental Fund Balances to Net Assets of Governmental Activities	
Total Governmental Fund Balances	($24,281)
Amounts reported for governmental activities in the statement of net assets are different because:	
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	847,508
Certain liabilities, including accrued interest, are not due and payable in the current period and therefore are not reported in the funds.	(732,260)
Net Assets of Governmental Activities	$90,967

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2011

	General Fund	Albertsons Fund	Other Governmental Funds
Revenues			
Local Revenue	$32,306	$100,000	$0
State Revenue	684,049		0
Federal Revenue	$22,571		41,936
Total Revenues	738,926	100,000	41,936
Expenditures			
Instructional Programs			
Elementary School	465,108	59,195	16,097
Exceptional Child			25,839
Gifted & Talented			0
Support Service Programs			
Educational Media	341		0
School Administration	101,219		0
Buildings - Care	33,345		0
Maintenance - Student Occupied	22,090		0
Maintenance - Grounds			0
Pupil-To-School Transportation	96,033		0
Non-Instructional Programs			
Capital Assets - Student Occupied		40,805	0
Capital Assets - Non-Student Occupied			0
Debt Service - Principal	20,478		0
Debt Service - Interest	40,321		0
Total Expenditures	778,935	100,000	41,936
Excess (Deficiency) of Revenues Over Expenditures	(40,009)	0	0
Other Financing Sources (Uses)			
Transfers In			0
Transfers Out			0
Total Other Financing Sources (Uses)	0	0	0
Net Change in Fund Balances	(40,009)	0	0
Fund Balances - Beginning	15,728	0	0
Fund Balances - Ending	($24,281)	$0	$0

See Accompanying Notes

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2011

	Total Governmental Funds
Revenues	
Local Revenue	$132,306
State Revenue	684,049
Federal Revenue	64,507
Total Revenues	880,862
Expenditures	
Instructional Programs	
Elementary School	540,400
Exceptional Child	25,839
Gifted & Talented	0
Support Service Programs	
Educational Media	341
School Administration	101,219
Buildings - Care	33,345
Maintenance - Student Occupied	22,090
Maintenance - Grounds	0
Pupil-To-School Transportation	96,033
Non-Instructional Programs	
Capital Assets - Student Occupied	40,805
Capital Assets - Non-Student Occupied	0
Debt Service - Principal	20,478
Debt Service - Interest	40,321
Total Expenditures	920,871
Excess (Deficiency) of Revenues Over Expenditures	(40,009)
Other Financing Sources (Uses)	
Transfers In	0
Transfers Out	0
Total Other Financing Sources (Uses)	0
Net Change in Fund Balances	(40,009)
Fund Balances - Beginning	15,728
Fund Balances - Ending	($24,281)

See Accompanying Notes

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2011

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds to the Statement of Activities	
Net Change in Fund Balances - Total Governmental Funds	($40,009)
Amounts reported for governmental activities in the statement of activities are different because:	
However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the excess of capital outlays over (under) depreciation expense in the current period.	22,477
Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term debt in the statement of net assets.	20,478
Change in Net Assets of Governmental Activities	$2,946

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Blackfoot Charter Community Learning Center (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on traditional public school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to governmental nonprofit organizations. The significant accounting policies of the School are described below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net assets, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The School's net assets may be reported in three parts - invested in capital assets, net of related debt (when related debt exists), restricted net assets, and unrestricted net assets. The School first utilizes restricted resources to finance qualifying activities.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net assets resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprises its assets, liabilities, reserves, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets, liabilities, revenues, and expenditures/expenses of the funds) for the determination of major funds. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the Albertsons fund, which is used to account for certain funding for general operations.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide financial statements are presented on the accrual basis of accounting and are required to follow both governmental accounting standards board pronouncements and financial accounting standards board pronouncements issued through November 30, 1989. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

The School may report deferred revenue on its financial statements. For the fund financial statements, deferred revenues arise when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period. In subsequent periods, when both revenue recognition criteria are met, the revenue is recognized. For both the government-wide

and fund financial statements, certain grant revenues are only recognized to the extent they have been used for qualifying expenditures; any excess revenues are reported as deferred revenue.

Cash – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Interest earned on pooled cash is allocated to the various funds in proportion to each fund's respective investment balance.

Receivables – Receivables are reported net of any estimated uncollectible amounts.

Inventories – Material supplies on hand at year end are stated at cost using the first-in, first-out method.

Capital Assets and Depreciation – Significant capital asset acquisitions with an original cost of $5,000 or more are recorded at cost if purchased or fair value if contributed. Minor repairs and maintenance are expensed as incurred. Depreciation over the estimated useful lives of depreciable assets is recorded using the straight line method.

Compensated Absences and Post-Retirement Benefits – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Government accounting standards board statement 45 requires employers to accrue future estimated post-retirement benefits on the employer's government-wide financial statements when such benefits are deemed material to the employer. The future estimated post-retirement benefits are deemed immaterial to the School, and accordingly, are not reflected on the government-wide financial statements.

Net Assets – Net assets is the difference between assets and liabilities. Net assets invested in capital assets - net of related debt, are capital assets net of accumulated depreciation and reduced by any outstanding debt related to the financing of those assets. Restricted net assets are net assets less related debt that are subject to constraints on their use by creditors, grantors, contributors, legislation, and other parties. All other net assets are reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that are not expected to be converted into cash. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity's governing body. Assigned portions represent amounts that are constrained by the government's intent to be used for a specific purpose. Assigned fund balance classifications are not actively used by the entity. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Concentrations of Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning concentrations of credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor's report, which is the date the financial statements were available to be issued.

B. CASH

Cash consists of the following at year end:

Cash - Deposits	$122,784
Total	$122,784

Deposits – At year end, the carrying amounts of the School's deposits were $122,784 and the bank balances were $135,098. Of the bank balances, $135,098 was insured.

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Treasury, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund
State Sources	
Foundation Program	$13,891
Special Programs	34,570
Total	$48,461

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Nondepreciable Capital Assets				
Land	$95,000			$95,000
Total	95,000	$0	$0	95,000
Depreciable Capital Assets				
Buildings	802,285	40,805		843,090
Equipment	88,490	15,000		103,490
Subtotal	890,775	55,805	0	946,580
Accumulated Depreciation				
Buildings	98,085	21,077		119,162
Equipment	62,659	12,251		74,910
Subtotal	160,744	33,328	0	194,072
Total	730,031	22,477	0	752,508
Net Capital Assets	$825,031	$22,477	$0	$847,508

Depreciation expense of $33,328 was charged to the capital assets – student occupied program.

E. LONG-TERM DEBT

At year end, the School's notes payable were as follows:

Note payable - USDA, due in monthly payments of $2,626 with interest at 4.25% through 2035/36, secured by real estate, paid through the general fund	$477,111
Note payable - BOI, due in monthly payments of $2,033 with interest at 5.20% through 2025/26, secured by real estate and guaranteed by U.S. government, paid through the general fund	255,149
Total	$732,260

Maturities on the notes are estimated as follows:

Year Ended	Principal	Interest
6/30/12	$24,324	$44,447
6/30/13	24,031	36,768
6/30/14	25,193	35,606
6/30/15	26,410	34,389
6/30/16	27,689	33,110
6/30/17-21	160,172	143,823
6/30/22-26	202,500	101,495
6/30/27-31	118,037	39,523
6/30/32-36	123,904	11,916
Total	$732,260	$481,077

Changes in long-term debt are as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
Note Payable - USDA	$488,091		$10,980	$477,111	$11,457
Note Payable - BOI	264,647		9,498	255,149	12,867
Total	$752,738	$0	$20,478	$732,260	$24,324

Interest and related costs during the year amounted to $40,321 and were charged to the debt service – interest program.

F. NOTE PAYABLE

At year end, the School had a short-term note payable to BOI in a principal amount of $100,000. The note, dated April 28, 2011, bore interest at 6.50% and was retired in July of 2011.

G. RETIREMENT PLAN

Public Employee Retirement System of Idaho (PERSI) - The PERSI Base Plan, a cost sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The Plan provides benefits based on members' years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The authority to establish and amend benefit provisions is established in Idaho Code. Designed as a mandatory system for eligible state and school district employees, the legislation provided for other political subdivisions to participate by contractual agreement with PERSI. After 5 years of credited service, members become fully vested in retirement benefits earned to date.

Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.0% (2.3% police/firefighter) of the average monthly salary for the highest consecutive 42 months.

PERSI issues publicly available standalone financial reports that include audited financial statements and required supplementary information. These reports may be obtained from PERSI's website www.persi.idaho.gov.

The actuarially determined contribution requirements of the School and its employees are established and may be amended by the PERSI Board of Trustees. For the year ended June 30, 2011, the required contribution rate as a percentage of covered payrolls for members was 6.23% for general members and 7.69% for police/firefighters. The employer rate as a percentage of covered payroll was 10.39% for general members and 10.73% for police/firefighter members. The School's employer contributions required and paid were $45,950, $37,456, and $40,675, for the three years ended June 30, 2011, 2010, and 2009 respectively.

H. GOING CONCERN

The School is facing financial difficulties giving rise to the possibility that it may not continue as a going concern. As a result of these financial difficulties, despite additional funding of $100,000 from the Albertson's Foundation, the School ended the fiscal year in a deficit. Management has addressed these financial difficulties by aggressively reducing expenses in the 2011/12 fiscal year budget. It is also maximizing enrollment and therefore funding; however, current facilities are now at full capacity and, despite a substantial waiting list, the School will need to secure larger facilities on affordable terms in order to fully accommodate these additional students.

REQUIRED SUPPLEMENTAL INFORMATION

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Budgetary Comparison Schedule -
General and Major Special Revenue Funds
Year Ended June 30, 2011

General Fund	Budgeted Amounts (GAAP Basis) Original	Budgeted Amounts (GAAP Basis) Final	Actual Amounts	Final Budget Variance Positive (Negative)
Revenues				
Local Revenue	$300	$104,017	$32,306	($71,711)
State Revenue	713,820	691,619	684,049	(7,570)
Federal Revenue		22,571	22,571	0
Total Revenues	714,120	818,207	738,926	(79,281)
Expenditures				
Instructional Programs				
Elementary School	436,500	498,131	465,108	33,023
Exceptional Child			0	0
Gifted & Talented			0	0
Support Service Programs				
Educational Media	350	350	341	9
School Administration	100,150	105,150	101,219	3,931
Buildings - Care	16,500	32,150	33,345	(1,195)
Maintenance - Student Occupied	17,920	17,100	22,090	(4,990)
Maintenance - Grounds	500	12,000	0	12,000
Pupil-To-School Transportation	47,000	87,032	96,033	(9,001)
Non-Instructional Programs				
Capital Assets - Student Occupied			0	0
Capital Assets - Non-Student Occupied			0	0
Debt Service - Principal	61,000	51,000	20,478	30,522
Debt Service - Interest		31,022	40,321	(9,299)
Total Expenditures	679,920	833,935	778,935	55,000 *
Excess (Deficiency) of Revenues Over Expenditures	34,200	(15,728)	(40,009)	(24,281)
Other Financing Sources (Uses)				
Transfers In			0	0
Transfers Out			0	0
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	34,200	(15,728)	(40,009)	(24,281)
Fund Balances - Beginning	60,000	15,728	15,728	0
Fund Balances - Ending	$94,200	$0	($24,281)	($24,281)

**Total expenditures (over) under appropriations.*

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Budgetary Comparison Schedule -
General and Major Special Revenue Funds
Year Ended June 30, 2011

Albertsons Fund	Budgeted Amounts (GAAP Basis) Original	Budgeted Amounts (GAAP Basis) Final	Actual Amounts	Final Budget Variance Positive (Negative)
Revenues				
Local Revenue			$100,000	$100,000
State Revenue			0	0
Federal Revenue			0	0
Total Revenues	$0	$0	100,000	100,000
Expenditures				
Instructional Programs				
Elementary School			59,195	(59,195)
Exceptional Child			0	0
Gifted & Talented			0	0
Support Service Programs				
Educational Media			0	0
School Administration			0	0
Buildings - Care			0	0
Maintenance - Student Occupied			0	0
Maintenance - Grounds			0	0
Pupil-To-School Transportation			0	0
Non-Instructional Programs				
Capital Assets - Student Occupied			40,805	(40,805)
Capital Assets - Non-Student Occupied			0	0
Debt Service - Principal			0	0
Debt Service - Interest			0	0
Total Expenditures	0	0	100,000	(100,000) *
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In			0	0
Transfers Out			0	0
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	$0	$0	$0	$0

**Total expenditures (over) under appropriations.*

SUPPLEMENTARY INFORMATION

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2011

	Special Revenue Funds		
	Title I-A ESEA IBP	**Special Educ. IDEA Part B**	**Total**
Assets			
Cash	$1,901	$6,074	$7,975
Receivables:			
Local Sources			0
State Sources			0
Federal Sources			0
Due From Other Funds			0
Total Assets	$1,901	$6,074	$7,975
Liabilities			
Accounts Payable			$0
Due To Other Funds			0
Salaries & Benefits Payable	$1,901	$6,074	7,975
Deferred Revenue			0
Total Liabilities	1,901	6,074	7,975
Fund Balances			
Restricted:			
Special Programs	0	0	0
Debt Service			0
Capital Projects			0
Unassigned			0
Total Fund Balances	0	0	0
Total Liabilities and Fund Balances	$1,901	$6,074	$7,975

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2011

	Special Revenue Funds		
	Title I-A ESEA IBP	**Special Educ. IDEA Part B**	**Total**
Revenues			
Local Revenue			$0
State Revenue			0
Federal Revenue	$16,097	$25,839	41,936
Total Revenues	16,097	25,839	41,936
Expenditures			
Instructional Programs			
Elementary School	16,097		16,097
Exceptional Child		25,839	25,839
Gifted & Talented			0
Support Service Programs			
Educational Media			0
School Administration			0
Buildings - Care			0
Maintenance - Student Occupied			0
Maintenance - Grounds			0
Pupil-To-School Transportation			0
Non-Instructional Programs			
Capital Assets - Student Occupied			0
Capital Assets - Non-Student Occupied			0
Debt Service - Principal			0
Debt Service - Interest			0
Total Expenditures	16,097	25,839	41,936
Excess (Deficiency) of Revenues Over Expenditures	0	0	0
Other Financing Sources (Uses)			
Transfers In			0
Transfers Out			0
Total Other Financing Sources (Uses)	0	0	0
Net Change in Fund Balances	0	0	0
Fund Balances - Beginning	0	0	0
Fund Balances - Ending	$0	$0	$0

OTHER REPORTS AND SCHEDULES

Folke CPAs, P.C.
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P.O. Box 100, Payette, Idaho 83661
www.folkecpas.com, folkecpas@srvinet.com
P: 208-642-1417, F: 208-642-1582

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Board of Directors
Blackfoot Charter Community Learning Center

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Blackfoot Charter Community Learning Center (the School) as of and for the year ended June 30, 2011, which collectively comprise the School's basic financial statements and have issued our report thereon dated August 8, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we identified a certain deficiency in internal control over financial reporting, described in the accompanying schedule of findings and responses as B-1 that we consider to be a significant deficiency in internal control over financial reporting. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The School's response to the finding identified in our audit is described in the accompanying schedule of findings and responses. We did not audit the School's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the management, those charged with governance, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Folke CPAs, P.C.

August 8, 2011

A. SUMMARY OF AUDITOR'S RESULTS

1. The auditor's report expresses an unqualified opinion on the financial statements of the School.

2. One significant deficiency relating to the audit of the financial statements is reported in the Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Basic Financial Statements Performed in Accordance with *Government Auditing Standards*. The deficiency is not reported as a material weakness.

3. No instances of noncompliance material to the financial statements of the School were disclosed during the audit.

B. FINDINGS - FINANCIAL STATEMENT AUDIT

Significant Deficiency

1. ***Segregation of Duties***

Condition – Although the School has implemented various checks and balances in internal control to the degree possible given available staff, it does not have a complete segregation of duties over assets.

Criteria – Inherent in an ideal internal control structure is a complete segregation of duties over assets.

Cause – This situation is due to staffing limitations common to an entity this size.

Effect – The lack of a complete segregation of duties may increase the risk that a loss of assets would not be detected and prevented in a timely manner and in the normal course of operations.

Recommendation and Response – It is requested that the School take note that this situation exists. Management has taken steps to improve in this area insofar as is possible with an entity this size. However, substantial changes cannot be expected until the benefits are deemed to outweigh the costs of hiring additional staff.

SUBJECT

The Academy at Roosevelt Center Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The Academy at Roosevelt Center (The Academy) is a public charter school authorized by the Public Charter School Commission (PCSC). The Academy has operated in Pocatello since fall 2006, serving grades K-8.

In spring 2010, the PCSC approved a charter amendment giving The Academy the option to begin expansion into high school grades in fall 2011. The expansion has not yet occurred due to difficulty in completing a facility.

In January 2010, The Academy provided the PCSC with a preemptive corrective action plan (CAP) addressing failure to provide required reports, including a goals attainment report and stakeholder survey results.

DISCUSSION

The Academy will provide an annual update on the status of the school. Staff performed a site visit in October 2011, has reviewed the materials submitted by the school, and makes the following observations:

1. The Academy's enrollment in grades K-8 is stable at 279, with a waiting list of 216.

2. The school met AYP in spring 2011. Comparisons indicate that The Academy's students are performing below state and district levels in all subjects in grades 3 and 4. In grades 5 and 6, The Academy's students are performing above the state and district levels in all subjects. The Academy's math performance is above state and district levels in grades 7 and 8, while reading and language performance is lower.

3. The Academy's approved charter does not contain measurable student educational standards (MSES). The preemptive CAP presented in January 2011 states that MSES will be developed by May 2011. However, the school subsequently decided not to amend the charter and plans to put similar language in board policy instead. Though PCSC staff has strongly encouraged the school to included MSES in the charter, an approved charter can only be amended by mutual agreement of the authorizer and the school.

4. The January 2011 CAP states that stakeholder surveys will be developed and results made available by June 2011. The Academy has developed a parent

survey to be distributed at the end of each semester. Staff and student surveys have not been developed.

5. The Academy's high school expansion plans have been delayed indefinitely. Although land has been purchased and paid for in full, the school has been unable to acquire financing for construction of a permanent facility. The school's current facility, the Roosevelt Center, is too small to permit the addition of high school grades.

6. PCSC staff encountered difficulty in obtaining adequately prepared budgetary information from The Academy. The document provided indicates that the school will incur an operating loss of over $140,000 for FY12; however, this appears to be the result of inappropriate use of the actual and projected columns in the budget template. The Academy's administration reports the school has never experienced a year-end deficit, and the FY11 fiscal audit indicates a net gain of $61,323 for a carryover into FY12 of $197,678.

   The upcoming year budget was not completed by the school despite repeated requests.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct The Academy to provide a completed FY12 and FY13 budget template. Staff recognizes that the existing template is not ideal and is in the process of developing an improved model; in the meantime, other schools have managed to submit completed versions of the existing template over an extended period, and The Academy should be able to do the same.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

CHARTER SCHOOL DASHBOARD

Date: Tuesday, December 06, 2011

School: The Academy at Roosevelt Center
Address: 240 East Maple Street
Phone: 208-232-1447
Current School Year: 2011-2012

School Mission:
The mission of The Academy is to educate students using a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process while nurturing student confidence and achievement with a safe, character building teaching method.

CHARTER SCHOOL BOARD

Board Member	Office & Term	Skill Set(s)	Email	Phone
Ellen Jensen	Chair/2013	Realtor	ellen.jensen06@gmail.com	208 251-1469
Rod Jackson	Vice-Chair/2014	Public Safety	jackrod@isu.edu	208 221-8285
Mark Stenberg	Treasurer/2014	Program Manager	stenberg89@msn.com	208 380-2193
Annie Dixon	Member/2014	Physician's Assistant	annikunzdixon@yahoo.com	208 251-3010
Amna Rahim	Member/2013	Parent	amna81@gmail.com	208 220-3634
Kent Reynolds	Member/2012	Attorney	kentr@co.bannock.id.us	208 236-7040
Alan Crandall	Secretary/2012	ISU Adjunct Professor	thecranfam@gmail.com	208 234-9333

ENROLLMENT

Grade	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	98.61%	59	24	96.14%
1	28	97.95%	30	28	97.29%
2	30	97.85%	24	30	97.83%
3	32	98.60%	29	32	97.83%
4	32	98.24%	27	32	97.40%
5	33	98.73%	11	33	97.46%
6	33	97.41%	18	33	97.54%
7	33	98.42%	10	33	96.58%
8	33	95.93%	6	228	96.18%
9-12	0	0	0	0	0
TOTAL	278	97.94%	214	273	97.17%

Student Attrition Rate: 8.72%
Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? **NO**.

EDUCATIONAL PROGRAM
Did your school make AYP during the last school year? **YES**
Was your school selected to participate in NAEP this year? **NO**

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	Am. Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Ed. (# and %)
Current	23/8.27%	16/5.76%	234/84.17%	3/1%	2/.8%	0	107/38.5%	21/7.55%
Previous	15/5.45%	11/4%	241/87.64%	3/1.1%	3/1.1%	0	114/41.50%	29/10.5%

FACULTY & STAFF

Administrators: **Principal/Supt.- Joel M. Lovstedt II, Assistant Principal- Jonathan Braack**
Administrator's Hire Date: **August 2009**
Administrator Email(s): **j.lovstedt@theacademyarc.com, j.braack@theacademyarc.com**
Current Classified Staff (# FTE): **9**
Classified Attrition Rate: **26%**
Current Faculty (# FTE): **13.5**
Faculty Attrition Rate: **0%**

REPORTING (Audits)

Date of last programmatic operations audit? **April 2011**
Date submitted to authorizer? **March 2011**
Who performed your most recent programmatic audit? **ICSN**

Date of most recent fiscal audit? **September 2011**
Date submitted to authorizer? **October 2011**

COMMENTS

Significant changes experienced in the past year:
There have been no changes to curriculum or instructional practices in the past year. Classified support for this year has been reduced from 15 hours/week in each classroom to 12.5 hours/week. A new part-time Spanish teacher was hired but the rest of the faculty remained the same.

Successes experienced in the past year:

- Students continue to do well in standardized test scores.
- Teachers were trained to in Spalding 2 instruction, in response to a recognized need for a more structured writing program.
- The Academy has enjoyed a great deal of positive press from the local media this past year with numerous newspaper articles several television spots highlighting our successes and presence in the community.

Anticipated challenges for the upcoming year:
The Academy has purchased 8 acres of land for the purpose of building a new school building. State and national economic factors have had an inhibitory impact on continued progress towards the completion of this project.

Additional information:
Last year, with a bond interest rate at 6.5%, we qualified for a$3.5 million. Today's interest rates are currently at 8%, while building costs have risen to approximately $5.1 million. Fundraising will be a major challenge for this year.

REQUIRED ATTACHMENTS

- Most recent ISAT, IRI, DWA, and DMA results (as applicable)

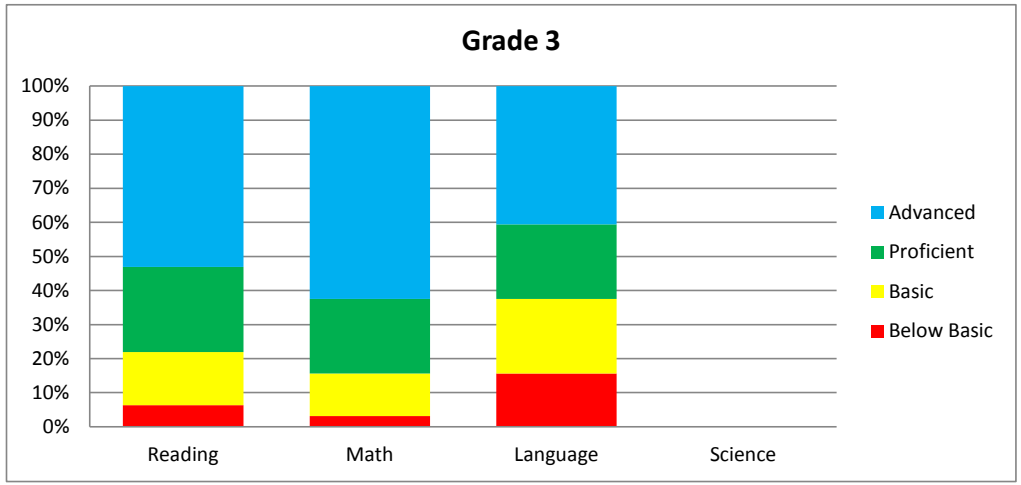
http://apps.sde.idaho.gov/AYP/Results/Results?SchoolYearId=8&DataPlanId=6&SDESchoolCode=0641&Scope=School

The Academy Report Card 2010-2011

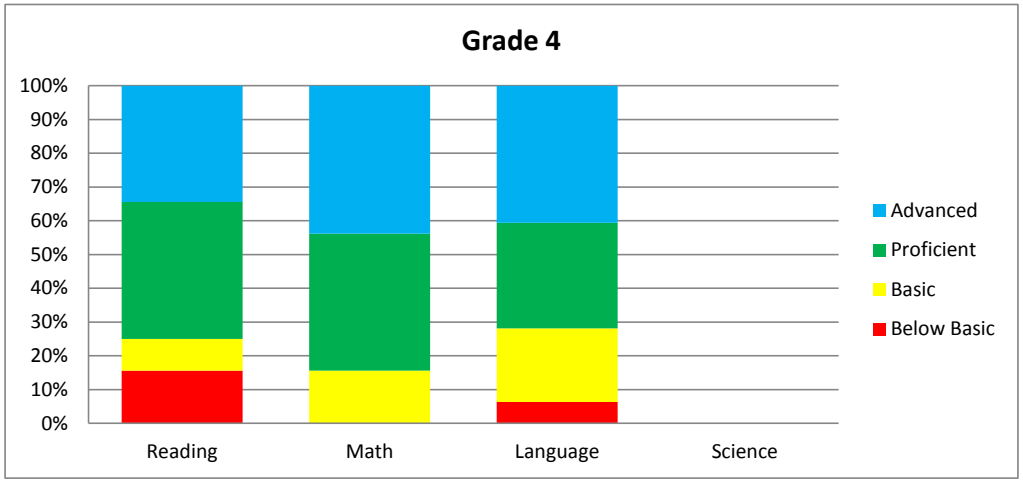
- Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year

ISAT - Most Recent Spring - By Subject

Grade 3	Reading	Math	Language	Science
Below Basic	6.3	3.1	15.6	
Basic	15.6	12.5	21.9	
Proficient	25	21.9	21.9	
Advanced	53.1	62.5	40.6	

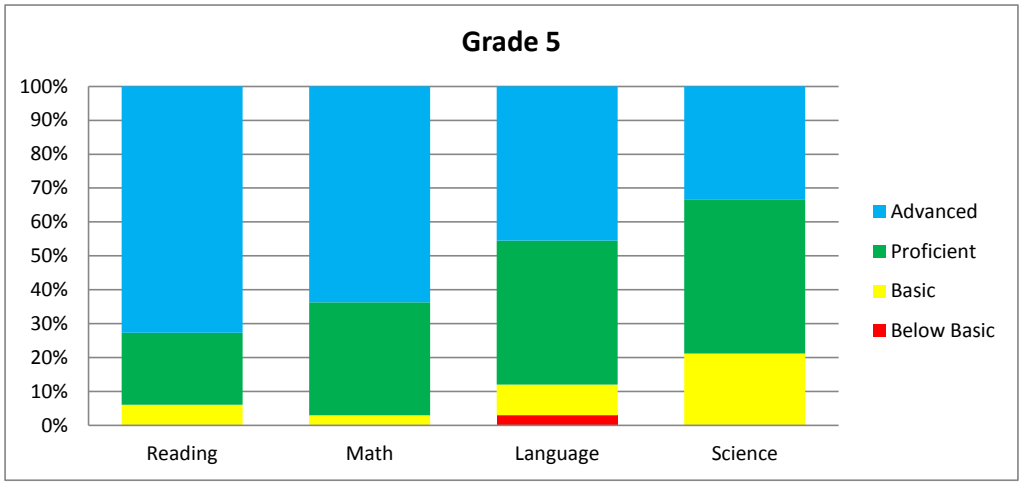


Grade 4	Reading	Math	Language	Science
Below Basic	15.6	0	6.3	
Basic	9.4	15.6	21.9	
Proficient	40.6	40.6	31.3	
Advanced	34.4	43.8	40.6	

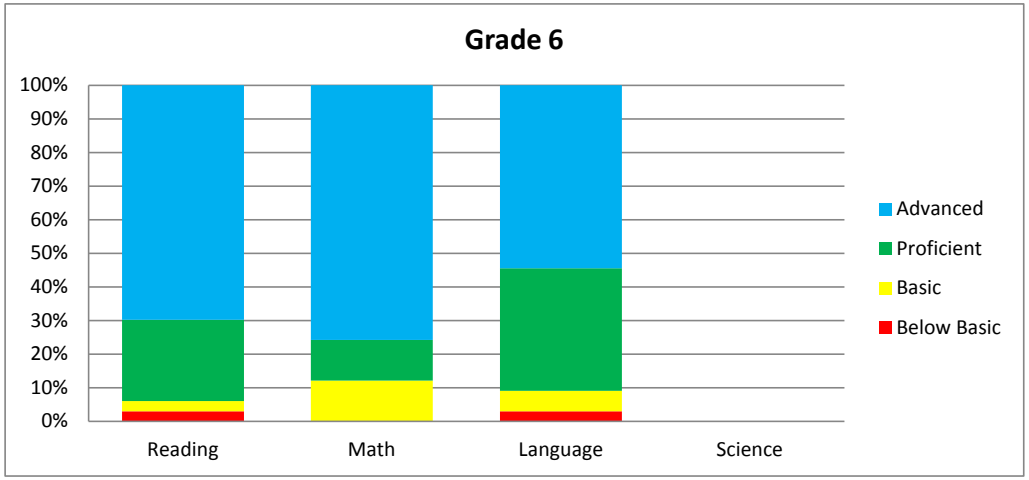


ISAT - Most Recent Spring - By Subject

Grade 5	Reading	Math	Language	Science
Below Basic	0	0	3	0
Basic	6.1	3	9.1	21.2
Proficient	21.2	33.3	42.4	45.5
Advanced	72.7	63.6	45.5	33.3

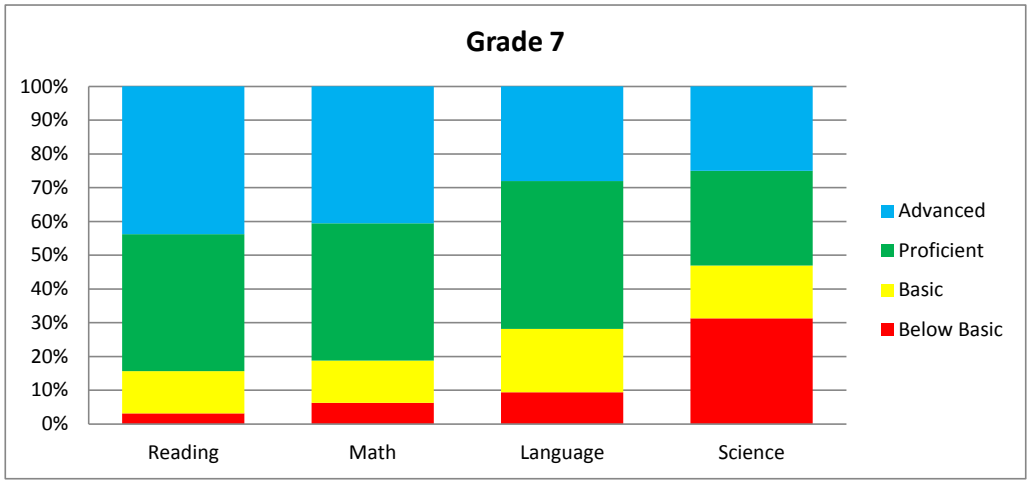


Grade 6	Reading	Math	Language	Science
Below Basic	3	0	3	
Basic	3	12.1	6.1	
Proficient	24.2	12.1	36.4	
Advanced	69.7	75.8	54.5	

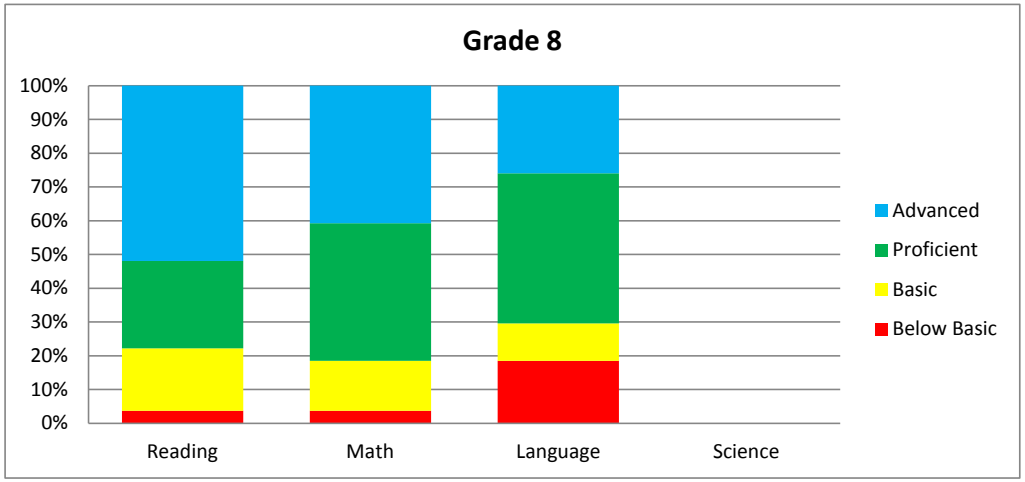


ISAT - Most Recent Spring - By Subject

Grade 7	Reading	Math	Language	Science
Below Basic	3.1	6.3	9.4	31.3
Basic	12.5	12.5	18.8	15.6
Proficient	40.6	40.6	43.8	28.1
Advanced	43.8	40.6	28.1	25

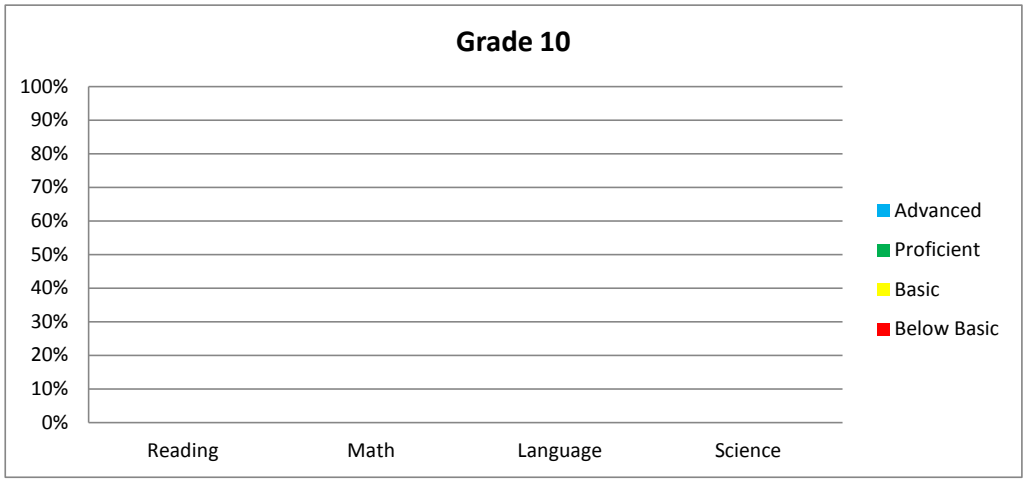


Grade 8	Reading	Math	Language	Science
Below Basic	3.7	3.7	18.5	
Basic	18.5	14.8	11.1	
Proficient	25.9	40.7	44.4	
Advanced	51.9	40.7	25.9	



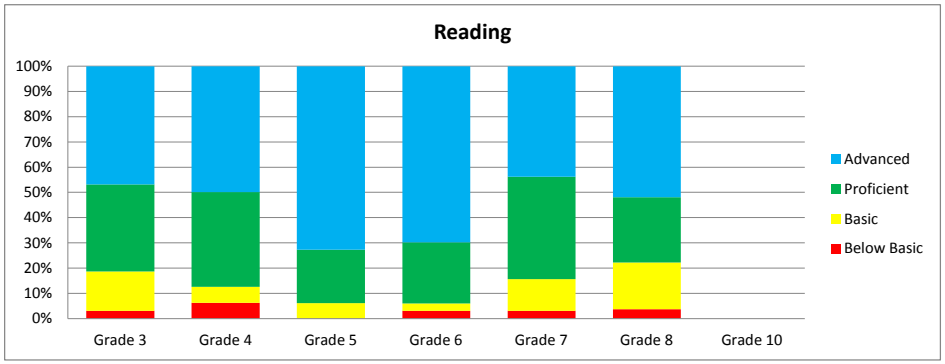
ISAT - Most Recent Spring - By Subject

Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

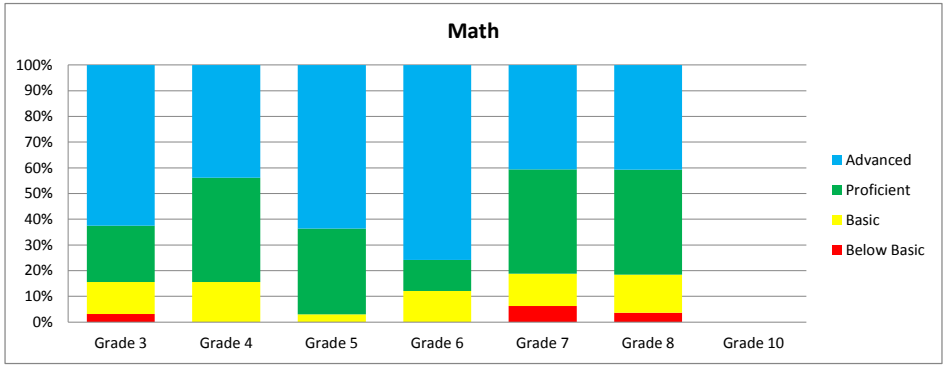


ISAT - Most Recent Spring - By Grade Level

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.1	6.3	0	3	3.1	3.7	#N/A
Basic	15.6	6.3	6.1	3	12.5	18.5	#N/A
Proficient	34.4	37.5	21.2	24.2	40.6	25.9	#N/A
Advanced	46.9	50	72.7	69.7	43.8	51.9	#N/A

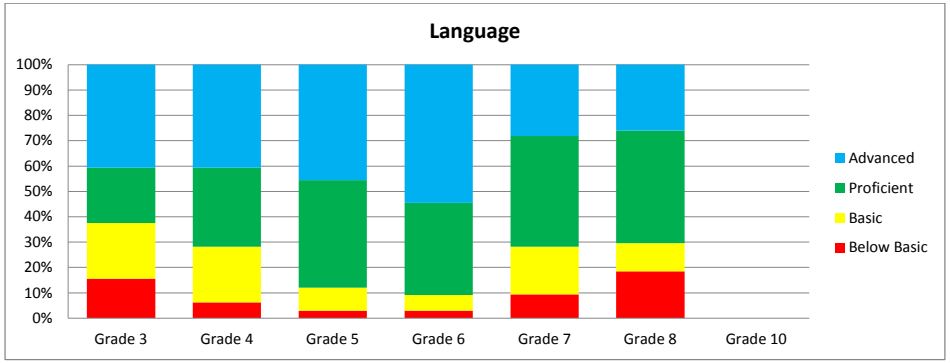


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.1	0	0	0	6.3	3.7	#N/A
Basic	12.5	15.6	3	12.1	12.5	14.8	#N/A
Proficient	21.9	40.6	33.3	12.1	40.6	40.7	#N/A
Advanced	62.5	43.8	63.6	75.8	40.6	40.7	#N/A

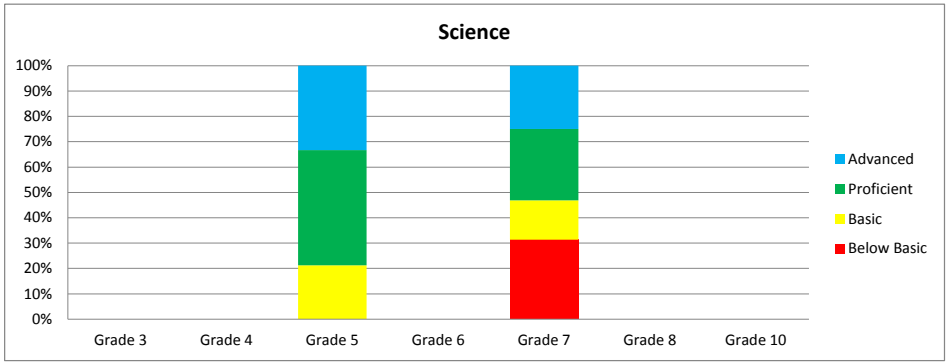


ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	15.6	6.3	3	3	9.4	18.5	#N/A
Basic	21.9	21.9	9.1	6.1	18.8	11.1	#N/A
Proficient	21.9	31.3	42.4	36.4	43.8	44.4	#N/A
Advanced	40.6	40.6	45.5	54.5	28.1	25.9	#N/A

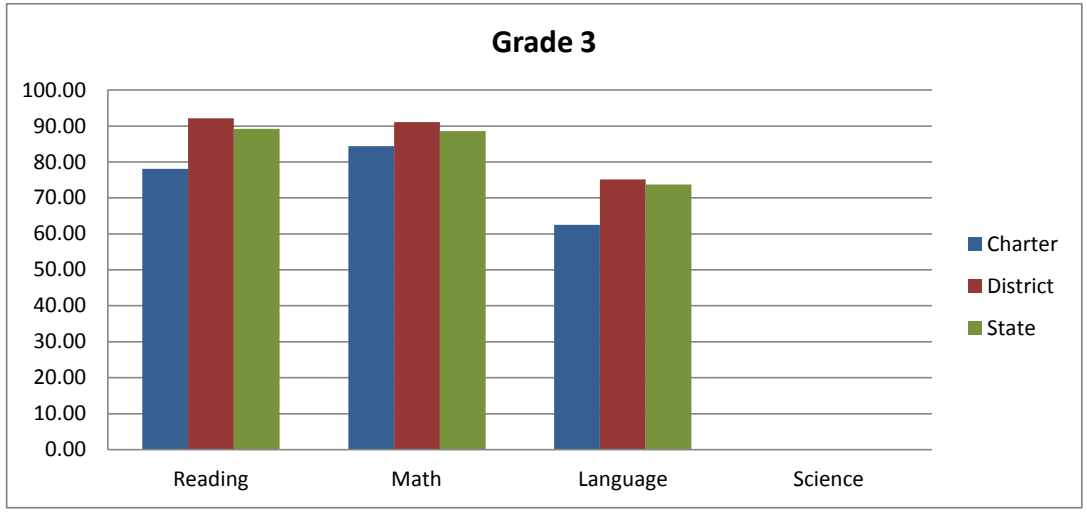


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			0		31.3		#N/A
Basic			21.2		15.6		#N/A
Proficient			45.5		28.1		#N/A
Advanced			33.3		25		#N/A

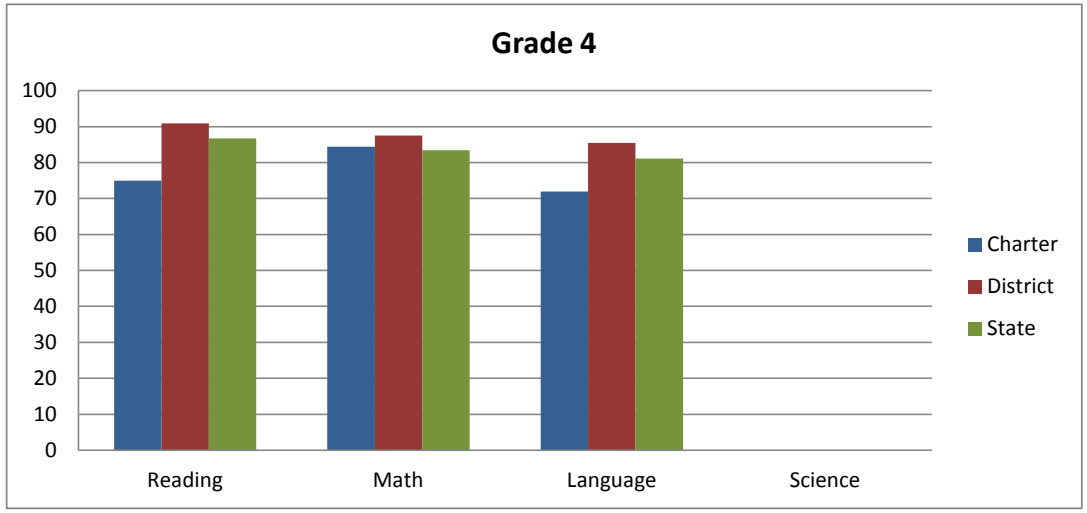


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	78.1	84.4	62.5	
District	92.1	91.1	75.1	
State	89.2	88.6	73.7	

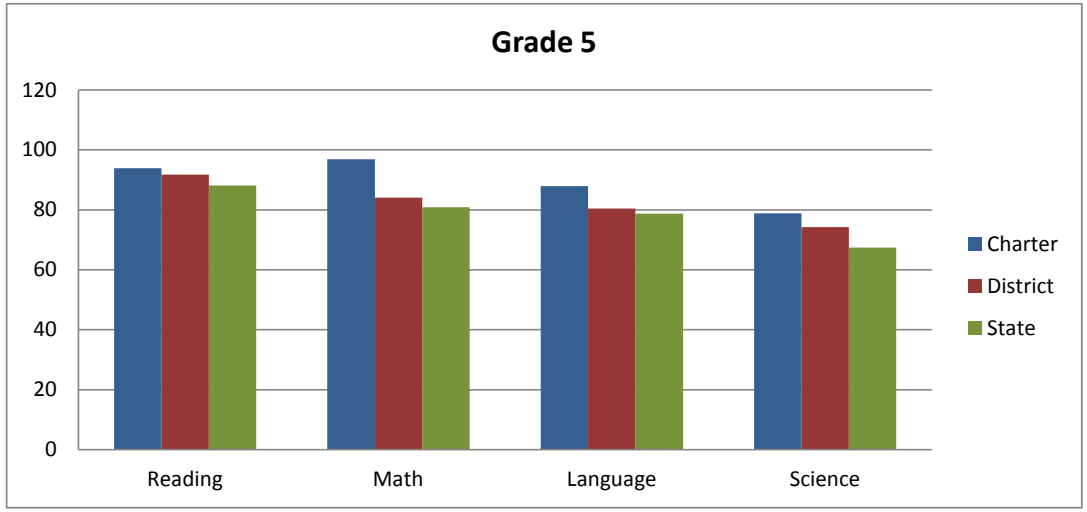


Grade 4	Reading	Math	Language	Science
Charter	75	84.4	71.9	
District	90.9	87.5	85.5	
State	86.7	83.4	81.1	

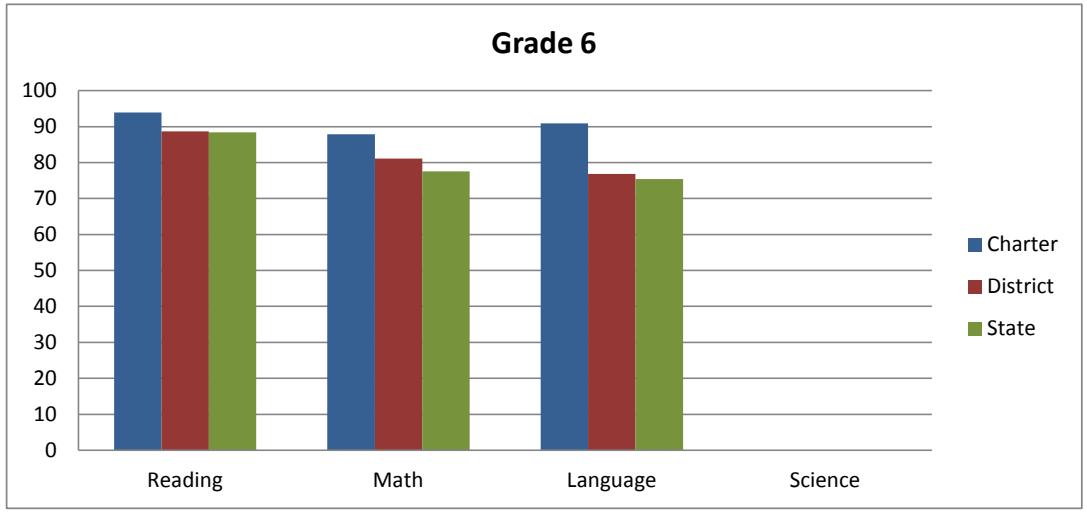


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	93.9	96.9	87.9	78.8
District	91.8	84.1	80.4	74.3
State	88.1	80.9	78.7	67.4

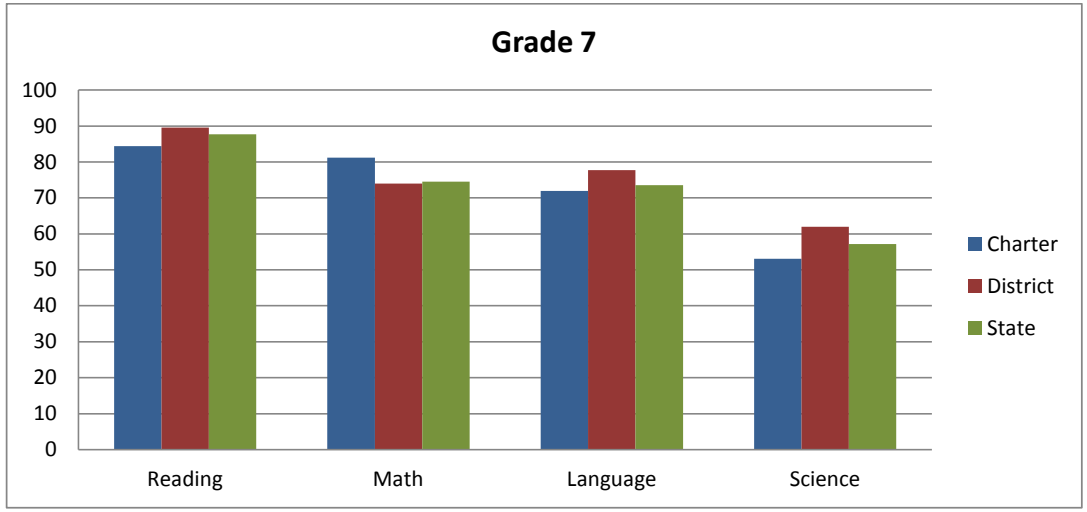


Grade 6	Reading	Math	Language	Science
Charter	93.9	87.9	90.9	
District	88.7	81.1	76.8	
State	88.4	77.5	75.4	

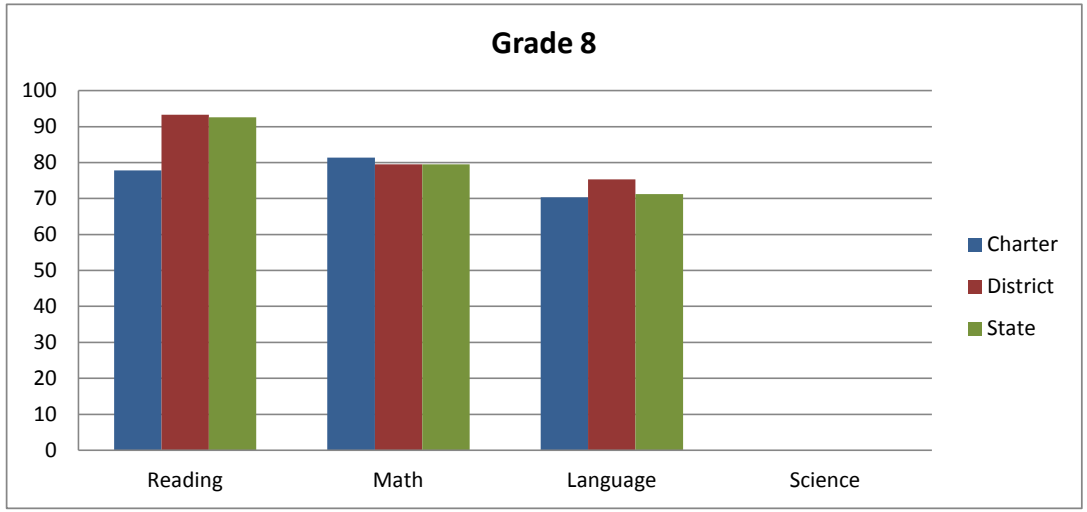


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	84.4	81.2	71.9	53.1
District	89.6	74	77.7	62
State	87.7	74.5	73.5	57.2

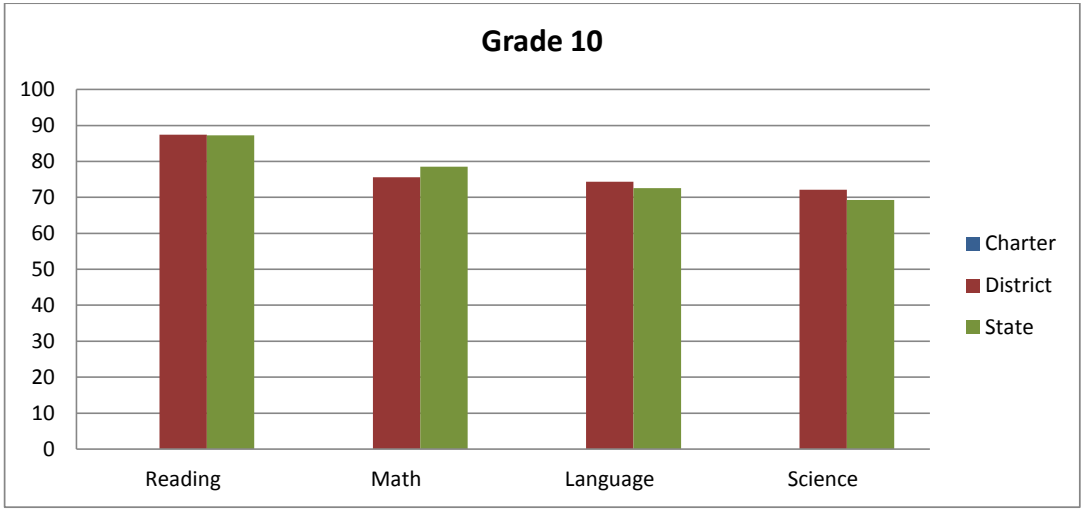


Grade 8	Reading	Math	Language	Science
Charter	77.8	81.4	70.3	
District	93.3	79.5	75.3	
State	92.6	79.5	71.2	



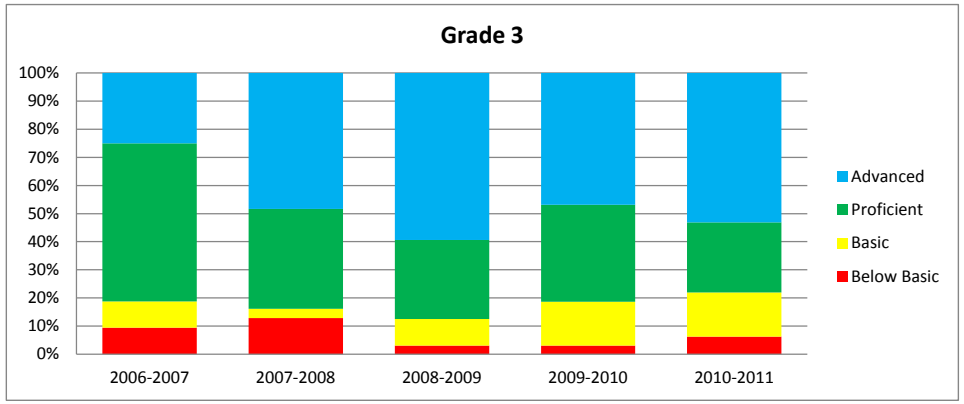
ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	87.4	75.6	74.3	72.1
State	87.2	78.5	72.6	69.3

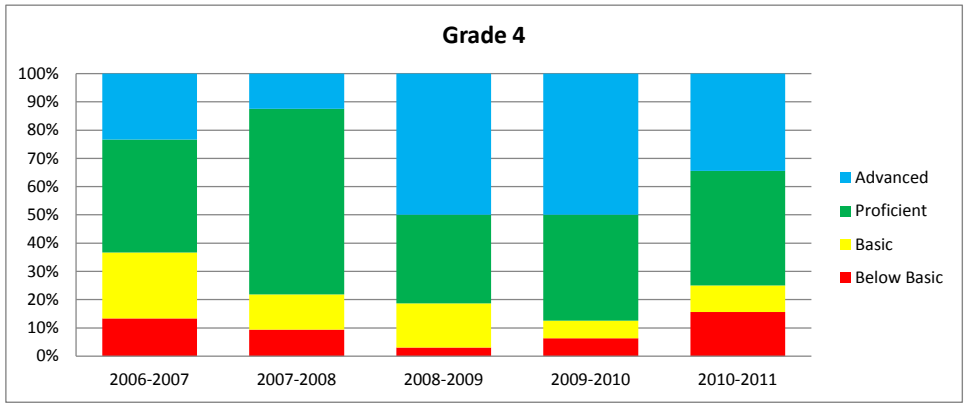


ISAT - Longitudinal Comparison - Reading

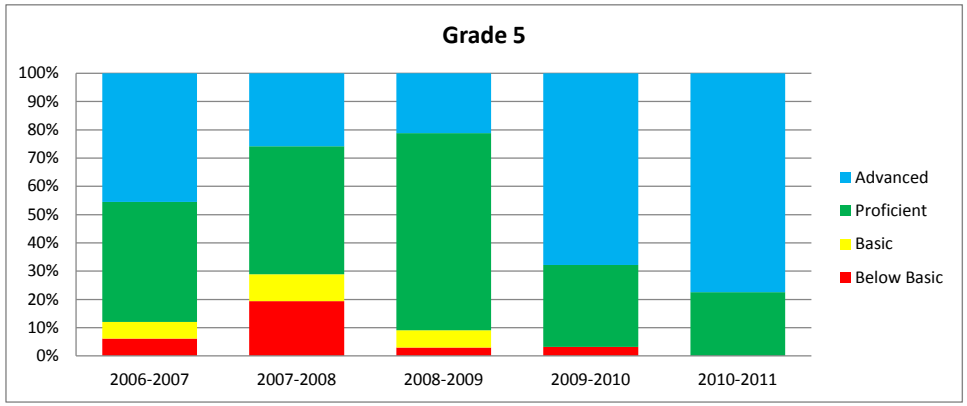
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.4	12.9	3.1	3.1	6.3
Basic	9.4	3.2	9.4	15.6	15.6
Proficient	56.3	35.5	28.1	34.4	25
Advanced	25	48.4	59.4	46.9	53.1



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	13.3	9.4	3.1	6.3	15.6
Basic	23.3	12.5	15.6	6.3	9.4
Proficient	40	65.6	31.3	37.5	40.6
Advanced	23.3	12.5	50	50	34.4

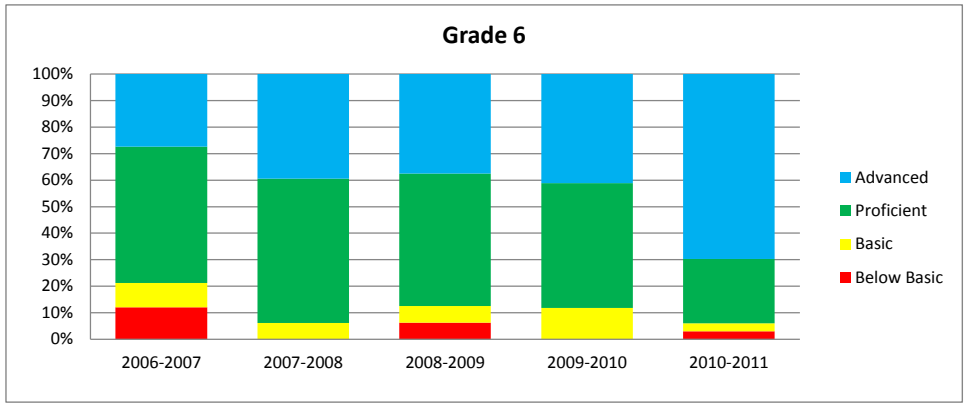


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.3	18.2	3	2.9	0
Basic	3.1	15.2	6.1	8.8	6.1
Proficient	43.8	42.4	69.7	26.5	21.2
Advanced	46.9	24.2	21.2	61.8	72.7

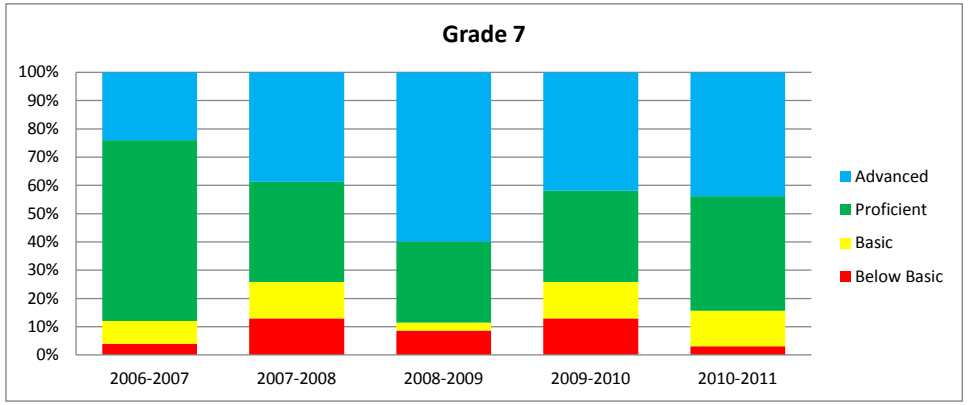


ISAT - Longitudinal Comparison - Reading

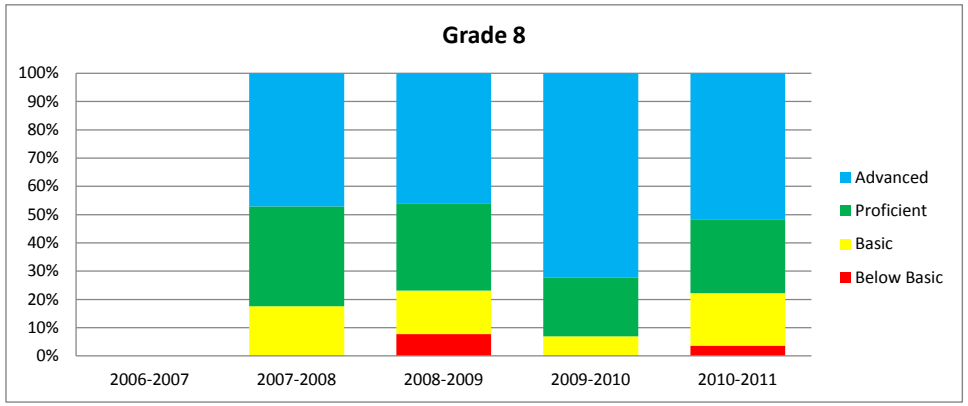
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	12.1	0	6.3	0	3
Basic	9.1	6.1	6.3	11.8	3
Proficient	51.5	54.5	50	47.1	24.2
Advanced	27.3	39.4	37.5	41.2	69.7



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	4	12.9	8.6	12.9	3.1
Basic	8	12.9	2.9	12.9	12.5
Proficient	64	35.5	28.6	32.3	40.6
Advanced	24	38.7	60	41.9	43.8

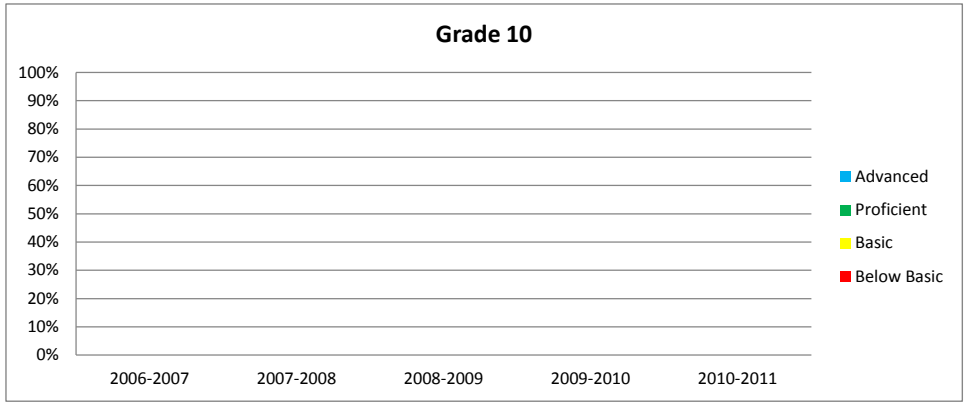


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	0	7.7	0	3.7
Basic	#N/A	17.6	15.4	6.9	18.5
Proficient	#N/A	35.3	30.8	20.7	25.9
Advanced	#N/A	47.1	46.2	72.4	51.9



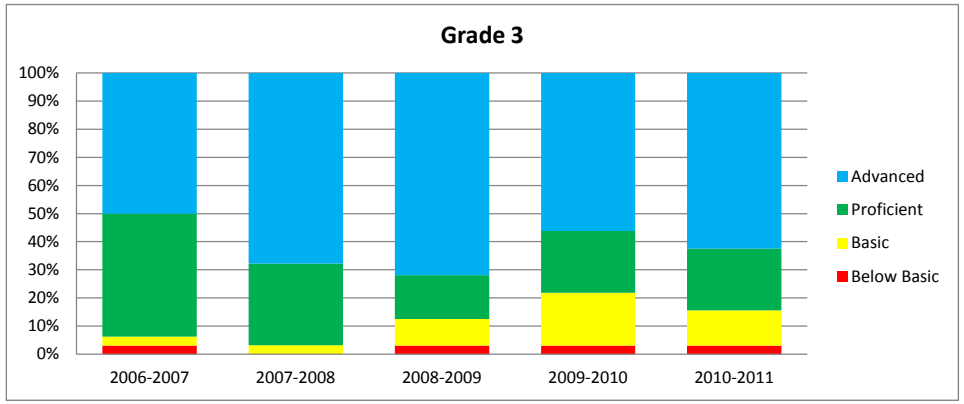
ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A

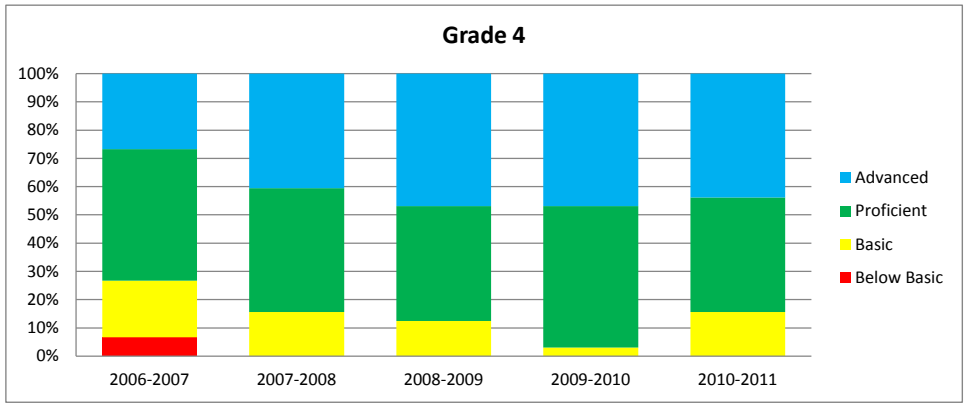


ISAT - Longitudinal Comparison - Math

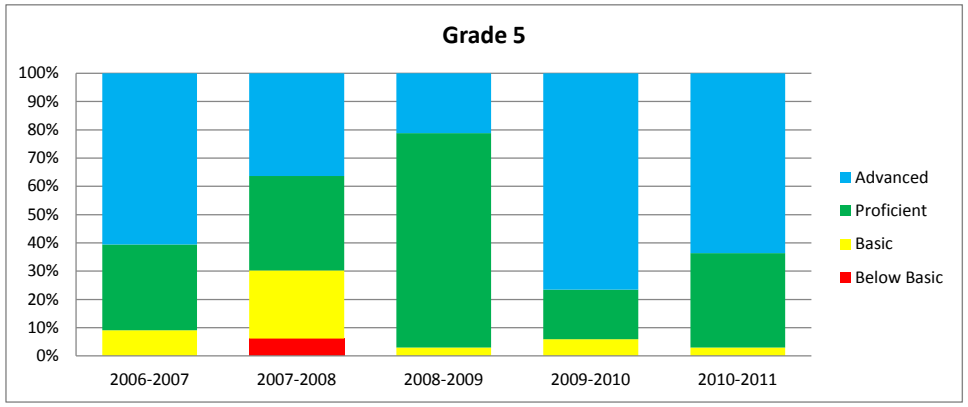
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3.1	0	3.1	3.1	3.1
Basic	3.1	3.2	9.4	18.8	12.5
Proficient	43.8	29	15.6	21.9	21.9
Advanced	50	67.7	71.9	56.3	62.5



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.7	0	0	0	0
Basic	20	15.6	12.5	3.1	15.6
Proficient	46.7	43.8	40.6	50	40.6
Advanced	26.7	40.6	46.9	46.9	43.8

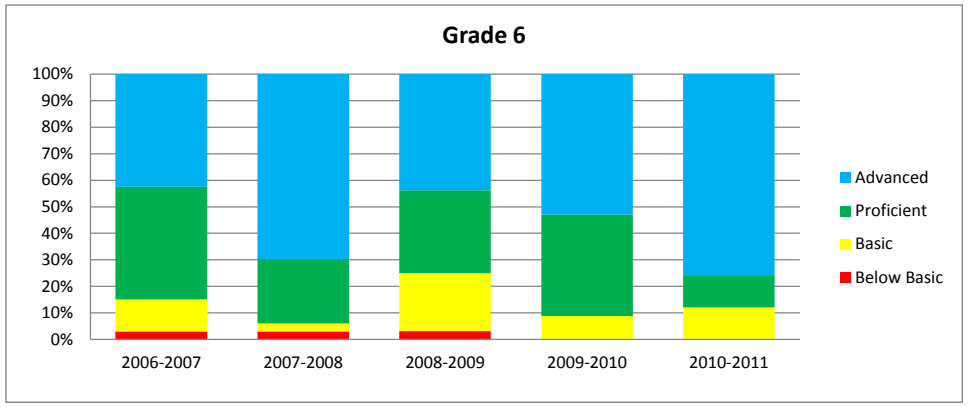


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	6.1	0	0	0
Basic	9.1	24.2	3	5.9	3
Proficient	30.3	33.3	75.8	17.6	33.3
Advanced	60.6	36.4	21.2	76.5	63.6

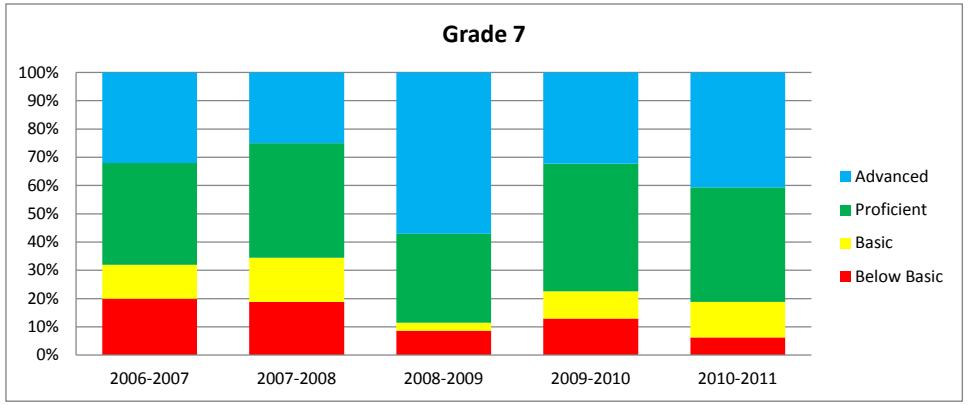


ISAT - Longitudinal Comparison - Math

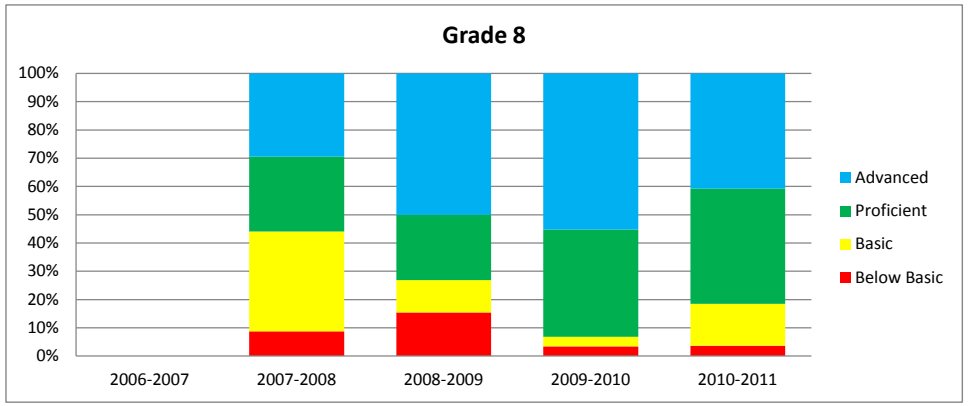
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3	3	3.1	0	0
Basic	12.1	3	21.9	8.8	12.1
Proficient	42.4	24.2	31.3	38.2	12.1
Advanced	42.4	69.7	43.8	52.9	75.8



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	20	18.8	8.6	12.9	6.3
Basic	12	15.6	2.9	9.7	12.5
Proficient	36	40.6	31.4	45.2	40.6
Advanced	32	25	57.1	32.3	40.6

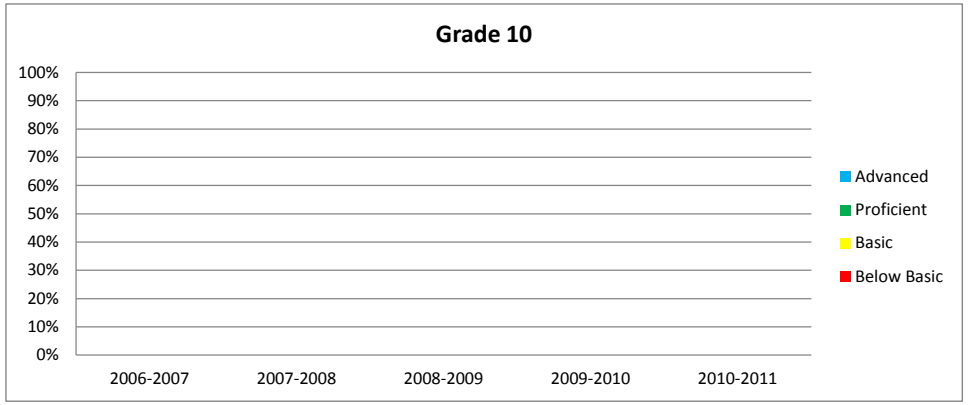


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	8.8	15.4	3.4	3.7
Basic	#N/A	35.3	11.5	3.4	14.8
Proficient	#N/A	26.5	23.1	37.9	40.7
Advanced	#N/A	29.4	50	55.2	40.7



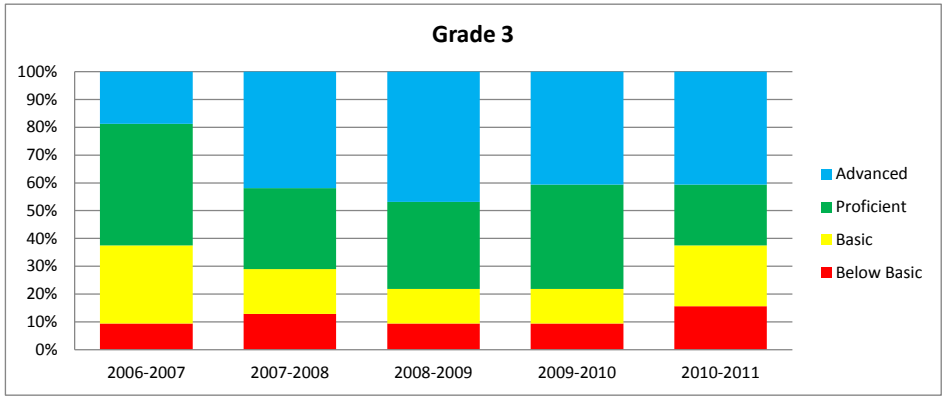
ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

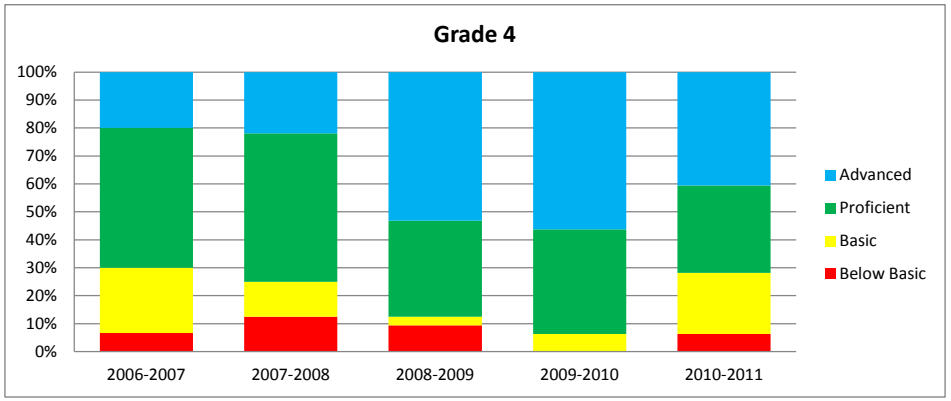


ISAT - Longitudinal Comparison - Language

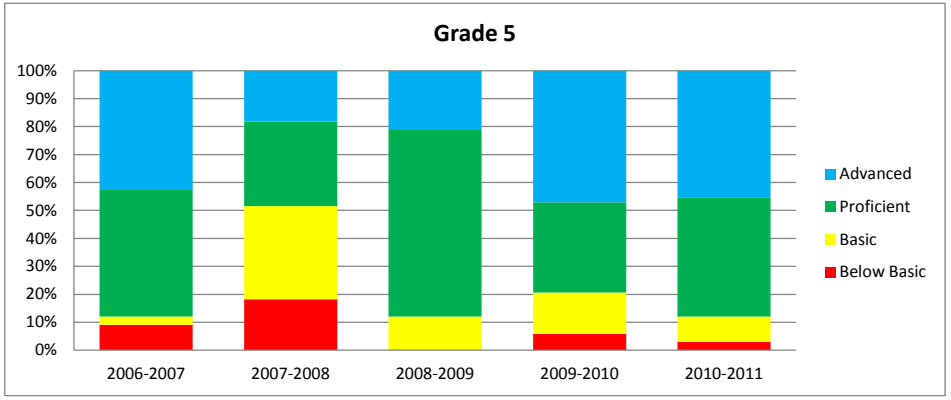
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.4	12.9	9.4	9.4	15.6
Basic	28.1	16.1	12.5	12.5	21.9
Proficient	43.8	29	31.3	37.5	21.9
Advanced	18.8	41.9	46.9	40.6	40.6



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.7	12.5	9.4	0	6.3
Basic	23.3	12.5	3.1	6.3	21.9
Proficient	50	53.1	34.4	37.5	31.3
Advanced	20	21.9	53.1	56.3	40.6

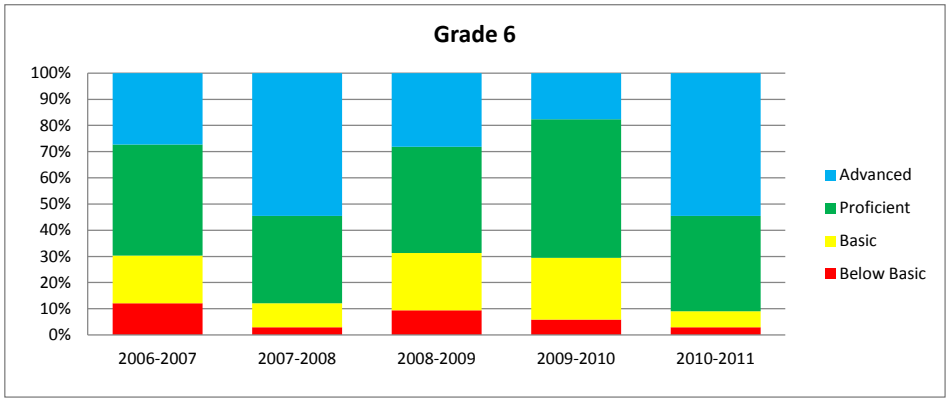


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.1	18.2	0	5.9	3
Basic	3	33.3	12.1	14.7	9.1
Proficient	45.5	30.3	66.7	32.4	42.4
Advanced	42.4	18.2	21.2	47.1	45.5

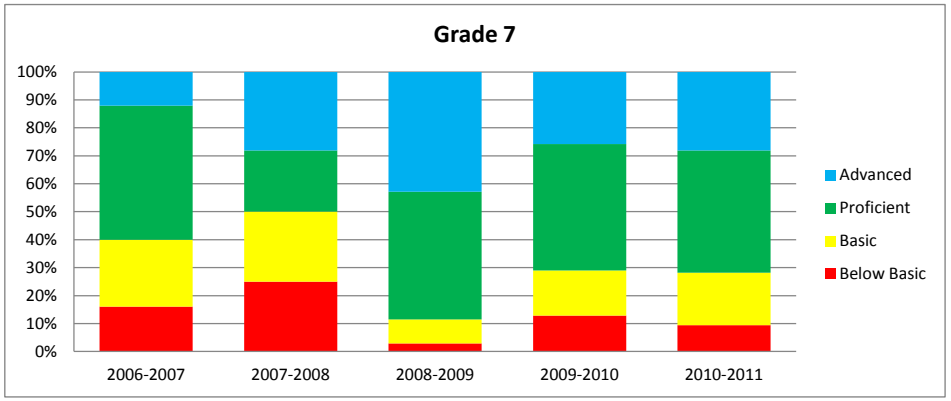


ISAT - Longitudinal Comparison - Language

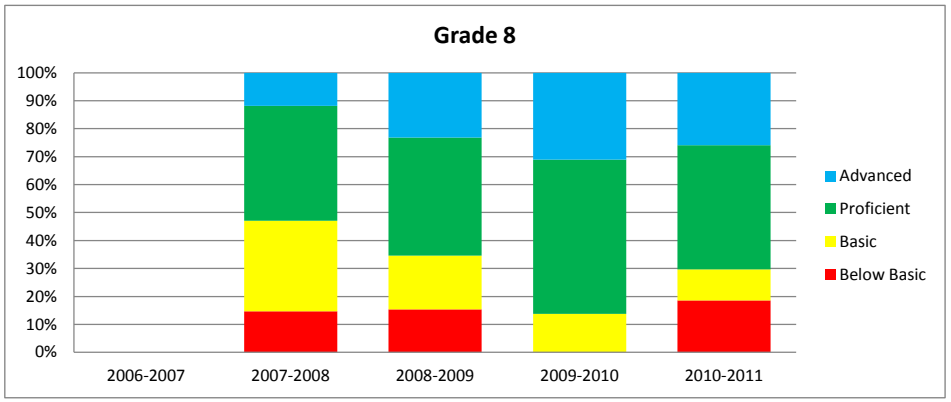
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	12.1	3	9.4	5.9	3
Basic	18.2	9.1	21.9	23.5	6.1
Proficient	42.4	33.3	40.6	52.9	36.4
Advanced	27.3	54.5	28.1	17.6	54.5



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	16	25	2.9	12.9	9.4
Basic	24	25	8.6	16.1	18.8
Proficient	48	21.9	45.7	45.2	43.8
Advanced	12	28.1	42.9	25.8	28.1

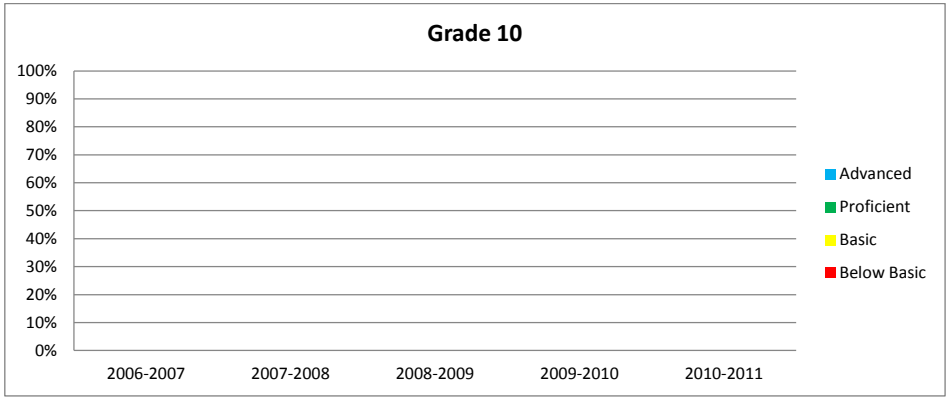


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	14.7	15.4	0	18.5
Basic	#N/A	32.4	19.2	13.8	11.1
Proficient	#N/A	41.2	42.3	55.2	44.4
Advanced	#N/A	11.8	23.1	31	25.9



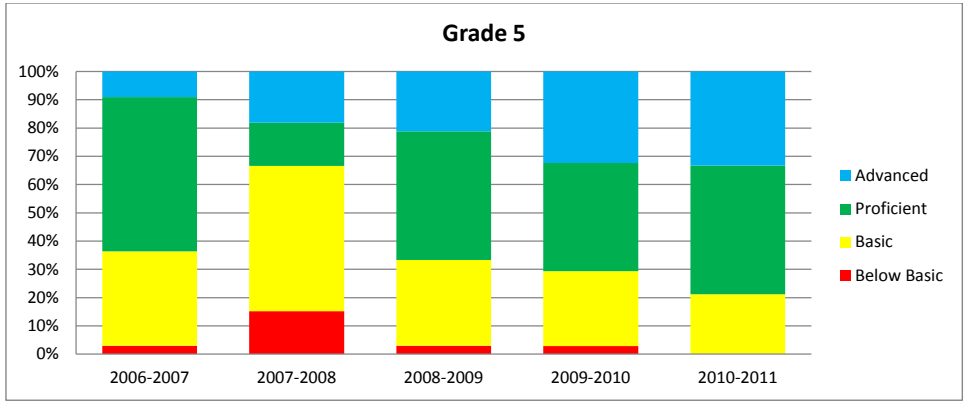
ISAT - Longitudinal Comparison - Language

Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

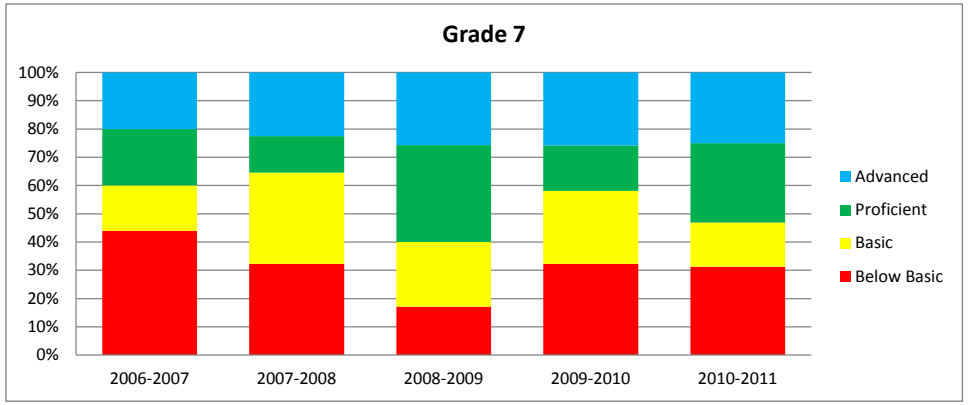


ISAT - Longitudinal Comparison - Science

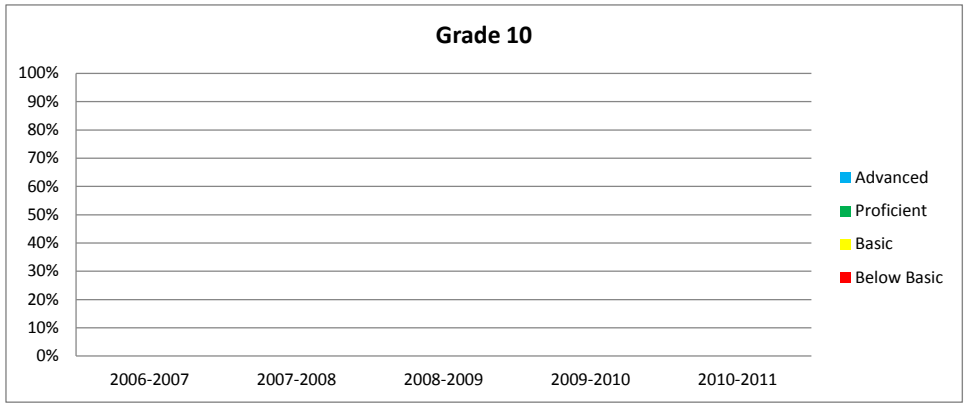
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3	15.2	3	2.9	0
Basic	33.3	51.5	30.3	26.5	21.2
Proficient	54.5	15.2	45.5	38.2	45.5
Advanced	9.1	18.2	21.2	32.4	33.3



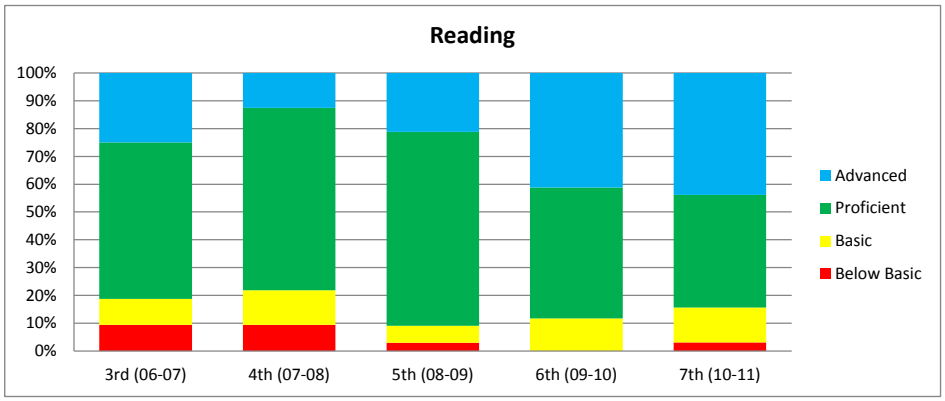
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	44	32.3	17.1	32.3	31.3
Basic	16	32.3	22.9	25.8	15.6
Proficient	20	12.9	34.3	16.1	28.1
Advanced	20	22.6	25.7	25.8	25



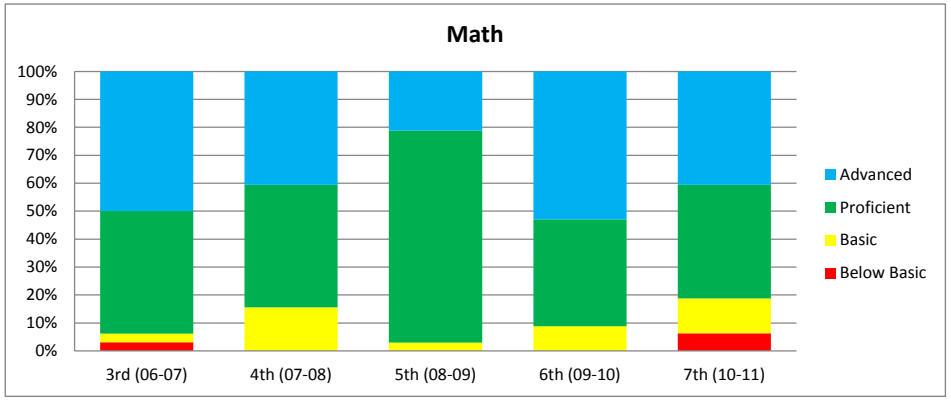
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



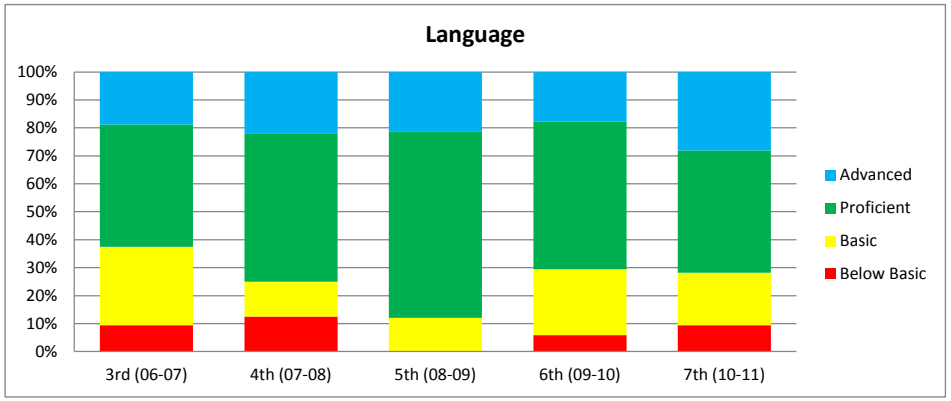
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	9.4	9.4	3	0	3.1
Basic	9.4	12.5	6.1	11.8	12.5
Proficient	56.3	65.6	69.7	47.1	40.6
Advanced	25	12.5	21.2	41.2	43.8



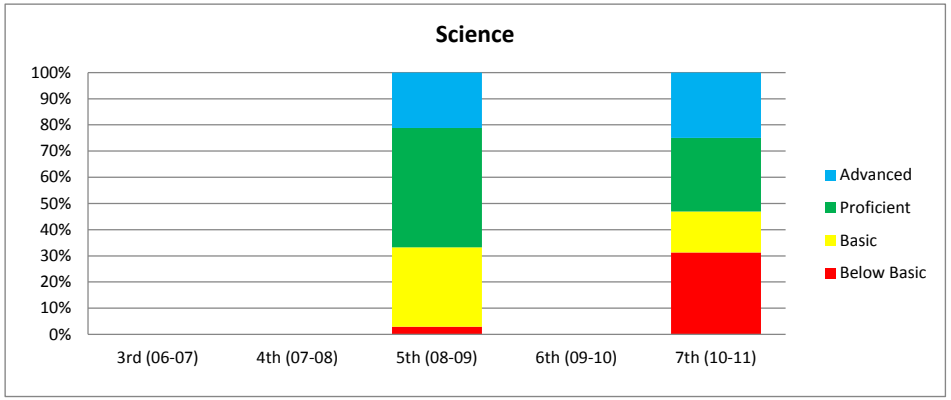
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	3.1	0	0	0	6.3
Basic	3.1	15.6	3	8.8	12.5
Proficient	43.8	43.8	75.8	38.2	40.6
Advanced	50	40.6	21.2	52.9	40.6



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	9.4	12.5	0	5.9	9.4
Basic	28.1	12.5	12.1	23.5	18.8
Proficient	43.8	53.1	66.7	52.9	43.8
Advanced	18.8	21.9	21.2	17.6	28.1



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	3	#N/A	31.3
Basic	#N/A	#N/A	30.3	#N/A	15.6
Proficient	#N/A	#N/A	45.5	#N/A	28.1
Advanced	#N/A	#N/A	21.2	#N/A	25



Corrective Action Plan Results

November 2011

Defect	Action Steps	Narrative Summary of Action Steps
Programmatic Operations Audit The Academy has *not* conducted a programmatic Operations Audit since 2008. Last year the school sent in a payment in advance but never scheduled a visit, partially because the school was undergoing a turnover in administration.	☑ Schedule visit (contact Diane Demarest). ☑ Communicate with visiting team members. ☑ Prepare & collect necessary data for visiting team. ☑ Write a response/corrective action plan regarding POA findings. ☑ Present to local Board of Directors	Diane DeMarest was contacted and a programmatic Audit was performed by the Idaho Charter Schools Network in the spring of 2011. All recommendations have been addressed and are either completed , ongoing or pending further developments. The following recommendations were cited: ☑ Review the configuration of the administrative/support team to insure it is adequately supported by the budget. ☑ Upload board minutes to website. ☑ Review founder policy. ☐ Complete updates on policies as needed. (***ongoing***) ☑ Align teacher/administrator evaluation with new *Students Come First* legislation ☑ Problem solve escape plan for students in classrooms with only one exit. ☐ Integrate the expertise of the teaching team as you begin to form the high school. (***Pending construction of a new school building***) ☑ Insure ample opportunities for stakeholders to provide input ☑ Explore how teacher pay for performance will impact the Academy. ☑ Begin to develop a document that outlines your strategic plan and seeks the input of all stakeholders.
Goals Attainment Report The charter for the Academy at Roosevelt Center, as it is currently written, *does not contain measureable student educational standards.* The charter needs to be amended to include measureable student outcomes.	☑ Present findings of annual update to board. ☑ Present corrective action plan for board approval. ☐ Re-write necessary portions of Academy Charter. ☐ Present modifications/changes to local board for approval. ☐ Submit changes to Charter Commission for sufficiency review.	The board decided that since the Academy's charter is not *legislatively mandated* to contain measureable student educational standards, (charter existed prior to requirement) that they would *not* modify the charter but instead would set board policy to a similar effect. The Academy is currently analyzing curriculum to increase its alignment to the new Common Core Standards. When this is completed, the results will be presented to the board along with appropriate measureable student educational standards by grade level.

Stakeholder Survey Two surveys have been conducted within the last calendar year: A survey of the Academy staff was conducted to help determine the effectiveness of the new administration and a Homework survey to all parents of 5th through 8th graders to address a concern about the amount of time spent by students on homework. *No parent satisfaction survey regarding program effectiveness was conducted last year*. An annual survey needs to be devised to measure the effectiveness of the actual school program based on priorities detailed in the school charter. All significant subpopulations of Academy stakeholders need to be represented in survey results.	☐ Complete charter revision to include measureable student educational goals. ☑ Write surveys appropriate for stakeholder subgroups. ☑ Provide both online and hardcopy provisions for survey completion. ☑ Conduct Surveys. ☑ Tabulate results and present findings to Board of Directors. ☑ Develop corrective action plan.	A difficulty with annual surveys is that by the time data is analyzed, school is out for summer. Concerns or problems cannot be addressed or acted on for several months, when conditions will no longer be the same due to changes in staffing or enrollment. To address this, a new survey for parents was written. It will be sent out at the end of each trimester. The results of the first trimester have been sent as a part of this annual report. The survey was available in a number of formats: It was sent in an email, as a.pdf file, an electronic version was posted on the school's web page, and hard copies were sent with every student. We are also developing a survey for former graduates of our school who are now graduating from high school. Surveys returned for the first trimester represented 75% of the student population.

THE ACADEMY, INC. 460 11/16/2011	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	$1,101,046.00	$336,182.00	$1,104,046.00	30.53%	State has not provided a breakdown of how the revenues have been allocated on the payments we have received		
Benefit Apportionment	$143,396.00		$143,396.00	0.00%			
Entitlement				#DIV/0!	Include note detailing enrollment on which proposed budget is based, as well as actual enrollment		
State Transportation				#DIV/0!			
Lottery				#DIV/0!			
Other State Funds (Specify)	$4,849.00	$4,356.00	$8,899.00	89.83%			
Special Ed - Regular	$53,893.00	$65,767.00	$53,893.00	122.03%			
Special Ed - ARRA		$78,471.44		#DIV/0!			
Title I	$88,000.00	$238,122.66	$88,000.00	270.59%	*Actual coumn reflects unreimbursed ARRA funds counted as receiveable in in 2011-2012.*		
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement	$4,050.00	$414.21		10.23%			
Title IIA	$14,556.00	$0.00	$14,556.00	0.00%	*Actual SDE alloction in about $9,000.*		
Local Revenue (Specify)		$3,793.77		#DIV/0!			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising				#DIV/0!			
Interest Earned	$3,000.00	$417.09	$3,000.00	13.90%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
TOTAL REVENUE	$1,412,790.00	$727,524.17	$1,415,790.00	51.50%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	$512,000.00	$175,630.00	$512,000.00	34.30%			
Special Education	$76,620.00	$26,866.68	$76,620.00	35.06%			
Instructional Aides	$115,107.00	$35,678.16	$115,107.00	31.00%			
Classified/Office	$79,744.00	$24,929.22	$79,744.00	31.26%			
Administration	$112,500.00	$42,300.02	$112,500.00	37.60%	*Admin expenses will decrease in Jan. due to elimination of Vice Principal position.*		
Maintenance	$20,000.00	$5,000.00	$20,000.00	25.00%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	$915,971.00	$310,404.08	$915,971.00	33.89%			
200 Employee Benefits							
PERSI/FICA/Benefits	$392,221.00	$85,272.82	$392,221.00	21.74%			
Other (Specify)				#DIV/0!			
Total Benefits	$392,221.00	$85,272.82	$392,221.00	21.74%			
300 Purchased Services							
Management Services	$12,660.00	$4,503.91	$12,660.00	35.58%			
Staff Dev/Title IIA	$1,000.00		$1,000.00	0.00%			
Legal Pub/Advertising				#DIV/0!			
Legal Services				#DIV/0!			
Special Education	$10,000.00	$5,408.83	$10,000.00	54.09%			
Liablity & Property Ins	$12,000.00	$6,803.50	$12,000.00	56.70%			
Substitute Teachers				#DIV/0!			
Board Expenses	$13,500.00	$5,438.43	$13,500.00	40.28%			
Computer Services				#DIV/0!			
Transportation				#DIV/0!			
Travel				#DIV/0!			
Other (Specify)	$15,000.00	$1,691.30	$15,000.00	11.28%	food service		
Other (Specify)				#DIV/0!			
Total Services	$64,160.00	$23,845.97	$64,160.00	37.17%		$0.00	
Facilities				#DIV/0!			
Building Lease	$134,400.00	$41,050.00	$119,400.00	0.00%			

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	$33,500.00	$10,260.32	$33,500.00	0.00%		
Site Preparation				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	$167,900.00	$51,310.32	$152,900.00	30.56%		$0.00
400 Supplies and Maintenance						
Textbooks	$9,000.00	$1,301.30	$9,000.00	14.46%		
School Supplies	$19,200.00	$4,519.98	$19,200.00	23.54%		
Power School				#DIV/0!		
Custodial Supplies	$4,000.00	$2,050.44	$4,000.00	51.26%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Supplies	$32,200.00	$7,871.72	$32,200.00	24.45%		$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Debt Service						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Reserve Fund	$37,422.00	$0.00	$0.00	0.00%		
Building Fund				#DIV/0!		
Total Expenses	$1,609,874.00	$478,704.91	$1,557,452.00	29.74%		
Carryover from Previous FY	$425,672.00	$0.00	$141,662.00	0.00%	*According to fiscal audit, the general fund increased its carryover by $61,325.*	$0.00
Reserve/(Deficit)	$228,588.00	$248,819.26	$0.00	108.85%		

Academy Parent Survey Results

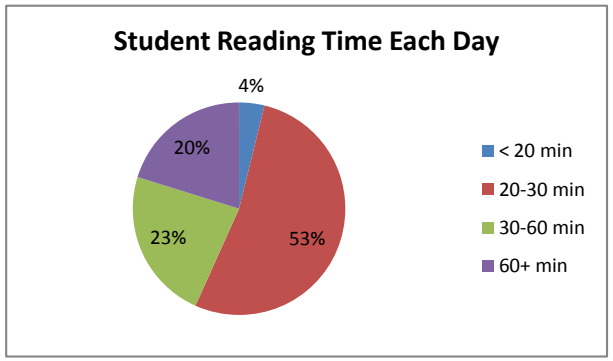
November 2011

Parents/Homework

	Zero	1-3	4-8	9+
In the last 3 months, approximately how many hours have you volunteered at the school or at school functions?	25	18	27	39
	23%	17%	25%	36%

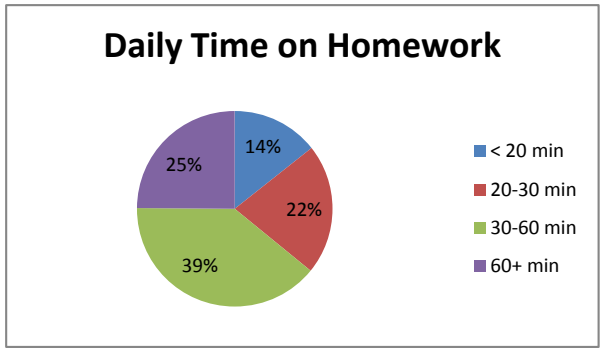
	Yes	No
Our home has a dedicated "homework spot" where distractions such as TV or music are minimized.	98	11
	90%	10%

How much time does your child *read* , at home, during an average weekday?



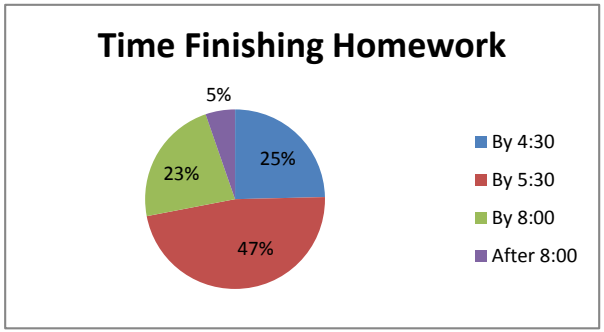
Grade	< 20 min	20-30 min	30-60 min	60+ min	Total Surveys	Participation Rate
K	2	15	1	3	21	88%
1	1	14	2	2	19	68%
2	1	13	10	3	27	84%
3	1	18	5	4	28	88%
4	0	16	8	0	24	75%
5	0	9	3	8	20	63%
6	0	11	6	5	22	69%
7	1	12	6	7	26	76%
8	2	2	7	10	21	64%
					208	**75%**

Besides reading, how much time does your child spend doing daily homework?



Grade	< 20 min	20-30 min	30-60 min	60+ min
K	21	1	1	0
1	0	3	9	8
2	3	15	7	2
3	2	8	9	8
4	1	4	15	4
5	2	2	10	4
6	1	5	10	7
7	0	3	12	10
8	0	4	9	9

What time does your child usually finish with their homework?



Grade	By 4:30	By 5:30	By 8:00	After 8:00
K	14	3	4	0
1	5	7	7	0
2	10	15	3	0
3	4	17	4	1
4	5	11	9	1
5	2	15	0	1
6	6	11	4	1
7	3	12	9	1
8	2	7	7	6

Academy Parent Survey Results

November 2011

School Communications	Yes	No	NA	Yes	No	NA
I have gone to the School's website (www.theacademyarc.com) to seek information (such as lunch menus, handouts, calendar items, student grades, attendance, etc.).	112	5	0	96%	4%	0%
I have accessed PowerSchool Parent Portal to monitor my child's progress and attendance.	32	84	0	28%	72%	0%
I receive and read the School's biweekly newsletter, The Announcer via email.	108	8	0	93%	7%	0%
I receive a response from phone calls or phone messages within 1-2 business days.	75	2	37	66%	2%	32%
I receive a response from emails sent to the school within 1-2 business days.	72	5	39	62%	4%	34%

School Environment	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Disagree	Strongly Disagree
The Academy provides a safe place for learning.	92	23	1	0	79%	1%	0%
My child/children feel safer at the Academy than they did at their previous school. (+27 NA-that never attended other school)	39	22	5	0	59%	8%	0%
The Academy staff is supportive and caring.	66	27	0	0	71%	0%	0%

Academic Quality	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Disagree	Strongly Disagree
I am satisfied that my child/children are being challenged academically.	68	20	1	1	76%	1%	1%
I am satisfied that my child/children are being taught the skills and knowledge they will need to be successful.	81	27	2	2	72%	2%	2%
My child/children get the academic support they need from the school to be successful.	75	32	4	1	67%	4%	1%

School Leadership	Yes	No	Yes	No
I have attended one or more board meetings/committee sessions.	40	74	35%	65%
I know a member of the School Board personally.	65	47	58%	42%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Disagree	Strongly Disagree
Members of the School Board are aware of "what's going on" at the school and hold the principal accountable.	31	66	3	0	31%	3%	0%
I feel comfortable speaking with the principal (Mr. Lovstedt) about school issues or concerns.	56	52	6	0	49%	5%	0%
My child/children feel comfortable speaking with Mr. Lovstedt about school issues or concerns.	38	63	12	1	33%	11%	1%
All in all, the school is managed effectively- in a way that promotes a safe environment and student academic success.	77	36	1	0	68%	1%	0%

The Academy at Roosevelt Center Site Visit Report

October 24, 2011

Interview with Board Members:

The two board members had a difficult time articulating the actual vision and mission of the school; however they had a fairly good idea of what the school is trying to accomplish. They believe the mission is being fulfilled very well based on test scores and meeting AYP. Additionally, they are pleased that kids needing assistance are being identified. Additionally, they report that the "normal" kids are functioning very well and that the school is preparing them for the future. The students are learning good citizenship and are getting an early jump start on academics and character development.

The board reports that they function very well. In the past, they have dealt with members not attending meetings and then being unhappy with decisions that have been made. Policy changes requiring attendance at meetings and consensus seem to have alleviated these problems. They see their role as involving oversight of the school, making sure constituents are happy, setting policy and goals, administration evaluation, watching the budget, ensuring the school meets state standards, and developing action plans. The members feel like the board has good discussions and is able to reach consensus.

According to the board, the administration is very effective and they have a good working relationship. The assistant principal will be leaving in January because of budget constraints. The school cannot support the number of administrative positions they have. The board feels that this change will be smooth and that the principal is capable of taking on all of the administrative duties. They describe having good communication with the principal and believe he is very capable regarding budget items. Administration evaluations have not been consistently completed in the past, but the board has worked on this and it is improving.

Fiscal stability of the school is important to the board. Currently, they view the school as being quite stable although last year's carryover was lower than past years. Enrollment remains high with a fairly large waiting list. They are anxious to obtain funding for expansion to include the previously approved high school, but understand the need for caution and being conservative. Land has been purchased and will be paid in full by the first week of November. Financial audit reports have been favorable. The current facility is too small and barely adequate to meet the needs of the school. The school was able to obtain a break of approximately $2000 per month for the remainder of the facility lease.

Board training has been taking place. They are very pleased with the CSN training. The board is looking forward to improving their efforts in becoming better educated. They are working toward preparing future board members by establishing sub committees that will allow parents and other community members to become involved in board meetings and school issues. The parent organization

functions well and many parents are able to volunteer with the school. Attendance at activities is good. The school feels supported by its patrons.

The board considers the staff, administration, and board to be strengths of the school. They are pleased with the amount of respect given to each of these groups. Areas for improvement include the fact that the school has been administratively heavy, the small facility, and difficulties with communication within the school and with the community as a whole. Strategic plans are focused on addition of the high school program. Board members do not feel that an extensive marketing plan is needed due to the fact that the school has a fairly substantial waiting list.

Interview with the Business Manager and Secretary:

The business manager is an accountant with adequate training. He reports that attending state trainings would be helpful but he never receives information about them. PCSC staff felt this was a difficult interview due to the extreme amount of frustration expressed by the business manager regarding PCSC budget templates. He expressed his dissatisfaction for the templates not aligning with SDE required documents, the huge amount of time he spent trying to complete the templates, and confusion with the projected column. Furthermore, he feels some of the line items in PCSC budget templates are not logical and it is confusing to determine when and where budget items should be combined. For these reasons, the budgets received by PCSC staff were incomplete and inaccurate. The current year budget showed a year end deficit of approximately $77,000. The business manager reported this was not an accurate figure as the school does not foresee ending the year with a deficit. Current enrollment is 279 with ADA of 98%. Title I and IIA budgets will be adjusted to reflect appropriate amounts. Teacher salaries are shown as increasing by about $100,000 over the reported budgeted amount for last year. Reasons given for this increase include Title I salaries, salary increases to individual teachers, and restoration of pay cuts. Legal fees have increased due to issues surrounding planning of the new building and purchase of land. Other budget questions included entitlement amount not shown, salary apportionment being more than salaries paid, health insurance costs not specified, items included in management services line item are unclear, projected SPED amount, costs related to Power School, and carryover amounts reported in the template. No specific answers to these questions were received.

Interview with Administrator:

The current administrator has been with The Academy for 3 years. He articulated the mission of the school to be character development so accelerated learning can take place. He describes the program as one that holds kids accountable and provides opportunities for them to fix damage caused. Expectations are the same throughout the school. According to the Principal, the mission is being fulfilled based on the fact that there are very few discipline incidents, no fights, and suspend able behaviors are extremely infrequent. The relationship between the principal and the board is good. The Principal feels that the board is starting to trust him and to back away from the day to day operations that are his responsibility. He believes he is effective and has extensive experience in school administration. He has incorporated a lot of trust building with his staff.

Strengths of the school include math, valuable homework, safe environment, and writing as the Spalding method is employed. Areas for improvement are the facility, it is barely adequate, and ensuring that the Harbor method is correctly and consistently followed. The principal reports that it appears most things the school struggles with can be traced back to not following the Harbor method with fidelity. He reports that most issues are resolved by reevaluating how well Harbor concepts are being implemented and ensuring they are being followed completely and accurately.

According to the Principal, all teachers in the building are highly qualified. Having self contained seventh and eighth grade classrooms presents unique challenges in staffing qualifications but The Academy has been able to work with the State Department in resolving these issues. The school does need to examine policy regarding seventh and eighth grade students and the required middle level credit system. The principal is exploring common core standards and implementation of them. He has not yet involved his staff in this process. Current curriculum changes are focused on addition of the high school program which they hope to have up and running by Fall 2013. Building costs and obtaining financing has been difficult for the school and may continue to delay expansion.

The Principal expressed his concerns that the new legislation has not benefited the school in any way. He feels that it is almost as if the school is being punished for good performance. Additionally, he has experienced a loss of budgetary income because of the legislation and sees it as having a negative budget impact.

The Academy seems to be meeting most of the requirements set forth in its charter. As reported by the principal, technology requirements are being met through computer lab access, I pad access for some special education students, and sound systems in every classroom. Students in second through eighth grade receive two hours of Spanish instruction per week. The Principal articulates that Harbor methodology is practiced throughout the school by using direct instruction, choral recitation, a spiraling curriculum, student job assignments, service, character development, discipline procedures, memorization and dramatization of poetry, practicing the golden rule, parent involvement, teacher contracts, and the calendar. Additionally, it is reported that MSES have been met.

Program Strengths:

- Dedicated staff, administration, and board
- AYP met
- MSES met
- Safe environment – few reports of discipline incidents
- Attendance – ADA 98%
- Knowledge of Harbor concepts
- Character development/citizenship
- Math performance especially in upper grades
- Work being done with common core standards
- Reducing administrative positions

Program Concerns:

- Charter – PCSC staff is working off the most updated version which was approved March 4, 2010. This appears to be an incomplete charter as no measurable student education standards are included.
- ISAT comparisons show that Academy students are not performing above state and district levels in most subjects and grade levels. Grades 5 and 6 are performing above the state and district levels in all subjects and math performance is above state and district levels in grades 7 and 8.
- CAP presented in meeting materials for Jan. 2011 state that MSES will be developed by May 2011 along with submission of a goals attainment report. This report has not been submitted. According to the Principal MSES are still being developed.
- CAP presented in meeting materials for Jan 2011 state stakeholder surveys will be developed and results will be reported online and in hard copy by June 2011. No results have been reported.
- Website needs to be updated with board minutes in a timely and consistent manner.
- Strategic and marketing plans seem to involve only plan for high school expansion. May need to be a more comprehensive plan involving other areas including curriculum, academic performance, policy revision, etc.
- Middle level credit system seems to be nonexistent or in need of revision.
- Data acquisition and data based decision making seems vague. May need to further develop and refine this process. AIMSWEB is being used but it is unclear/vague how the data is being used. What other data is acquired and used?
- The school does not have a written EL program. Principal expressed opinion that it is not needed due to the fact that teaching is already based on the SIOP model and a written EL plan would not change instruction.
- No written gifted and talented program. School philosophy is teach to the high so everyone is serviced.
- Teachers are on the state contract form A. No continuing contracts are given.

Possible Amendments:

- MSES
- Student, parent, and educator together develop a Personal Learning Goal for each student considering the student's strengths and weaknesses.
- The Academy will contract with another established Harbor School, or fully trained and experienced site Harbor teachers, for training and mentoring services.
- Each Academy teacher will be assigned a "Mentor" teacher for ongoing training throughout the year
- The Academy will be accredited by the Northwest Association of Accredited Schools

Recommendations:

- Disaggregate ISAT data to show special needs population achievement compared to special needs population of the district and surrounding schools with similar demographics. Also obtain data for those students who have attended The Academy for two or more consecutive years and compare to those students who have attended for less than two years. Also compare their achievement to surrounding district.
- Develop MSES and gather data regarding MSES achievement.
- Develop and implement a more comprehensive strategic plan.
- Continue to use AIMSWEB for data acquisition along with other data measures to determine program effectiveness and drive decision making.
- Develop and implement a middle level credit system according to state rule.
- Develop and implement EL plan.
- Develop and implement gifted and talented plan.

Materials requested:

- Updated, complete, and accurate budgets for current year and upcoming year
- Charter clarification
- Progress update regarding CAP from Jan. 2011
- Stakeholder survey results

SUBJECT

INSPIRE Connections Academy Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

INSPIRE Connections Academy (INSPIRE) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). Based in Boise, INSPIRE serves approximately 790 students in grades K-12.

DISCUSSION

INSPIRE will provide an annual update on the status of the school. PCSC staff has reviewed the materials submitted by the school and makes the following observations:

1. INSPIRE continues to increase enrollment each year. Student attrition remains high at about 30%, but has decreased slightly over the past year.

2. Stakeholder satisfaction continues to be strong with overall parent satisfaction being 95%. Likewise, student and staff satisfaction remain solid.

3. INSPIRE met all six of the MSES outlined in the charter. However, the school did not make AYP in the economically disadvantaged subgroup for reading or math.

   ISAT comparisons indicate that INSPIRE students are performing below state averages in most grades and subject areas. Additionally, longitudinal data fails to exhibit a continuous trend of increased numbers of students scoring proficient and advanced on ISAT tests.

4. The FY12 budget is based on ADA of 600. Current ADA is reported as 602. An operating loss of approximately $20,000 is anticipated for FY12, resulting in an ending balance of approximately $10,500. The FY13 budget appears to rely upon increased enrollment in order to break even. It should be noted that INSPIRE's contract with Connections Academy guarantees a $10,000 cushion against year-end deficits.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

December 15, 2011
CHARTER SCHOOL DASHBOARD

Date: November 8, 2011

School Name: INSPIRE Connections Education Virtual Charter School
School Address: 600 N. Steelhead Way, Suite 164, Boise, Idaho 83704
School Phone: 208-322-4002
Current School Year: 2011-2012
School Mission: Connections Education will help each student maximize his or her potential and meet the highest performance standards.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Jill Hamilton	Board President Term Ending: Annual Meeting 2014	Parent	jillhamilton@connections education.com	208 761-8970
Diana Plane	Board Vice President Term Ending: Annual Meeting 2014	Parent	dianaplane@connections education.com	208 365-6285
Annesa Smith	Board Treasurer Term Ending: Annual Meeting 2013	Business Representative	annesasmith@connections education.com	208 740 0541
Mary Ann Cahill	Board Secretary Term Ending: Annual Meetring 2013	Education	maryanncahill@connections education.com	208 841-8099
Anne Gregory	Board Member Term Ending: Annual Meeting 2012	Education	annegregory@connections education.com	208 409-1989

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	37	34.25	N/A	35	30.95
1	39	32.09	N/A	29	25.64
2	38	28.75	N/A	37	33.93
3	51	39.86	N/A	35	30.10
4	56	43.84	N/A	44	39.81

5	54	43.61	N/A	48	43.10
6	71	55.25	N/A	62	53.81
7	74	60.55	N/A	55	53.62
8	86	62.93	N/A	59	50.45
9	122	77.98	N/A	73	59.83
10	64	45.86	N/A	48	36.07
11	53	44.05	N/A	56	45.55
12	44	33.55	N/A	28	24.12
TOTAL	789	602.57	N/A	609	526.98

Student Attrition Rate: 30%. This 30% attrition has been replenished by new enrollment figures and is less that the previous year's attrition rate of 32%.
Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? Yes, increase.
If yes, briefly describe planned enrollment changes, including numbers and grades affected: 180 students K-12 (47 student increase in Grades K-5, 55 student increase in Grades 6-8, and 78 student increase in Grades 9-12). This growth has prompted the hiring of more teaching staff at the elementary and secondary levels .

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	44 6%	10 1%	636 81%	6 1%	27 3%	15 2%	391 50%	57 7%
Previous	25 4%	4 1%	376 62%	9 2%	15 3%	5 1%	199 33%	32 5%

FACULTY AND STAFF

Administrator Name(s): Gerald Chouinard
Administrator's Hire Date: 6/21/2010
Administrator Email(s): gchouinard@connectionseducation.com
Current Classified Staff (# FTE): 2.0
Classified Attrition Rate: 25%
Current Faculty (# FTE): 18.3
Faculty Attrition Rate: 13%. Two teachers left during and at the end of the school year; one for personal reasons, and the other as a result of a move out of state. We have since hired highly qualified teachers to replace those teachers, and we have hired two additional elementary teacher and one additional secondary teacher to meet current enrollment needs.

EDUCATIONAL PROGRAM
Did your school make AYP during the last school year? No
If no, please specify indicator and status: Alert-Economically Disadvantaged Math, Economically Disadvantaged Reading
If no, please describe plan for addressing need:
Areas of improvement for the 2011-2012 and corresponding goals for the 2011-2012 school year include the following:

1) Increased performance of economically disadvantaged students in math and reading.
How We'll Get There:
- Provide teachers with data and school improvement plan/goals.
- Proctor test question format withinLiveLesson sessions.
- Follow RTI process to identify needs before testing window begins, with emphasis on economically disadvantaged students (math and reading). Focus intervention efforts primarily on these students.

- LiveLesson session "plans" that clearly state goals and objectives for each LiveLesson session.
- Teacher training and tracking student progress via Aimsweb.
- Implementation of math and reading instruction during live lessons in all subject areas.

2) Increased percentage of students scoring above a 1 (Below Grade Level) on the spring test as compared to the fall test on the Idaho Reading Indicator Reading Proficiency Exam for Grades K through 3 by 10%.

How We'll Get There
In-depth and consistent test proctor training at the beginning of school year and preceding testing windows.
Prepare parents/students.

- Send home packets of example readings.
- Progress Monitoring w/1s.
- Student Practice with adults other than parents.

Provide teachers with school improvement goals.
Follow RTI process to identify needs before testing window begins.
Teacher training and tracking student progress via Aimsweb.

These areas for improvement will be monitored weekly by the INSPIRE leadership team.

Was your school selected to participate in NAEP this year? No

REPORTING
Date of last programmatic operations audit? Fall, 2010
Date submitted to authorizer? Fall, 2010
Who performed your most recent programmatic audit? School Staff
Date of most recent fiscal audit? 6/30/2011
Date submitted to authorizer? 11/1/2011

COMMENTS
Please describe any significant changes experienced by your school in the past year:
There were no significant changes to the charter or the facilities. As always, we experienced numerous improvements and enhancements to the curriculum.

Please describe the greatest successes experienced by your school in the past year:
Idaho has several virtual charter academies. What sets INSPIRE apart is the Connections Academy program and curriculum not available at any other school in Idaho. The school's Board of Directors chose the name INSPIRE to help this virtual charter school stand out in Idaho.

Parents at INSPIRE don't merely expect daily involvement in their children's education; they embrace it. From supervising lessons to participating in field trip planning, to collaborating with teachers, our parents become full partners in the learning process—with plenty of support from INSPIRE and a vibrant network of fellow parents.

Each year, we survey our parents to get their feedback on our program and help identify what we're doing well and how we can improve. Our parents evaluate INSPIRE on a number of criteria including:

Student progress
Teacher support
Quality of the curriculum
Use of technology to improve the learning experience

1. This year, 94% of our parents said they'd recommend INSPIRE to other families.

2. Over 94% of our parents praised the helpfulness of their child's teacher. Our parents appreciate the dedication and professionalism of our teaching staff and report a high level of satisfaction with their work.

3. Over 95% of our parents agree that our curriculum is high quality. INSPIRE strives to bring together the best educational resources in order to create challenging and inspiring lessons for students.

4. Overall Parent Satisfaction remained high at 95.4% in 2010/2011.

5. Families agreed that our technology tools helped to improve their children's learning experiences. Many parents appreciated our Educational Management System for helping to keep them organized with grade tracking, scheduling, and communication.

6. INSPIRE Connections Academy grew from 2010/2011 to 2011/2012 by 180 students from 609 to 789, a growth of 23%.

Please describe any challenges you anticipate during the upcoming year:

1. Continue to serve all students, including our students on IEP's and 504's.
2. Continue to inform that online learning is a valuable school-choice option for students.
3. Meet the added SAT/Accuplacer testing requirement for 2012.

Please add any additional information of which you would like to make your authorizer aware :

The mission at INSPIRE is to leverage technology to help each of its students maximize his or her potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students, family, teachers, and the community. Every student has a Personalized Learning Plan and an entire team of adults (including a parent or other learning coach and an Idaho certified teacher) who are committed to the student's successful fulfillment of that plan. INSPIRE is a high-quality, high-tech virtual school without walls that brings out the best in every student through Personalized Performance Learning. At INSPIRE, our technology mission and vision are inextricably linked to our school mission and vision. Our vision is focused on what we can do to further improve and ensure student learning. Studies show that greater parent participation in education can lead to higher student grades and test scores, higher graduation rates and greater enrollment in postsecondary education.

Parents at INSPIRE generally serve as personal, face to face learning coaches responsible for their children's day-to-day education. Parents may also get involved as local community coordinators who create opportunities for special projects, field trips, and group meetings with other students and parents. INSPIRE also provides an orientation program along with access to discussion groups to help learning coaches who are new to the challenges and responsibilities of this important role.

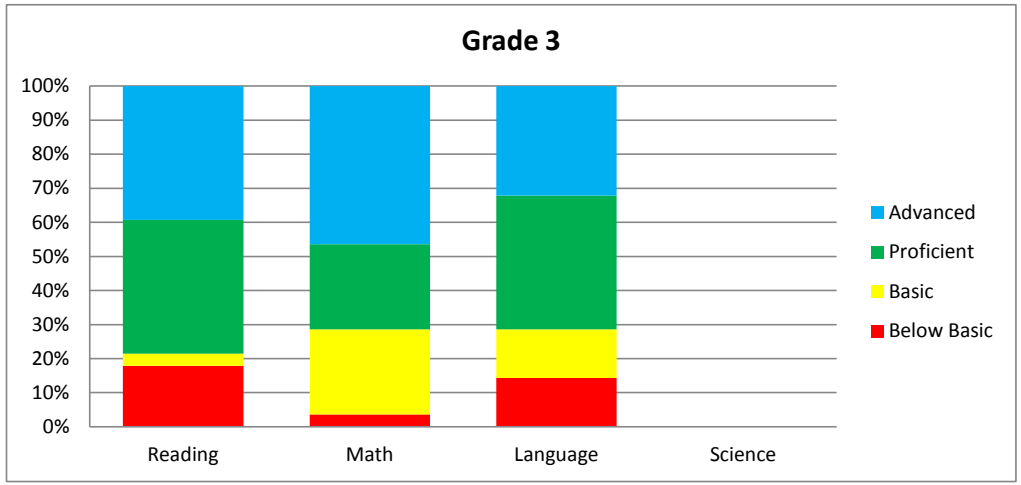
Studies have shown that in conventional classrooms, many tasks are mismatched to students' skill levels. At INSPIRE, each student receives individualized instruction, including lessons tailored to that student's academic strengths and weaknesses. Our school year begins with the development of a Personalized Learning Plan (PLP) blueprint for the student's lessons that year. Throughout the year, the learning coach and the teacher can adjust the lessons to emphasize areas where the student is deficient or step up instruction in a subject where a student has a particular strength or interest.

INSPIRE uses a proprietary curriculum accredited by AdvanceED (formerly CITA) and the Northwest Accreditation Commission that combines online synchronous and asynchronous instruction, multimedia and traditional printed textbooks and supplementary materials, including science supplies. INSPIRE also emphasizes the direct involvement and responsibility of the instructional staff in assuring that students have mastered required skills and uses an innovative assessment engine to increase teacher productivity by auto-grading objective answers to permit teachers to devote their expertise to subjective measures. The school's learning management system also provides innovative tools to deliver instruction, measure progress, enhance teacher productivity and meet regulatory requirements.

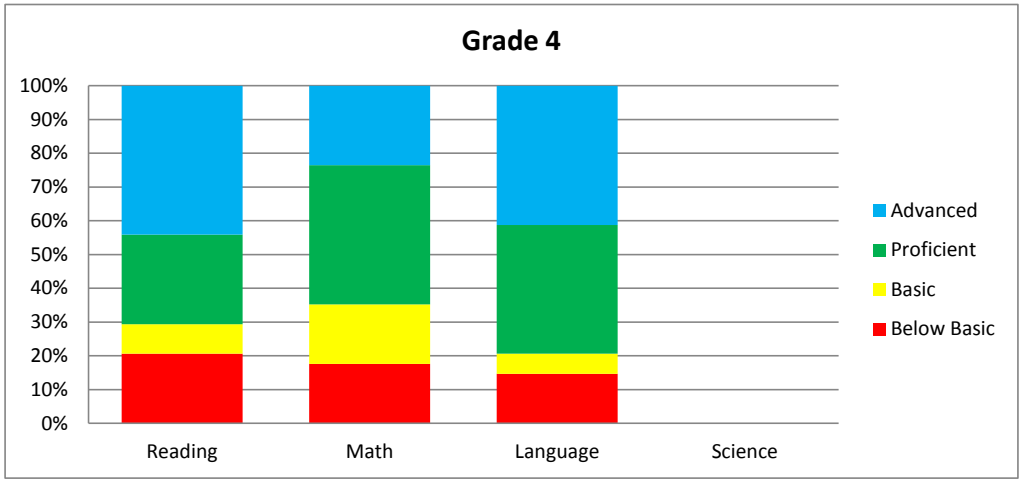
REQUIRED ATTACHMENTS

- ☒ Most recent ISAT, IRI, DWA, and DMA results (as applicable)
- ☒ Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)
- ☒ Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- ☒ Written response to recommendations from most recent programmatic operations audit.
- ☒ Most recent parent/stakeholder satisfaction survey results
- ☒ Budget actuals for most recent month-end
- ☒ Budget estimates for remainder of current year, and fiscal outlook for next year

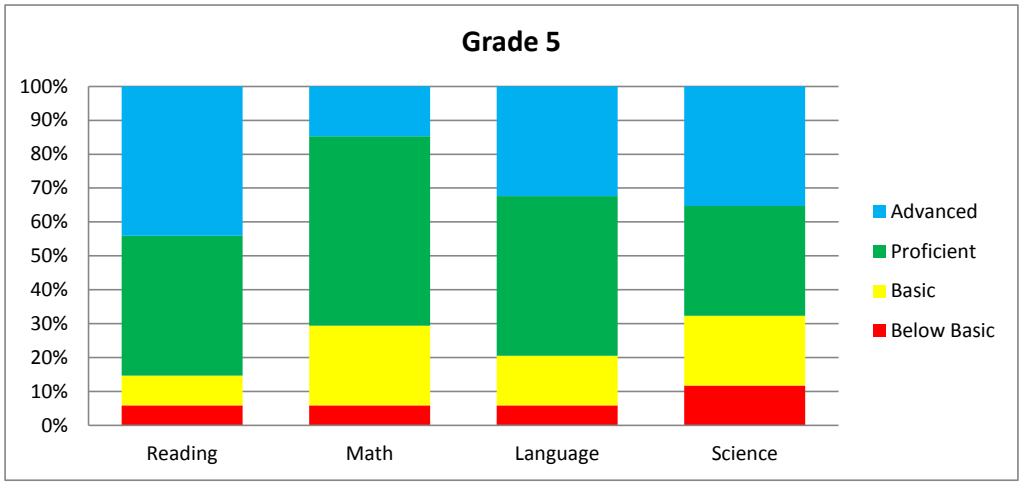
Grade 3	Reading	Math	Language	Science
Below Basic	17.9	3.6	14.3	
Basic	3.6	25	14.3	
Proficient	39.3	25	39.3	
Advanced	39.3	46.4	32.1	



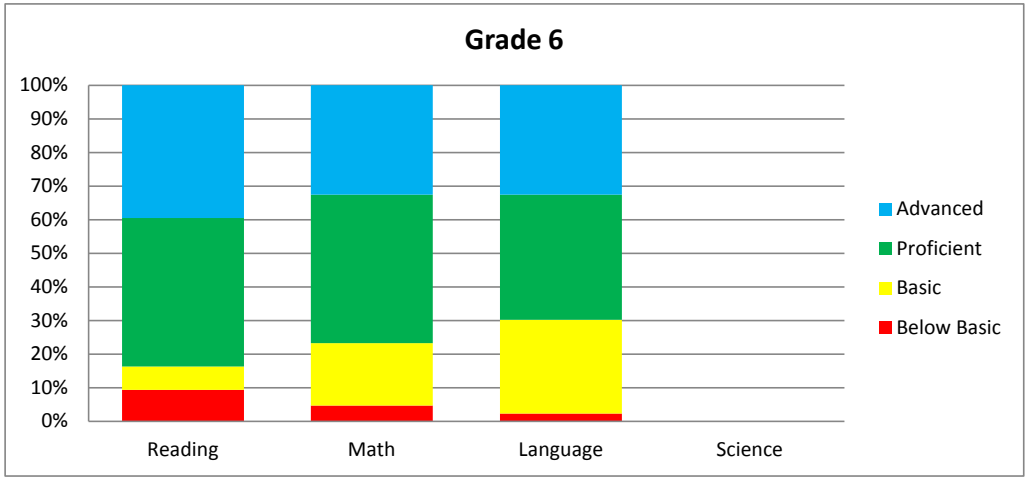
Grade 4	Reading	Math	Language	Science
Below Basic	20.6	17.6	14.7	
Basic	8.8	17.6	5.9	
Proficient	26.5	41.2	38.2	
Advanced	44.1	23.5	41.2	



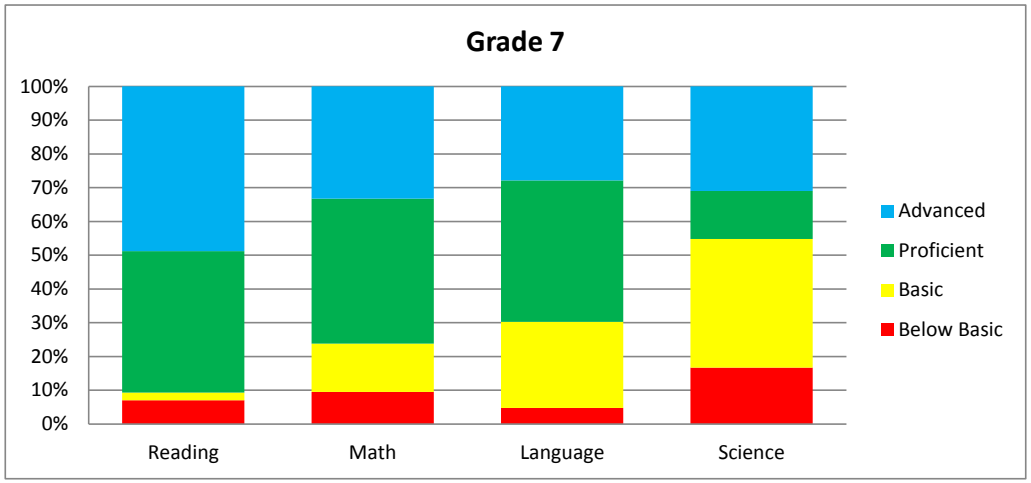
Grade 5	Reading	Math	Language	Science
Below Basic	5.9	5.9	5.9	11.8
Basic	8.8	23.5	14.7	20.6
Proficient	41.2	55.9	47.1	32.4
Advanced	44.1	14.7	32.4	35.3



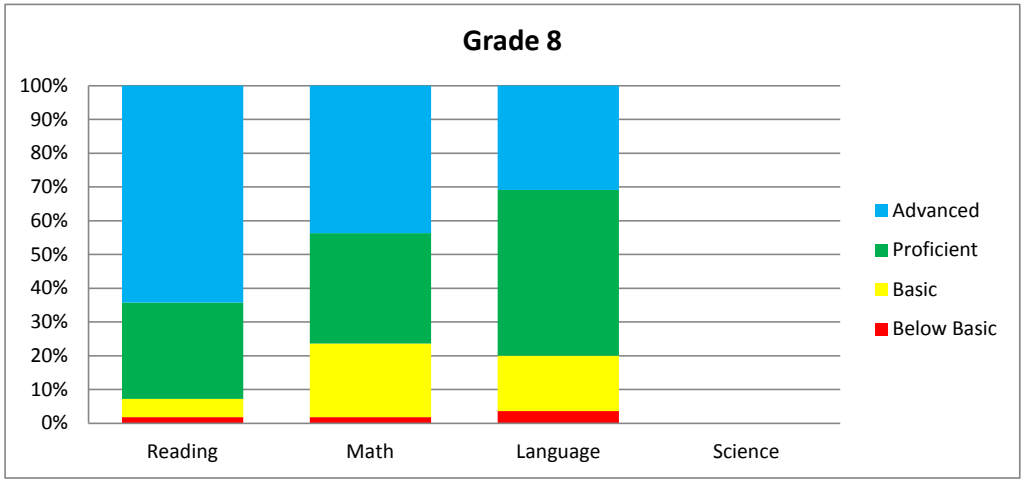
Grade 6	Reading	Math	Language	Science
Below Basic	9.3	4.7	2.3	
Basic	7	18.6	27.9	
Proficient	44.2	44.2	37.2	
Advanced	39.5	32.6	32.6	



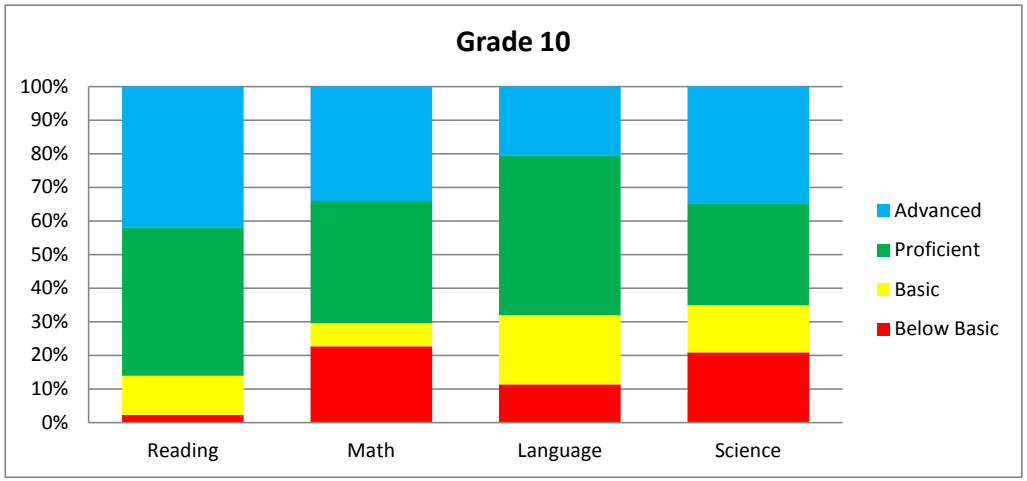
Grade 7	Reading	Math	Language	Science
Below Basic	7	9.5	4.7	16.7
Basic	2.3	14.3	25.6	38.1
Proficient	41.9	42.9	41.9	14.3
Advanced	48.8	33.3	27.9	31



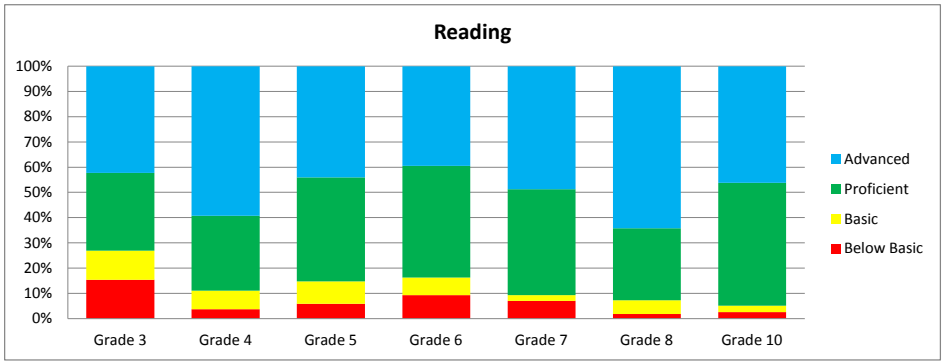
Grade 8	Reading	Math	Language	Science
Below Basic	1.8	1.8	3.6	
Basic	5.4	21.8	16.4	
Proficient	28.6	32.7	49.1	
Advanced	64.3	43.6	30.9	



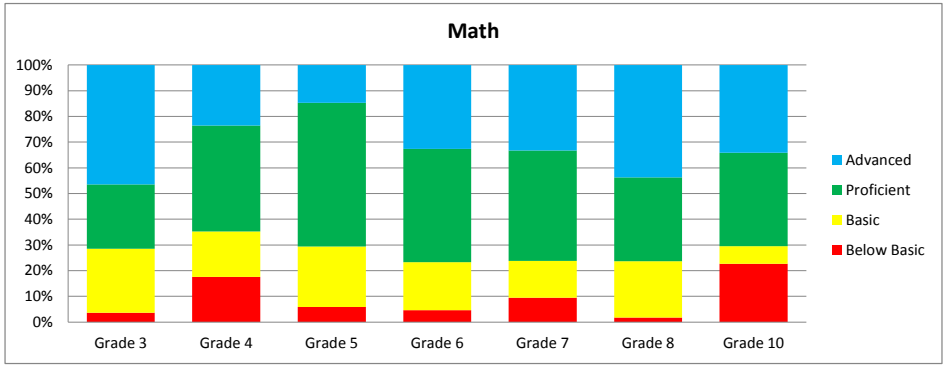
Grade 10	Reading	Math	Language	Science
Below Basic	2.3	22.7	11.4	20.9
Basic	11.6	6.8	20.5	14
Proficient	44.2	36.4	47.7	30.2
Advanced	41.9	34.1	20.5	34.9



Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	15.4	3.7	5.9	9.3	7	1.8	2.3
Basic	11.5	7.4	8.8	7	2.3	5.4	2.3
Proficient	30.8	29.6	41.2	44.2	41.9	28.6	44.2
Advanced	42.3	59.3	44.1	39.5	48.8	64.3	41.9

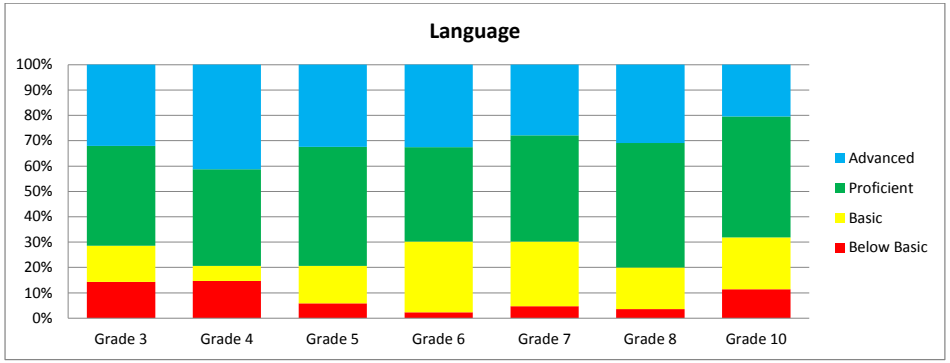


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.6	17.6	5.9	4.7	9.5	1.8	22.7
Basic	25	17.6	23.5	18.6	14.3	21.8	6.8
Proficient	25	41.2	55.9	44.2	42.9	32.7	36.4
Advanced	46.4	23.5	14.7	32.6	33.3	43.6	34.1

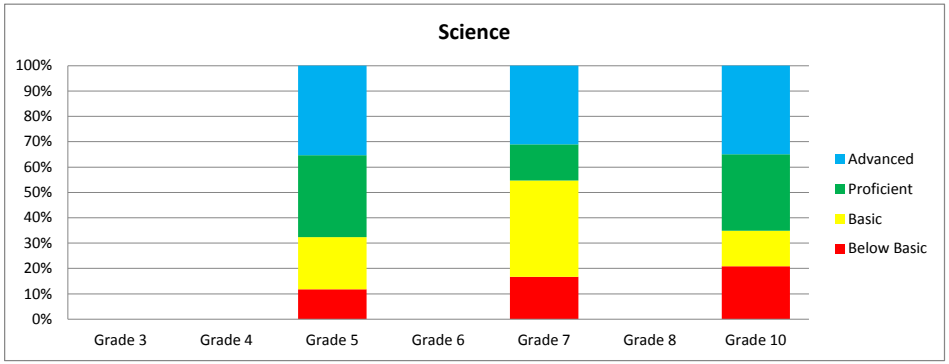


ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	14.3	14.7	5.9	2.3	4.7	3.6	11.4
Basic	14.3	5.9	14.7	27.9	25.6	16.4	20.5
Proficient	39.3	38.2	47.1	37.2	41.9	49.1	47.7
Advanced	32.1	41.2	32.4	32.6	27.9	30.9	20.5

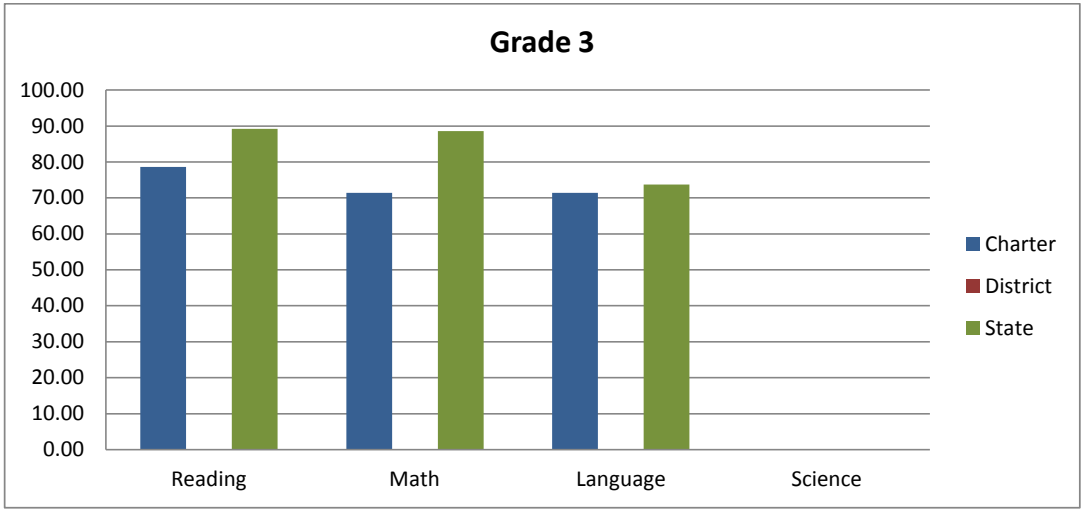


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			11.8		16.7		20.9
Basic			20.6		38.1		14
Proficient			32.4		14.3		30.2
Advanced			35.3		31		34.9

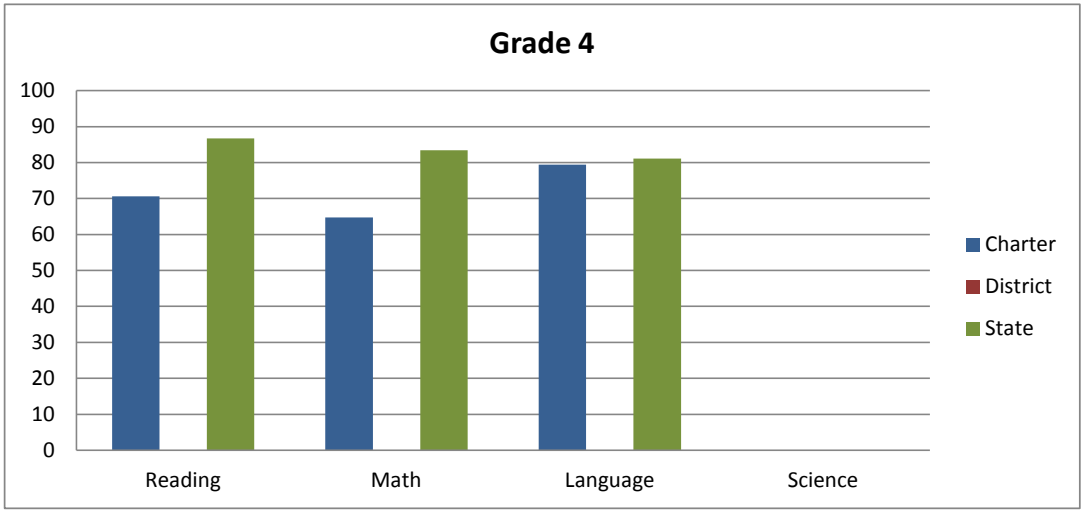


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	78.6	71.4	71.4	
District	#N/A	#N/A	#N/A	
State	89.2	88.6	73.7	

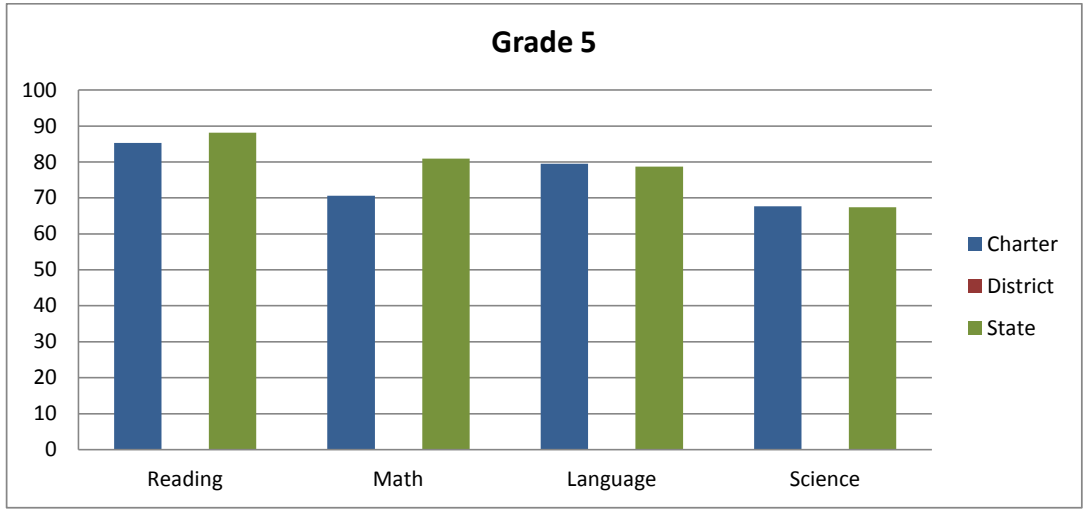


Grade 4	Reading	Math	Language	Science
Charter	70.6	64.7	79.4	
District	#N/A	#N/A	#N/A	
State	86.7	83.4	81.1	

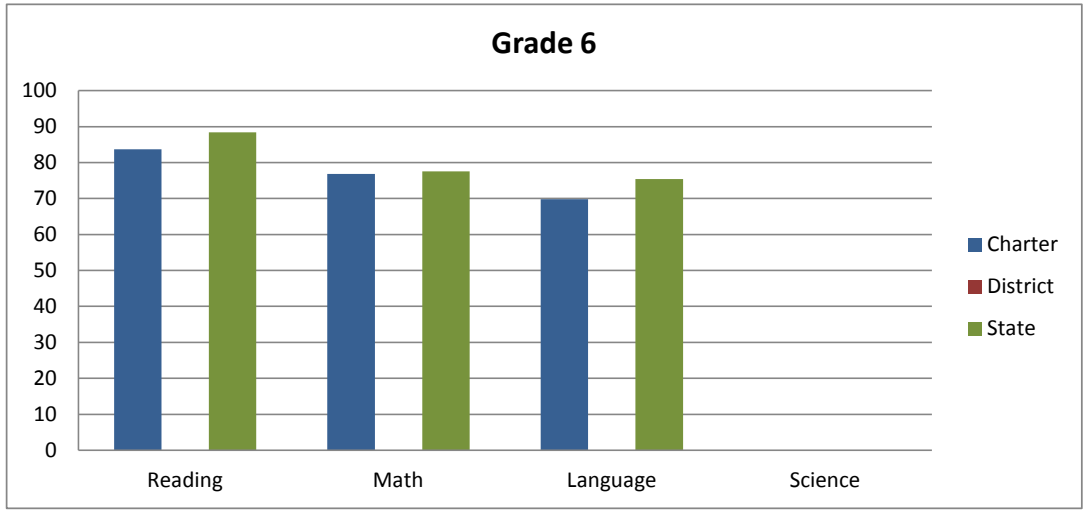


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	85.3	70.6	79.5	67.7
District	#N/A	#N/A	#N/A	#N/A
State	88.1	80.9	78.7	67.4

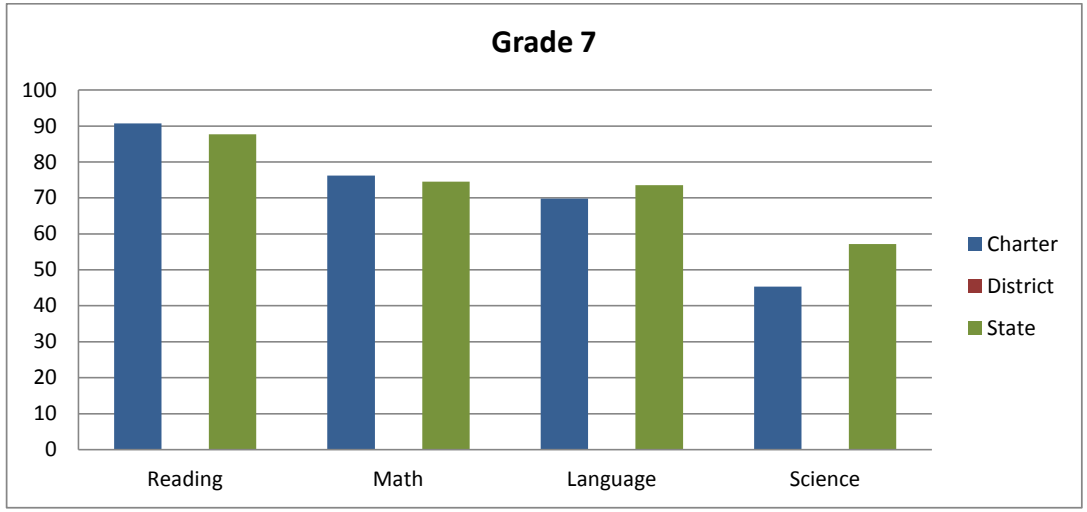


Grade 6	Reading	Math	Language	Science
Charter	83.7	76.8	69.8	
District	#N/A	#N/A	#N/A	
State	88.4	77.5	75.4	

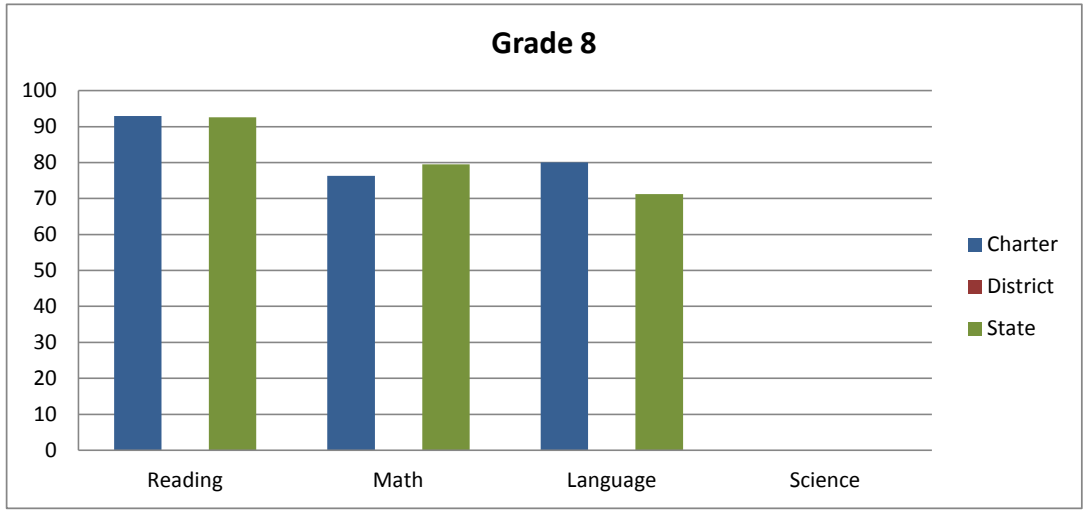


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	90.7	76.2	69.8	45.3
District	#N/A	#N/A	#N/A	#N/A
State	87.7	74.5	73.5	57.2

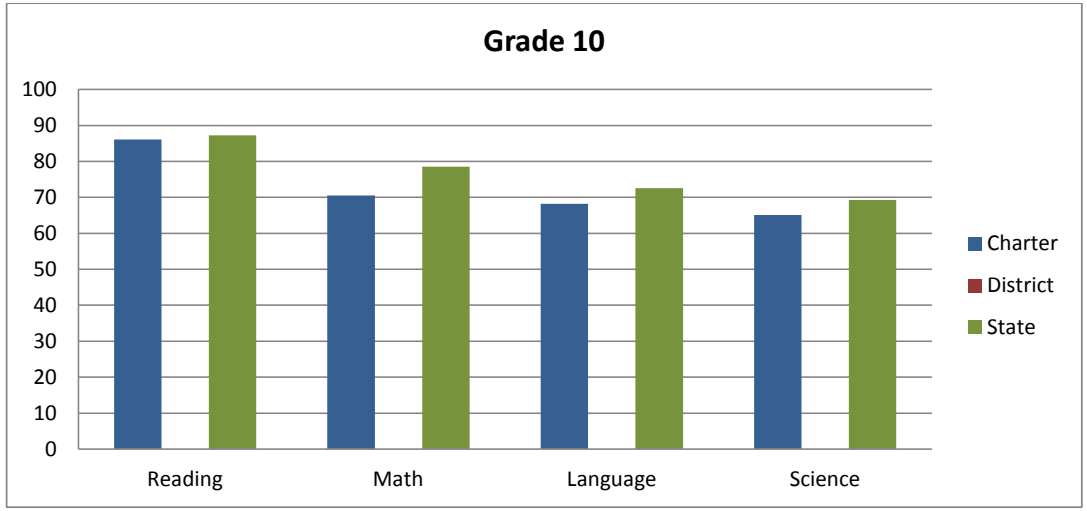


Grade 8	Reading	Math	Language	Science
Charter	92.9	76.3	80	
District	#N/A	#N/A	#N/A	
State	92.6	79.5	71.2	



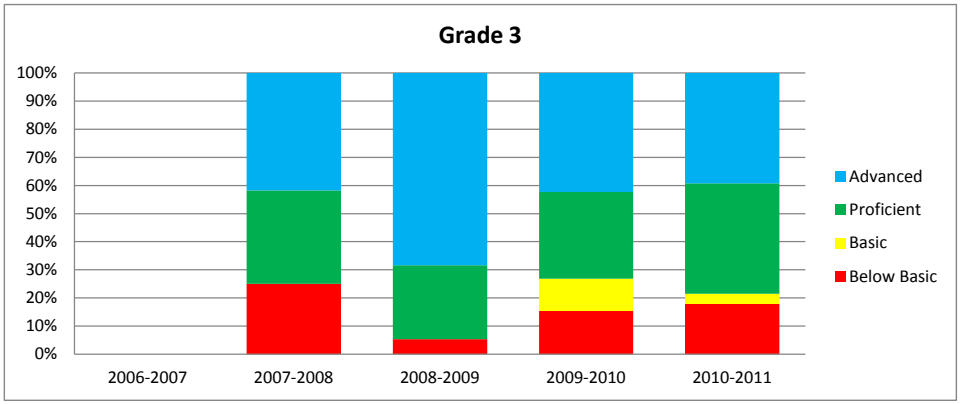
ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	86.1	70.5	68.2	65.1
District	#N/A	#N/A	#N/A	#N/A
State	87.2	78.5	72.6	69.3

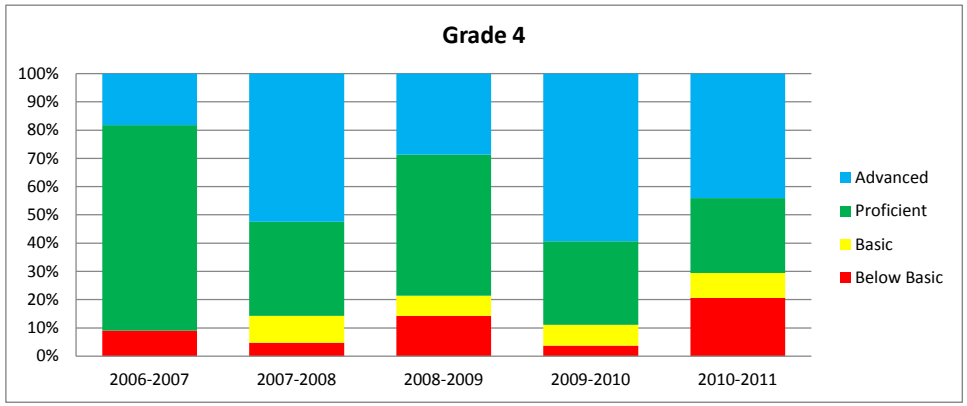


ISAT - Longitudinal Comparison - Reading

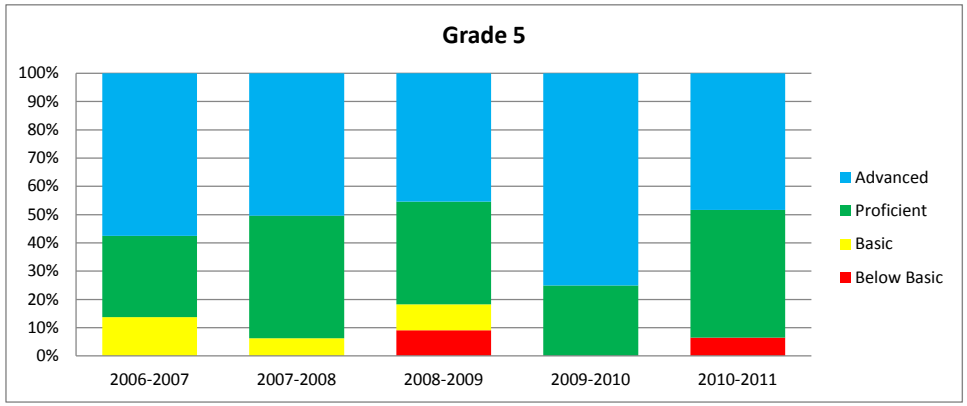
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	25	5.3	15.4	17.9
Basic	*	0	0	11.5	3.6
Proficient	*	33.3	26.3	30.8	39.3
Advanced	*	41.7	68.4	42.3	39.3



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.1	4.8	14.3	3.7	20.6
Basic	0	9.5	7.1	7.4	8.8
Proficient	72.7	33.3	50	29.6	26.5
Advanced	18.2	52.4	28.6	59.3	44.1

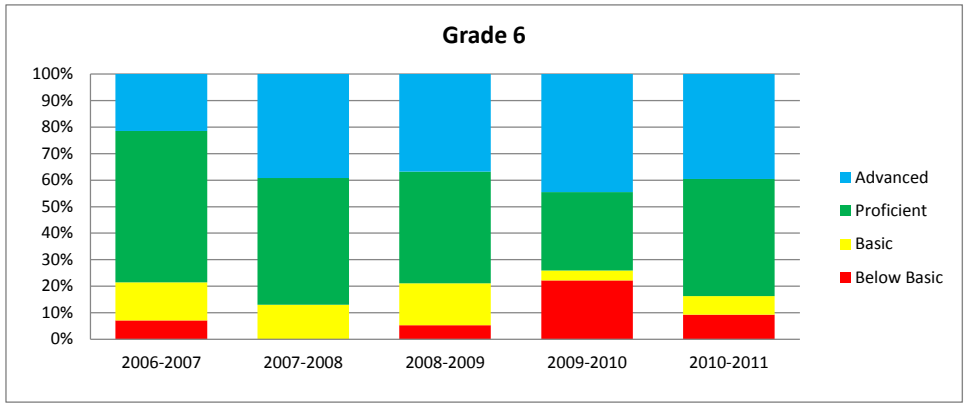


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	8.7	0	5.9
Basic	18.2	0	13	6.7	8.8
Proficient	27.3	46.2	34.8	23.3	41.2
Advanced	54.5	53.8	43.5	70	44.1

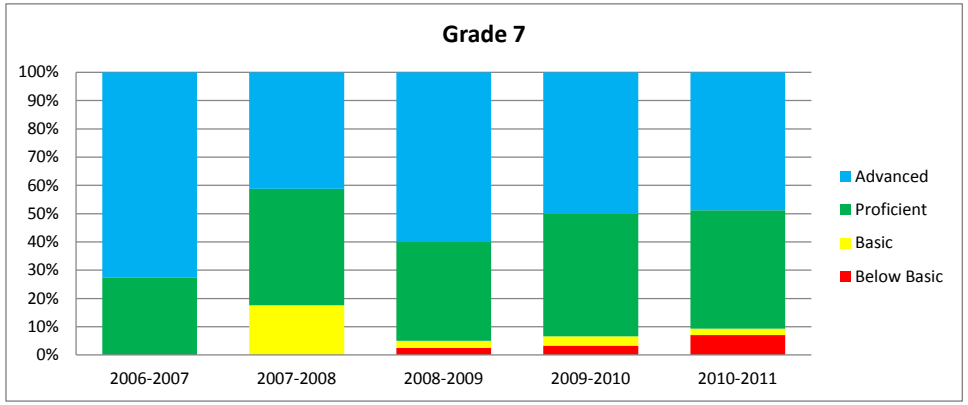


ISAT - Longitudinal Comparison - Reading

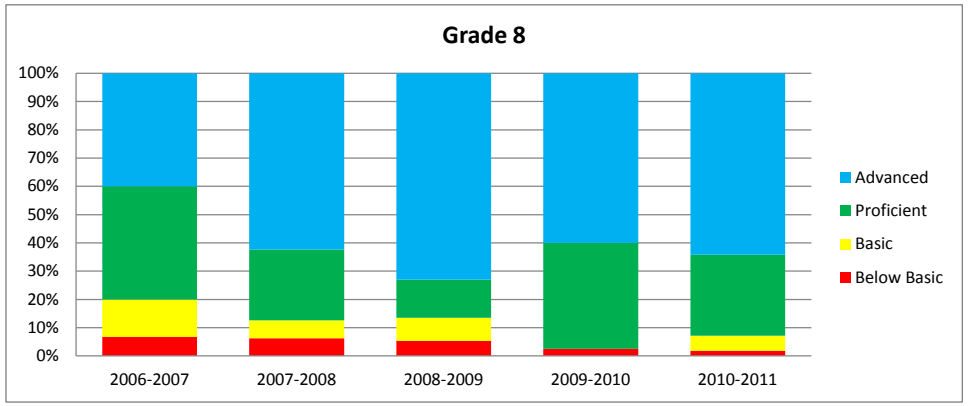
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	7.1	0	5.3	22.2	9.3
Basic	14.3	13	15.8	3.7	7
Proficient	57.1	47.8	42.1	29.6	44.2
Advanced	21.4	39.1	36.8	44.4	39.5



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	2.5	3.3	7
Basic	0	17.6	2.5	3.3	2.3
Proficient	27.3	41.2	35	43.3	41.9
Advanced	72.7	41.2	60	50	48.8

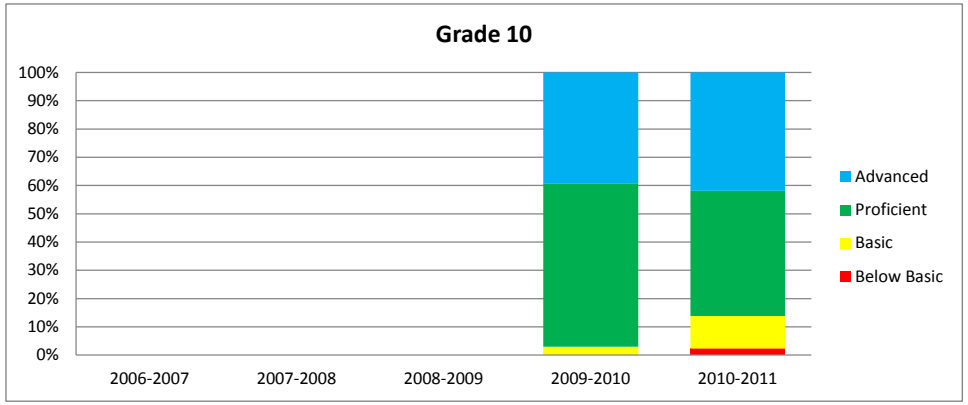


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.7	6.3	5.4	2.5	1.8
Basic	13.3	6.3	8.1	0	5.4
Proficient	40	25	13.5	37.5	28.6
Advanced	40	62.5	73	60	64.3



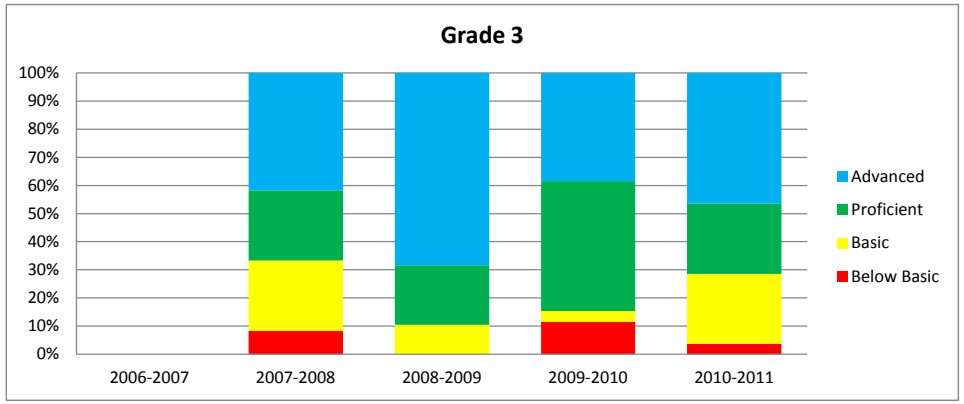
ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*		0	2.3
Basic	*	*		3	11.6
Proficient	*	*		57.6	44.2
Advanced	*	*		39.4	41.9

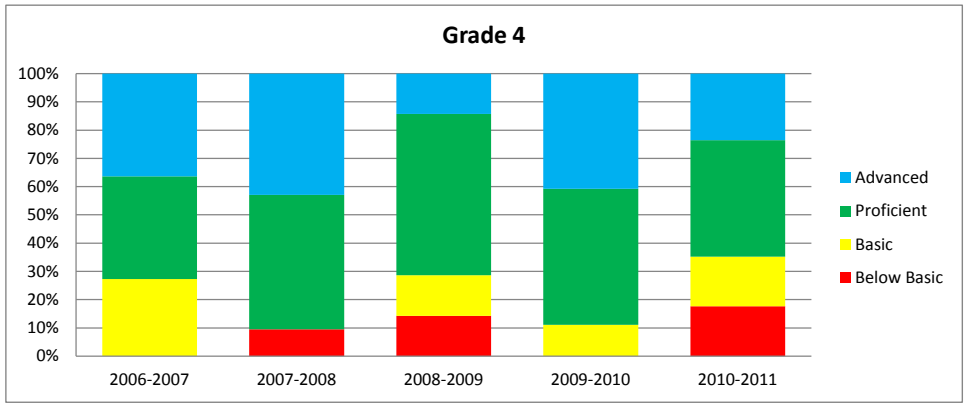


ISAT - Longitudinal Comparison - Math

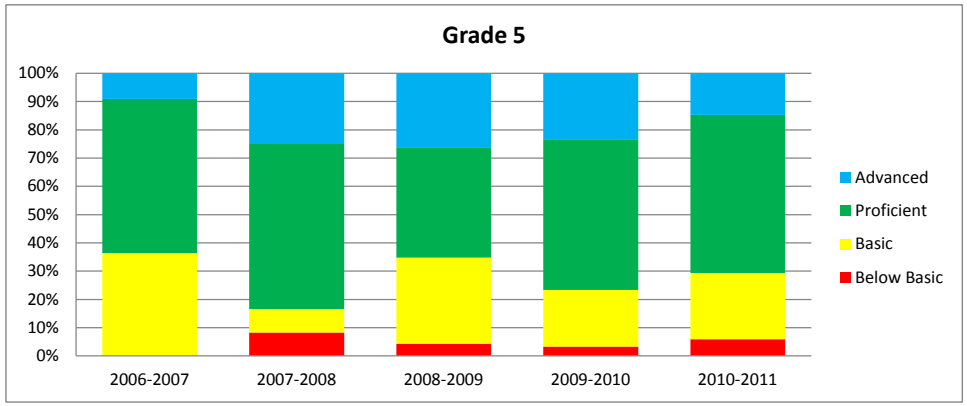
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	8.3	0	11.5	3.6
Basic	*	25	10.5	3.8	25
Proficient	*	25	21.1	46.2	25
Advanced	*	41.7	68.4	38.5	46.4



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	9.5	14.3	0	17.6
Basic	27.3	0	14.3	11.1	17.6
Proficient	36.4	47.6	57.1	48.1	41.2
Advanced	36.4	42.9	14.3	40.7	23.5

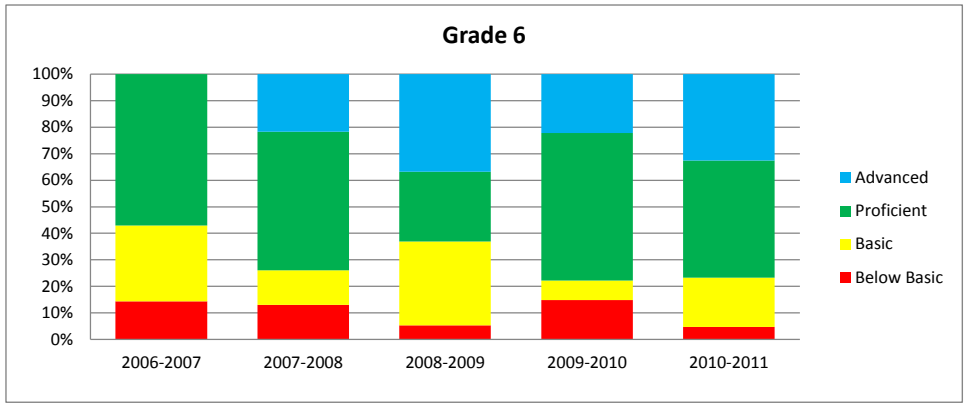


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	8.3	4.3	3.3	5.9
Basic	36.4	8.3	30.4	20	23.5
Proficient	54.5	58.3	39.1	53.3	55.9
Advanced	9.1	25	26.1	23.3	14.7

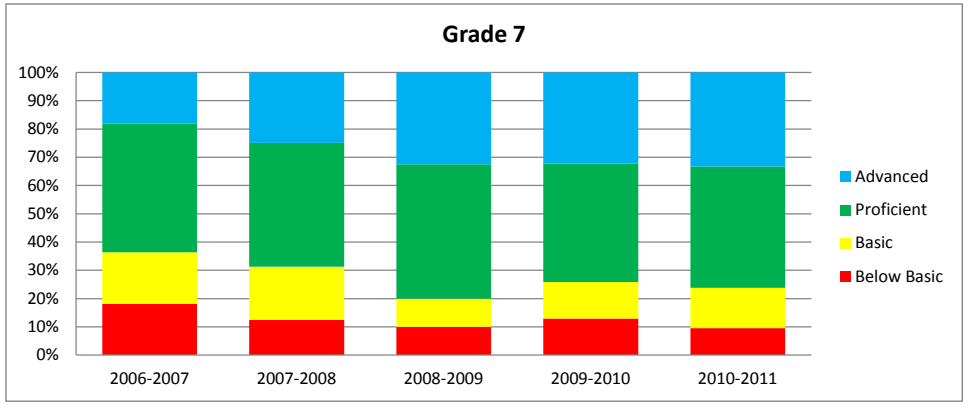


ISAT - Longitudinal Comparison - Math

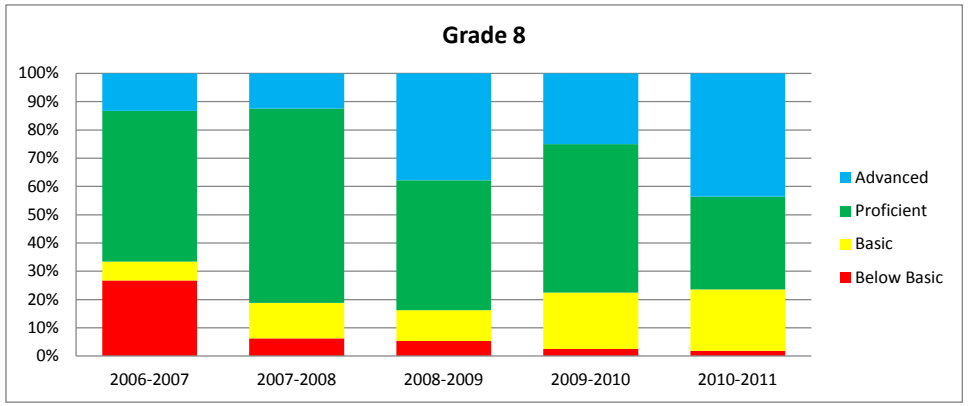
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	14.3	13	5.3	14.8	4.7
Basic	28.6	13	31.6	7.4	18.6
Proficient	57.1	52.2	26.3	55.6	44.2
Advanced	0	21.7	36.8	22.2	32.6



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	18.2	12.5	10	12.9	9.5
Basic	18.2	18.8	10	12.9	14.3
Proficient	45.5	43.8	47.5	41.9	42.9
Advanced	18.2	25	32.5	32.3	33.3

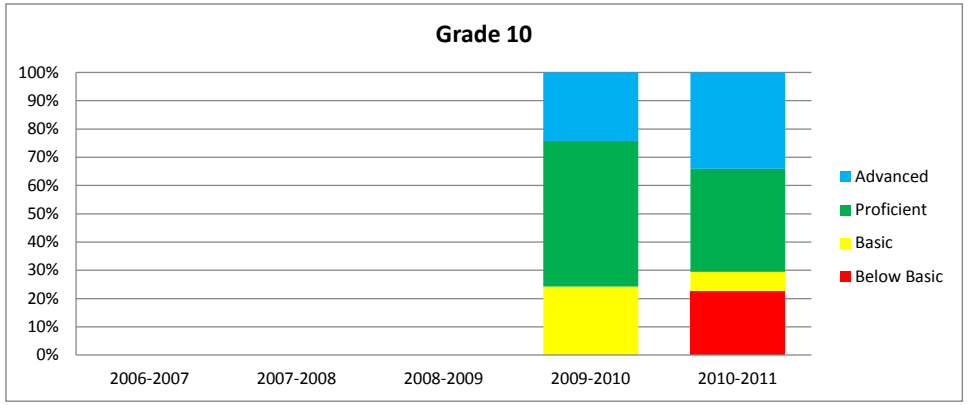


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	26.7	6.3	5.4	2.5	1.8
Basic	6.7	12.5	10.8	20	21.8
Proficient	53.3	68.8	45.9	52.5	32.7
Advanced	13.3	12.5	37.8	25	43.6



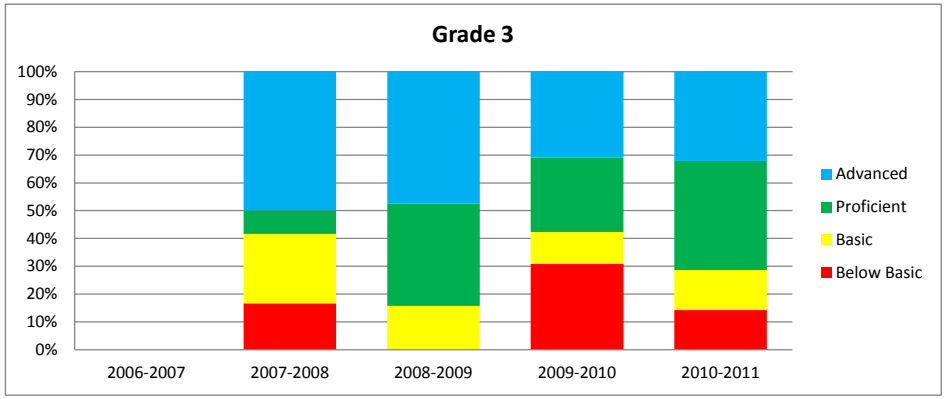
ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*			0	22.7
Basic	*			24.2	6.8
Proficient	*			51.5	36.4
Advanced	*			24.2	34.1

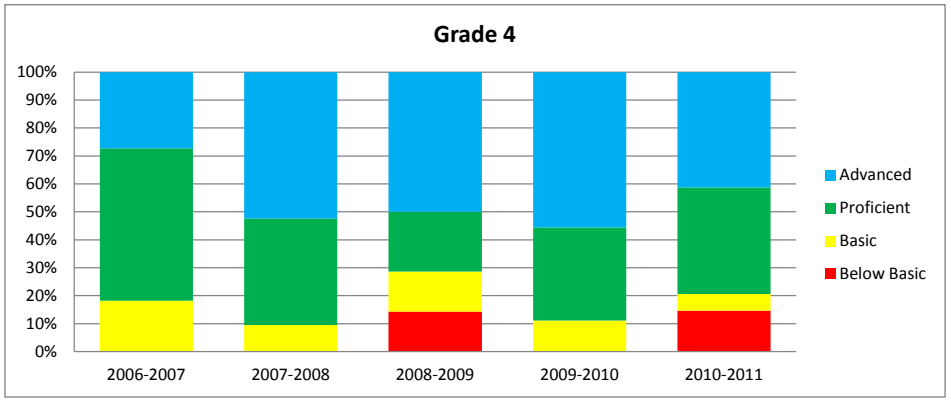


ISAT - Longitudinal Comparison - Language

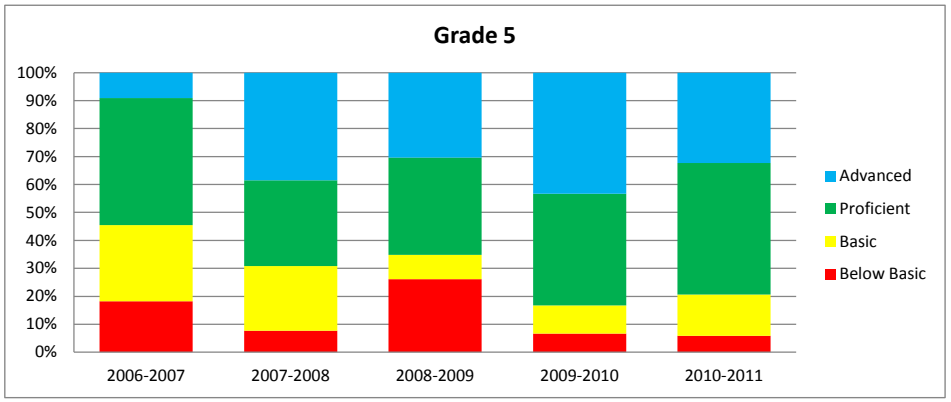
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	16.7	0	30.8	14.3
Basic	*	25	15.8	11.5	14.3
Proficient	*	8.3	36.8	26.9	39.3
Advanced	*	50	47.4	30.8	32.1



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	14.3	0	14.7
Basic	18.2	9.5	14.3	11.1	5.9
Proficient	54.5	38.1	21.4	33.3	38.2
Advanced	27.3	52.4	50	55.6	41.2

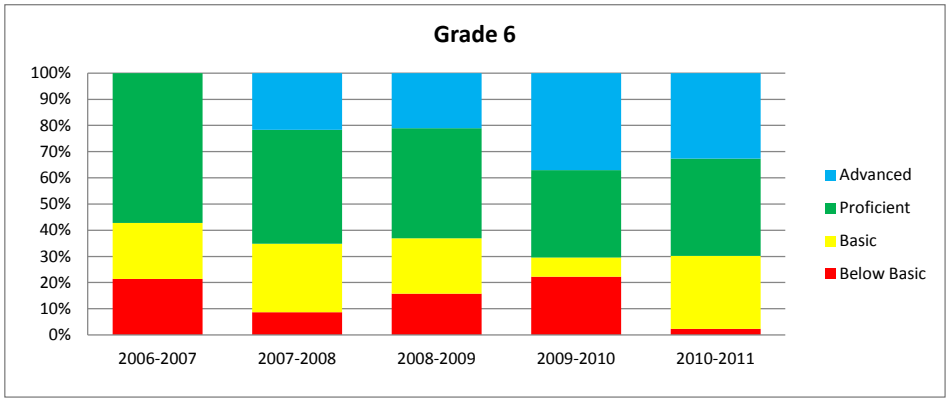


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	18.2	7.7	26.1	6.7	5.9
Basic	27.3	23.1	8.7	10	14.7
Proficient	45.5	30.8	34.8	40	47.1
Advanced	9.1	38.5	30.4	43.3	32.4

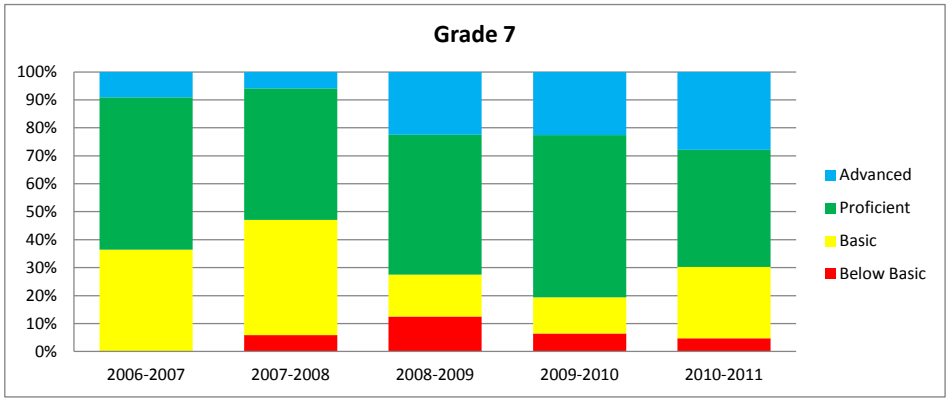


ISAT - Longitudinal Comparison - Language

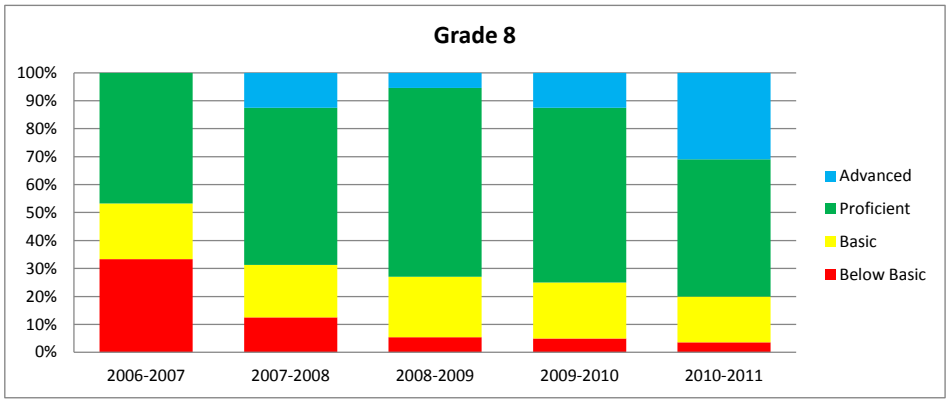
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	21.4	8.7	15.8	22.2	2.3
Basic	21.4	26.1	21.1	7.4	27.9
Proficient	57.1	43.5	42.1	33.3	37.2
Advanced	0	21.7	21.1	37	32.6



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	5.9	12.5	6.5	4.7
Basic	36.4	41.2	15	12.9	25.6
Proficient	54.5	47.1	50	58.1	41.9
Advanced	9.1	5.9	22.5	22.6	27.9

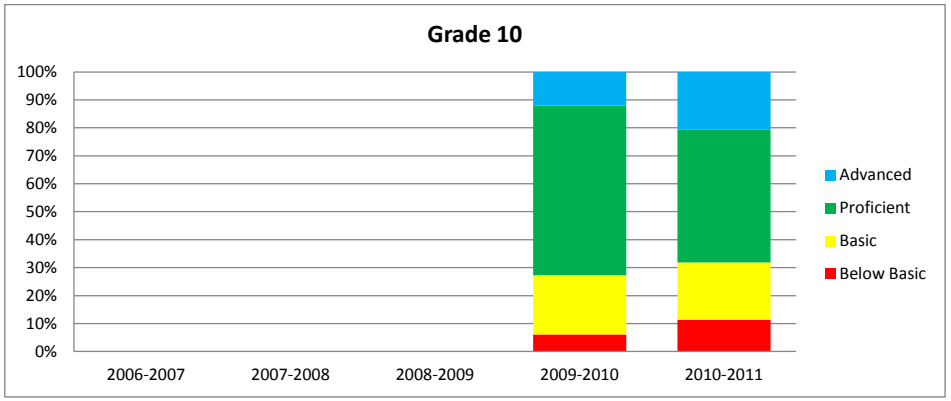


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	33.3	12.5	5.4	5	3.6
Basic	20	18.8	21.6	20	16.4
Proficient	46.7	56.3	67.6	62.5	49.1
Advanced	0	12.5	5.4	12.5	30.9



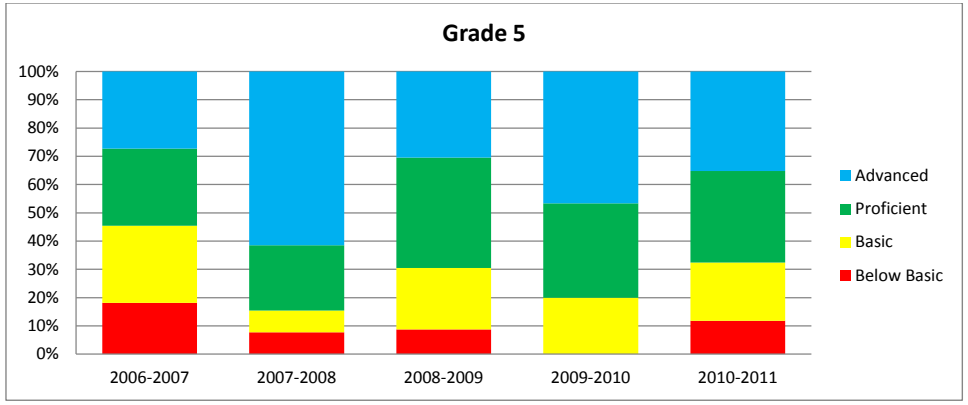
ISAT - Longitudinal Comparison - Language

Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*			6.1	11.4
Basic	*			21.2	20.5
Proficient	*			60.6	47.7
Advanced	*			12.1	20.5

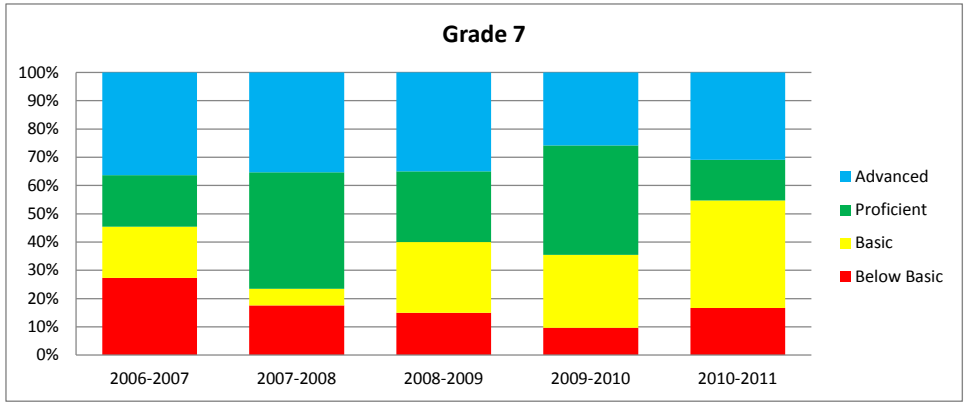


ISAT - Longitudinal Comparison - Science

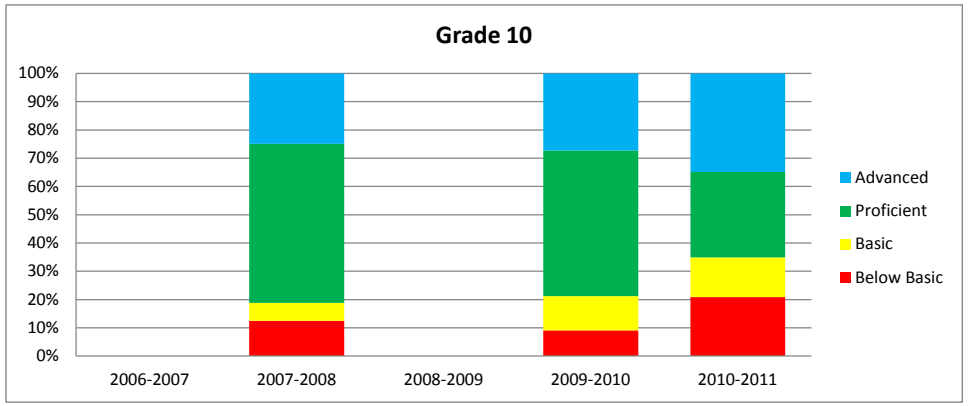
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	18.2	7.7	8.7	0	11.8
Basic	27.3	7.7	21.7	20	20.6
Proficient	27.3	23.1	39.1	33.3	32.4
Advanced	27.3	61.5	30.4	46.7	35.3



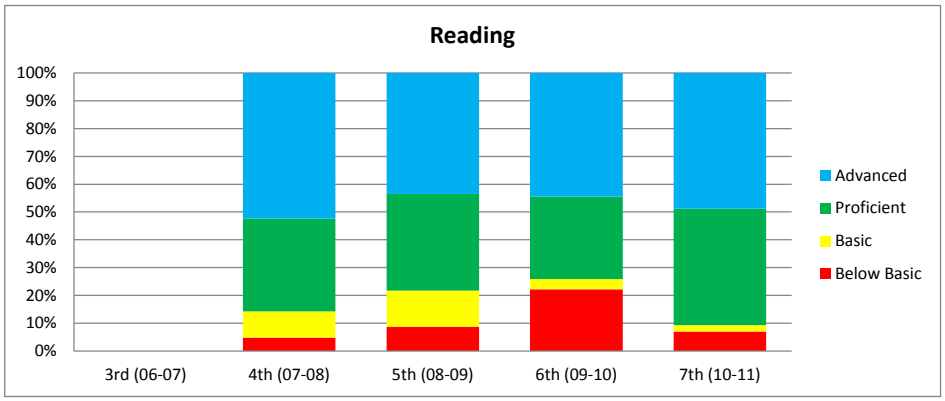
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	27.3	17.6	15	9.7	16.7
Basic	18.2	5.9	25	25.8	38.1
Proficient	18.2	41.2	25	38.7	14.3
Advanced	36.4	35.3	35	25.8	31



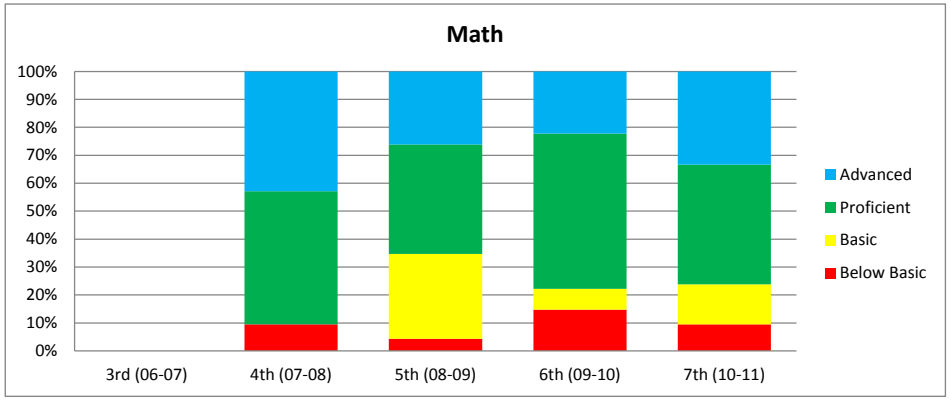
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	12.5		9.1	20.9
Basic	*	6.3		12.1	14
Proficient	*	56.3		51.5	30.2
Advanced	*	25		27.3	34.9



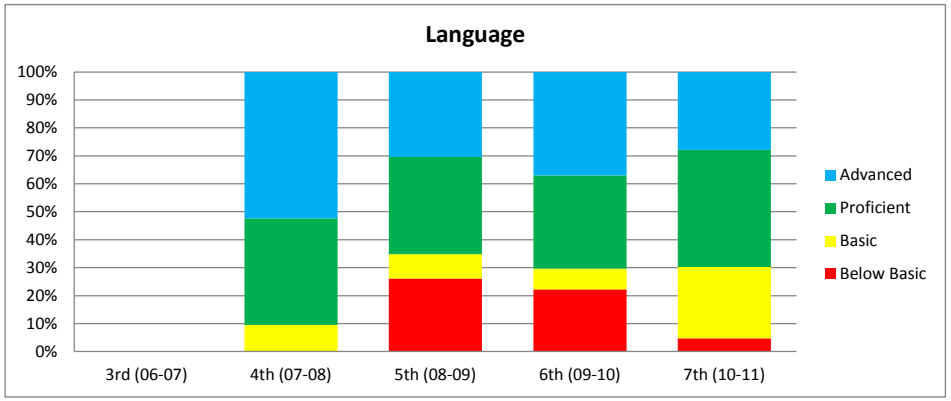
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	*	4.8	8.7	22.2	7
Basic	*	9.5	13	3.7	2.3
Proficient	*	33.3	34.8	29.6	41.9
Advanced	*	52.4	43.5	44.4	48.8



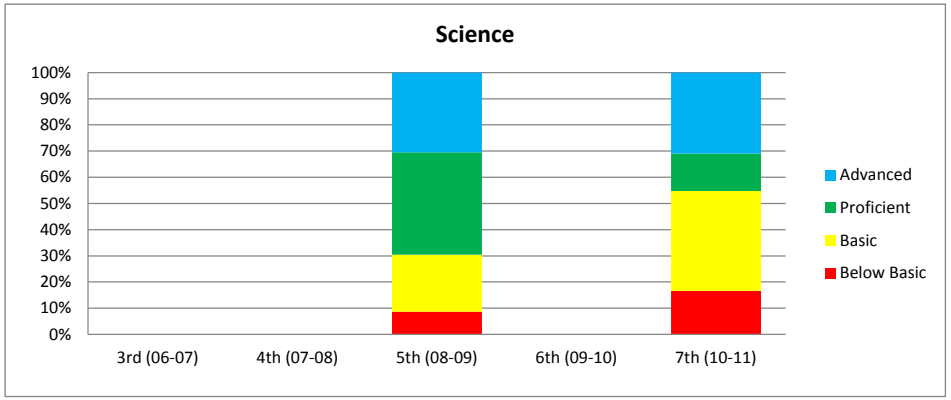
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	*	9.5	4.3	14.8	9.5
Basic	*	0	30.4	7.4	14.3
Proficient	*	47.6	39.1	55.6	42.9
Advanced	*	42.9	26.1	22.2	33.3



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	*	0	26.1	22.2	4.7
Basic	*	9.5	8.7	7.4	25.6
Proficient	*	38.1	34.8	33.3	41.9
Advanced	*	52.4	30.4	37	27.9



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	8.7	#N/A	16.7
Basic	#N/A	#N/A	21.7	#N/A	38.1
Proficient	#N/A	#N/A	39.1	#N/A	14.3
Advanced	#N/A	#N/A	30.4	#N/A	31



Inspire Connections Academy Submitted 11/16/2011	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	$1,632,767.13	$411,625.21	1,833,737.98	25.21%			
Benefit Apportionment	$148,575.76	$37,456.37	$148,576.00	25.21%			
Entitlement	732,050.00	$184,551.87	$771,302.00	25.21%	Initial budget was prepared using 600 ADA. We're forecasting ADA of 628 for the year		
State Transportation	306,953.14	74,741.49	327,098.03	24.35%			
Lottery				#DIV/0!			
Other State Funds (Specify)	17,200.00	42,140.00	42,140.00	245.00%	Categorical Funding (SED. IRI, TPI, ISAT, Dist. 457); Reading Initiative; Technology grant		
Special Ed - Regular	15,243.08	3,775.52	15,898.02	24.77%			
Special Ed - ARRA				#DIV/0!			
Title I	87,300.00	-	98,723.00	0.00%			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement				#DIV/0!			
Title IIA	30,500.00	397.00	22,637.00	1.30%			
Local Revenue (Specify)				#DIV/0!			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)	98,024.00	607.00	98,024.00	0.62%	Title IV-B IDEA		
Fundraising				#DIV/0!			
Interest Earned	2,160.00	84.96	1,524.96	3.93%			
Other (Specify)	5,770.52	782.37	5,770.52	13.56%	E-Rate		
Other (Specify)		6,774.08	6,774.09	#DIV/0!	Other income		
TOTAL REVENUE	$3,076,543.62	$762,935.86	$3,372,205.60	24.80%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	540,541.52	171,568.39	619,242.52	31.74%			
Special Education				#DIV/0!			
Instructional Aides				#DIV/0!			
Classified/Office				#DIV/0!			
Administration	238,230.03	73,811.08	243,545.27	30.98%			
Maintenance				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	$778,771.55	$245,379.47	$862,787.79	31.51%			
200 Employee Benefits							
PERSI/FICA/Benefits	279,967.33	83,233.35	319,043.20	29.73%			
Other (Specify)				#DIV/0!			
Total Benefits	$279,967.33	$83,233.35	$319,043.20	29.73%			
300 Purchased Services							
Management Services	147,997.01	40,093.09	151,358.59	27.09%			
Staff Dev/Title IIA	88,926.47	27,288.95	94,900.26	30.69%			
Legal Pub/Advertising				#DIV/0!			
Legal Services	10,000.00	2,372.07	10,000.00	23.72%			
Special Education	152,423.25	23,344.23	160,469.25	15.32%			
Liablity & Property Ins	5,500.00	3,436.00	5,500.00	62.47%			
Substitute Teachers	2,000.00	1,800.00	1,800.00	90.00%			
Board Expenses	3,000.00	-	3,000.00	0.00%			
Computer Services	156,966.13	35,968.91	165,963.82	22.92%			
Transportation	$401,245.93	$97,701.29	$427,579.12	24.35%			
Travel	22,000.00	10,997.22	22,000.00	49.99%			
Other (Specify)	34,000.00	6,921.16	36,690.13	20.36%	team building, staff recruiting, testing expenses		
Other (Specify)	13,893.11	3,057.25	18,891.95	22.01%	financial audit, banking fees, student actvities, and graduation, other curriculum, misc		
Total Services	$1,037,951.90	$252,980.16	$1,098,153.11	24.37%		$0.00	
Facilities				#DIV/0!			
Building Lease	36,064.56	11,831.44	35,874.48	6.58%			

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	13,400.00	7,754.39	16,687.72	13.43%		
Site Preparation				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	$49,464.56	$19,585.83	$52,562.20	39.60%		$0.00
400 Supplies and Maintenance						
Textbooks	638,317.39	164,917.68	723,870.84	25.84%		
School Supplies	80,067.41	4,922.21	84,552.47	6.15%		
Power School				#DIV/0!		
Custodial Supplies				#DIV/0!		
Other (Specify)	23,000.00	7,379.63	24,596.30	32.09%	Office supplies	
Other (Specify)				#DIV/0!		
Total Supplies	$741,384.80	$177,219.52	$833,019.60	23.90%		$0.00
500 Capital Objects						
Furniture	$0.00	$5,534.90	$5,534.90	#DIV/0!		
Technical AV Equipment				#VALUE!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	$0.00	$5,534.90	$5,534.90	#DIV/0!		$0.00
Debt Service						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Grant Purchases						
Specify	$87,300.00		$87,300.00	0.00%	Title I A (Salaries: $65,442.05; Benefits: $20,705.59; Purchased services: $1,152.36	
Specify	$98,024.00		$98,024.00	0.00%	Title VI-B IDEA School Age (Salaries: $46,693.68; Benefits: $16,458.58; Purchased services: $34,871.74	
Specify	$30,500.00		$30,500.00	0.00%	Title II-A (Salaries: $23,257.79; Benefits; $7,242.21	
Specify	$5,770.52		$5,770.52	0.00%	E-Rate (Purchased services: $5,770.52)	
Specify				#DIV/0!		
Total Grant Purchases	$221,594.52	$0.00	$221,594.52	0.00%		$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	$3,109,134.65	$783,933.23	$3,392,695.33	25.21%		
Carryover from Previous FY	$31,011.00	$31,011.00	$31,011.00	100.00%		$0.00
Reserve/(Deficit)	($1,580.03)	$10,013.64	$10,521.27	-633.76%		

SUBJECT

Palouse Prairie School of Expeditionary Learning Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209(2)

BACKGROUND

Palouse Prairie School of Expeditionary Learning (PPSEL) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Moscow, PPSEL is currently in its third year of operation.

DISCUSSION

PPSEL will provide the PCSC with an annual update. Staff has reviewed the materials submitted and makes the following observations:

1. PPSEL added a middle school program this year consisting of one, multi-grade 7th and 8th grade classroom. A second, multi-grade 3rd and 4th grade classroom was also added. The additions increased enrollment by approximately 40 students, for a total enrollment of 143. The school anticipates adding a second, multi-grade 5th and 6th grade classroom next year.

2. In spring 2011, PPSEL made AYP. However, drops in ISAT scores occurred across several grade levels and content areas. It should be noted that 2009-20I0 ISAT performance was at or near 100% in many grade levels and content areas. PPSEL students performed below state and district levels in all subjects for grade 3, grade 4 scores were above district and state levels for reading and language and equal to state and district levels for math, fifth grade students scored above district and state levels in all areas except math. IRI performance dropped in grades K, 1, and 3.

3. PPSEL's charter outlines two measurable student educational standards (MSES). MSES 1 refers to ISAT and IRI comparison to Moscow school district. The ISAT performance standard was met by PPSEL, whose students performed one percent better than district students.

   However, PPSEL did not meet its standard relative to IRI performance, as 60% of PPSEL students scored proficient compared to 76% of district students.

   MSES 2, which refers to development of student portfolios, midterm progress reports, and public displays of student work, was met.

4. PPSEL has partnered with the Northwest Evaluation Association (NWEA) to implement measures of academic progress. NWEA will measure academic

growth three times a year in reading, math, and language usage. These nationally normed assessments will provide performance comparisons across states.

5. Stakeholder satisfaction remains high. Parents are pleased with the school's program and opportunities. Staff and student satisfaction was not reported.

6. Although PPSEL budgets continue to reflect year-end reserves, it is anticipated that FY12 will end with an operating loss of approximately $84,000. An operating loss of approximately $36,500 is projected to occur in FY13. The budget projections include $16,500 per year in fundraising revenue.

IMPACT

Pursuant to I.C. 33-5209(2), if the PCSC "has reason to believe that a public charter school has…(b) Failed to substantially meet any of the student educational standards identified in the approved charter," the PCSC must provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to PPSEL a notice of defect on the grounds of failure to substantially meet any of the measureable student educational standards identified in the approved charter, specifically, MSES 1 with regard to IRI results.

COMMISSION ACTION

A motion to direct staff to issue to Palouse Prairie School of Expeditionary Learning a written notice of defect on the grounds of failure to substantially meet any of the measureable student educational standards identified in the approved charter, specifically, MSES 1 with regard to IRI results.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CHARTER SCHOOL DASHBOARD

Date: 11/15/11

School Name: Palouse Prairie School of Expeditionary Learning
School Address: 1500 Levick St., Moscow ID 83843
School Phone: 208.882.3684
Current School Year: 2011-2012
School Mission: The mission of Palouse Prairie School of Expeditionary Learning is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Nils Peterson	Chair, 2009-2013	grant writing, student learning outcomes, technology	nilspete@gmail.com	509.336.1664
Joseph Erhard-Hudson	Vice-Chair/Chair Elect, 2010-2013	technology, small business management	jerhardhudson@palouseprairieschool.org	509.330.0236
Jen Whitney	Co-Secretary, 2011-2014	nonprofit organization, lobbying	jenwhitney@gmail.com	208.301.4147
Ivan Wright	Co-Secretary, 2011-2012	technology, business model	iwright@palouseprairieschool.org	208.310.3463
Brian Gardner	Treasurer, 2011-2014	accounting, research	bgardner@turbonet.com	208.596.3856
Lydia Stewart	Member, 2010-2012	education	lydstew@gmail.com	208.874.7107

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	20	19.11	18	18	17.19
1	22		2	22	
2	23		6	19	
3	18		0	13	
4	15		0	12	
5	12		6	13	
6	11	Elementary = 88.90	1	8	Elementary = 76.91
7	13		3	n/a	

8	8	Secondary = 18.88	0	n/a	n/a
9					
10					
11					
12					
TOTAL		126.89			94.10

Student Attrition Rate: I'm uncertain as to how the Commission is defining attrition. We have had students who have withdrawn for various reasons; however each year we have a net gain of total students enrolled (approx 60% gain)
Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? increase
If yes, briefly describe planned enrollment changes, including numbers and grades affected: adding an additional 5/6 class for the 2012-2013 year.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	6, 3.8%	4, 2.53%	136, 86.08%	4, 2.53%	7, 4.43%	0	52, 36.11%	8, 5.4%
Previous	1, 1%	1, 1%	89, 86.4%	0, 0%	0, 0%	0	32, 31%	6, 5.8%

FACULTY AND STAFF

Administrator Name(s): Summer Clayton
Administrator's Hire Date: 5/1/2009
Administrator Email(s): sclayton@palouseprairieschool.org
Current Classified Staff (# FTE): 1.937
Classified Attrition Rate: -1.48 however gained 2
Current Faculty (# FTE): 8.475
Faculty Attrition Rate: -1 however gained 3.48

EDUCATIONAL PROGRAM
Did your school make AYP during the last school year? Yes
If no, please specify indicator and status:
If no, please describe plan for addressing need:
Was your school selected to participate in NAEP this year? No

REPORTING
Date of last programmatic operations audit? April 13-14, 2011
Date submitted to authorizer? April, 2011
Who performed your most recent programmatic audit? ICSN
Date of most recent fiscal audit? Oct., 2011
Date submitted to authorizer? Oct., 2011

COMMENTS
Please describe any significant changes experienced by your school in the past year:

The most significant change has been our increase in enrollment. We ended the 2010-2011 school year with 104 students and began the 2011-2012 school year with 143. Largely, this has been due to adding a middle school program with one multigrade 7/8 classroom and adding a second multigrade 3/4 classroom.

Please describe the greatest successes experienced by your school in the past year:

The teachers have worked hard to improve the expeditions that their kids are engaged in and to provide more opportunities for students to create high quality products as a culmination of the expedition. This has lead to a great deal of publicity for us, both in Idaho and nationwide, as these products have been promoted through the media and on other organizations' websites.

Please describe any challenges you anticipate during the upcoming year:

We are experiencing some growing pains as we learn how significant 40 more students can impact us (more data for the office to process, longer lunch periods, tighter schedules, etc.) The most significant challenge continues to be monetary especially as the Students Come First legislation decreases our school's ability to use salary and benefit apportionments to off set other costs.

Please add any additional information of which you would like to make your authorizer aware :

In an effort to focus more on student growth, we have partnered with NWEA to implemet Measures of Academic Progress with K through 8th grade. This will allow us to measure academic growth of our students three times a year in reading, mathematics, and language usage. This is a nationally normed assessment so helps us to see how are students are comparing to other states who are implementing higher standards.

REQUIRED ATTACHMENTS

☒ Most recent ISAT, IRI, DWA, and DMA results (as applicable)

☒ Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)

☒ Goals attainment report comparing the measurable student educational standards in your charter to actual results.

☒ Written response to recommendations from most recent programmatic operations audit.

☒ Most recent parent/stakeholder satisfaction survey results

☒ Budget actuals for most recent month-end

☒ Budget estimates for remainder of current year, and fiscal outlook for next year

PPSEL Supporting Documentation
Commission Presentation 12.15.11

Most Recent State Required Test Results & Comparability 2009-2011

	Percent Proficient or Advanced	Percent Proficient or Advanced
Reading	School Year 09-10	School Year 10-11
Grade 3	100	76.9
Grade 4	100	88.89
Grade 5	100	100
Grade 6	na	100
Math		
Grade 3	100	76.9
Grade 4	77.78	83.3
Grade 5	100	69.3 (76.9)
Grade 6	na	100
Lang. Usage		
Grade 3	88.89	69.3
Grade 4	88.88	100
Grade 5	100	92.3
Grade 6	na	100
Science	80	76.9
IRI		
kinder	82.35	62.50
Grade 1	62.50	52.38
Grade 2	55.55	58.82
Grade 3	88.88	69.23

Goals Attainment Report of
Measurable Student Educational Standards
School Year 2010-2011

Standard 1 – State Required Assessments

The PPSEL's charter outlines two measureable student education standards.

Standard 1:

> *During the first four years of operation, students enrolled in PPSEL continuously from the beginning of the school year, will be assessed using each of the summative assessments required by the state of Idaho in the particular school year (e.g., ISAT, IRI).*
>
> *For each required summative assessment, the percentage* of all PPSEL students who receive a score of proficient or better will be no more than 5 percentage points** below the similar fraction computed in the Moscow School District.*
>
> ** Because the statistics of small sample size could confound these results, the percentage will be computed across the whole school population as a weighted average of percentage of students scoring Proficient or above in all the grades and all the elements of the test. This combination of the scores will increase the effective N in the analysis. If PPSEL has a population of 10 or less students being tested, the comparison will be waived.*
>
> *** Results will be compared after rounding each weighted average percentage to zero decimal places.*

For the 2010-2011 school year, the only summative assessments required by the state of Idaho were the ISAT and the IRI.

In examining the whole school population, the number of k- 6 students in the Moscow School District who scored proficient or advanced on the ISAT was 2022 out of 2375 (85%). The total number of PPSEL k-6 who scored proficient or advanced on the ISAT was 127 out of 148 (86%). PPSEL therefore met its goal in this area by scoring one percentage point better than the similar fraction in the Moscow School District.

Using the same calculation for the IRI, the total number of k-3 students in the Moscow School District who scored at the benchmark level were 502 out of 659 (76%). The total number of PPSEL k-3 students who scored at the benchmark level were 40 out of 67 (60%). PPSEL <u>did not</u> meet its goal relative to this particular assessment.

The PPSEL faculty and Board have discussed this issue. We feel that it is important to note that while the IRI is a state mandated test, it is merely a measure of reading

fluency. Reading is composed of 5 strands: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Instructional strategies that focus on the 5 areas ultimately serve to improve reading comprehension. ISAT and reading benchmark data indicate that PPSEL students are comprehending at higher levels than the IRI would seem to show. PPSEL will continue to monitor this data, also adding to it reading benchmark data from NWEA's Measures of Academic Progress (MAP). The MAP data will also help PPSEL to determine growth for each individual student in the areas of reading, mathematics, and language usage.

Standard 2:

> *1. During the first four years of operation, all students will develop and maintain a portfolio of work, see Tab 3 A.1.d. for the portfolio component of the program.*
>
> *Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from schoolwork and college/career investigations. Development of the portfolios will be directed by a teacher and reviewed by the parents in student-led conferences.*
>
> *2. Twice annually teachers will complete a mid-term Progress Report for each student, that includes, at a minimum, benchmark assessments in Reading (eg. Reading Level, Reading Fluency, Word Knowledge) and Mathematics (eg. Problem solving skills, Computational Fluency). Standardized test data (eg IRI) may be included in addition to school developed assessments.*
>
> *3. In keeping with the school's EL integrated curricular goals, annually student work will be displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments. (Assessment of the school, not of individual students.)*

In both the 2009 school year and the 2010 school year, teachers worked with students in the developing and maintaining of individual student portfolios. PPSEL staff defined the purpose of student portfolios, "to capture student's work, reflections, and goal setting. Portfolios celebrate the story of progress towards learning targets, achievement of goals, and commitment to C.R.E.W. [courage, responsibility, empathy, and welcoming]." Teachers worked with students to create portfolios rubrics so that students could engage in self-assessment and reflective conversation. At the end of each semester, students participated in Student-led conferences with their parents using the portfolio as a basis for conversation. We asked all parents to complete an "exit ticket" giving us both warm and cool feedback pertaining to the student-led conferences.

As part of our commitment to openly communicate with our parents, the staff at PPSEL engaged in professional learning relative to progress and achievement reports. The staff created narrative Achievement Reports that detailed the

standards (re-written as learning targets) in each content area that students were expected to accomplish at each semester's end. These reports also communicated how the child was progressing towards to the accomplishment of each target.

While the Achievement Reports were criterion referenced in nature, the staff found that parents also wanted information that helped them to understand where their child was relative to the norm. The staff communicated this information through mid-semester Progress Reports and reported literacy benchmark information using the following tools:

- Fountas & Pinnel's A-Z Benchmark Assessment System (decoding and comprehension; fluency for upper grades students)
- The Developmental Spelling Inventory (phonics development)
- The Idaho Reading Indicator (fluency for k-3 students)

Together, these assessments gave a fuller picture of a child's reading achievement and communicated end of year benchmark information so that a parent understood where his/her child was relative to grade level norms.

The staff was unable to find a mathematics measure in the 2010-2011 school year that was felt to be adequate since most standardized measures focus on computational fluency and not problem solving.

For the 2011-2012 school year, PPSEL is partnering with the Northwest Evaluation Association in order to better collect benchmark achievement data for each of our students. Data will be collected three times a year in the areas of reading, mathematics, and language usage. This information will become a part of our mid-semester Progress Reports. Additionally, PPSEL will continue to utilize the Benchmark Assessment System and the Developmental Spelling Inventory in order to triangulate data and to use as diagnostic tools.

PPSEL displayed student work in a variety of public ways both in the community and at the school:

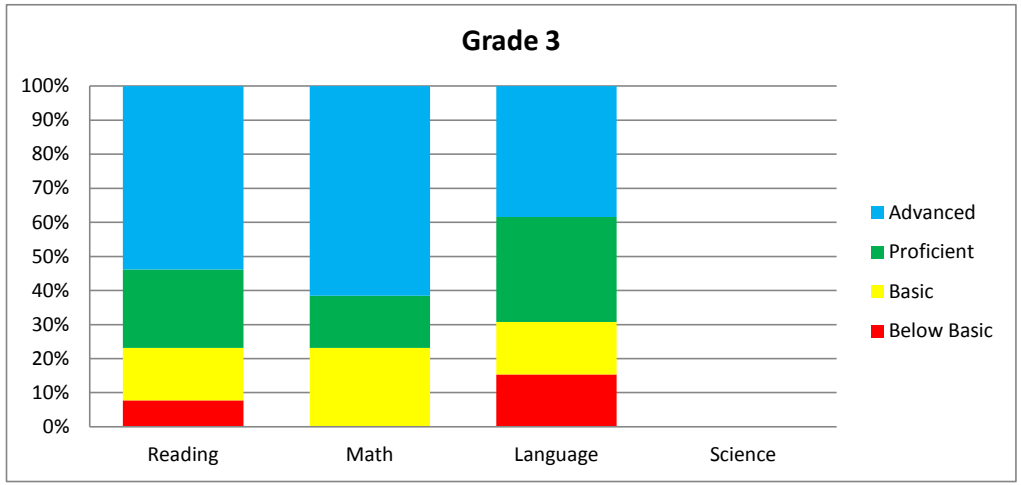
- Kindergarten students published the book *E is for Earthworm* and held a book reading and signing at a local bookstore. They also displayed the student-created illustrations from the book at the local co-op. Parents were invited to give warm and cool written feedback about the project relative to student learning targets.
- Kindergarten students shared information on their *Feed to Seed* expedition by manning an informational booth at the local co-op in which the students gave away brochures that they had created detailing how to grow and care for vegetable plants. The also demonstrated how to create seed starter pots out of newspaper and soil. This event was advertised and open to the public.
- First and Second graders wrote and acted in a play demonstrating their knowledge on the human body and how eating habits impact it. They also created a public service announcement through iMovie to spotlight specific snacks and activities that were healthy. These were shared at a school-wide evening event.

- First and Second graders also created a large map mural pinpointing the 22 Moscows in the world. Student-made products that showed how different locales compared and contrasted (topography, customs, culture, weather) were shared at an evening event for the 1st and 2nd grade parents.
- Third and Fourth graders culminated their Solar System study by working with the city to install a permanent solar system model along the Chipman Trail. The model scaled each planet's distance from the sun.
- Third and Fourth graders also displayed made artifacts at the Appaloosa Museum to demonstrate their knowledge on the culture of the Nez Perce.
- Fifth and Sixth graders blended art and science by creating altered books that synthesized all that they had learned about the impact of water quality on a community's ecology. These altered books were featured at the Prichard Art Gallery
- The school held a *gr8 Night!* event at our local community theater. In addition to 1st-5th grade student artwork being displayed, local community actors participated in performing the one-act plays that students had written. This event was advertised and open to the public.
- In May of 2011, the school held a *Gallery Night* event. Each classroom displayed learning targets, guiding questions, student process work, and high quality final products from that semester's grade level expedition. Parents and students were asked to view the work in each classroom, complete a number of tasks relative to each expedition, and to then complete an exit survey relative to specific Expeditionary Learning instructional features:
    - I could see the Guiding Questions for the expedition (25 out of 30 families strongly agreed)
    - I could see the learning targets for the expeditions, i.e. "I can" statements (24 out of 30 families strongly agreed)
    - I could see evidence of <u>what</u> students learned, i.e. field work, experts, data collection, revision process (30 out of 30 families strongly agreed)
    - My child was able to explain his/her expedition to me (28 out of 30 families strongly agreed)

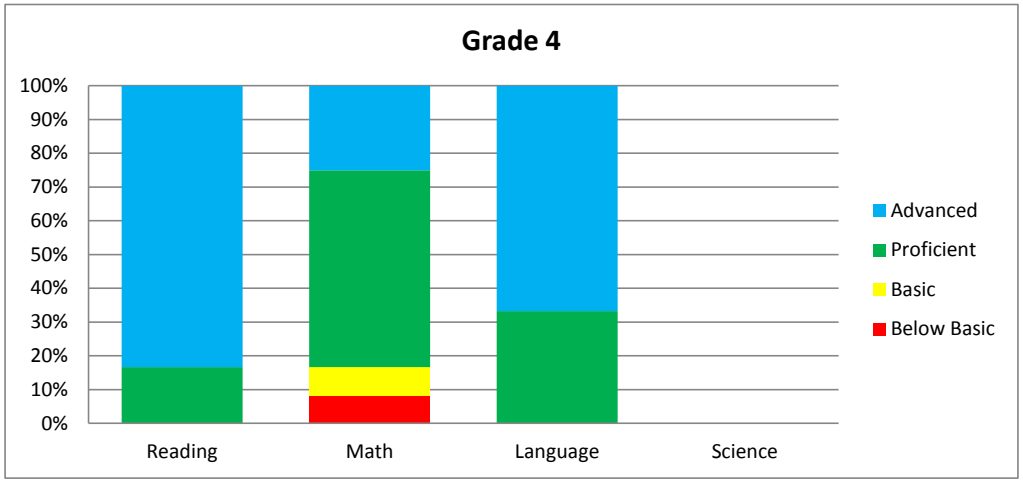
PPSEL met its goals for standard 2's measureable outcomes.

ISAT - Most Recent Spring - By Subject

Grade 3	Reading	Math	Language	Science
Below Basic	7.7	0	15.4	
Basic	15.4	23.1	15.4	
Proficient	23.1	15.4	30.8	
Advanced	53.8	61.5	38.5	

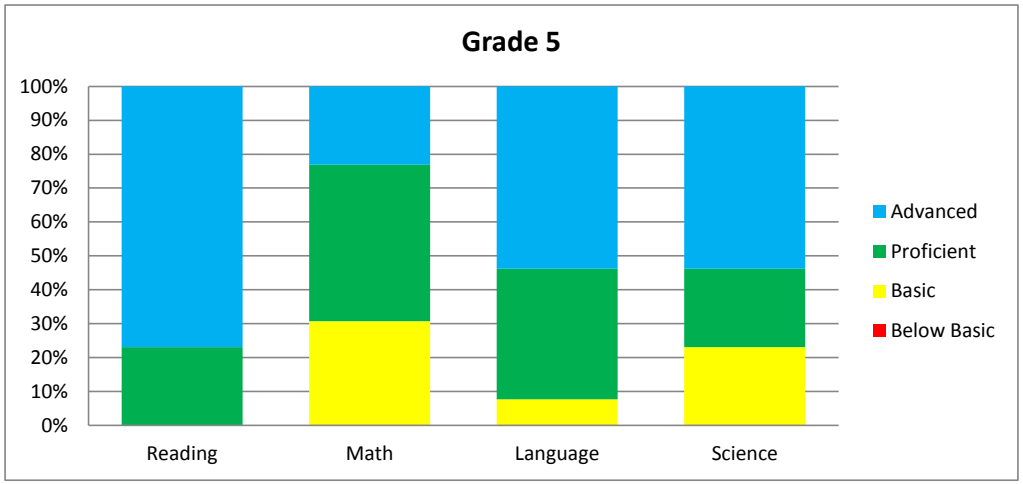


Grade 4	Reading	Math	Language	Science
Below Basic	0	8.3	0	
Basic	0	8.3	0	
Proficient	16.7	58.3	33.3	
Advanced	83.3	25	66.7	

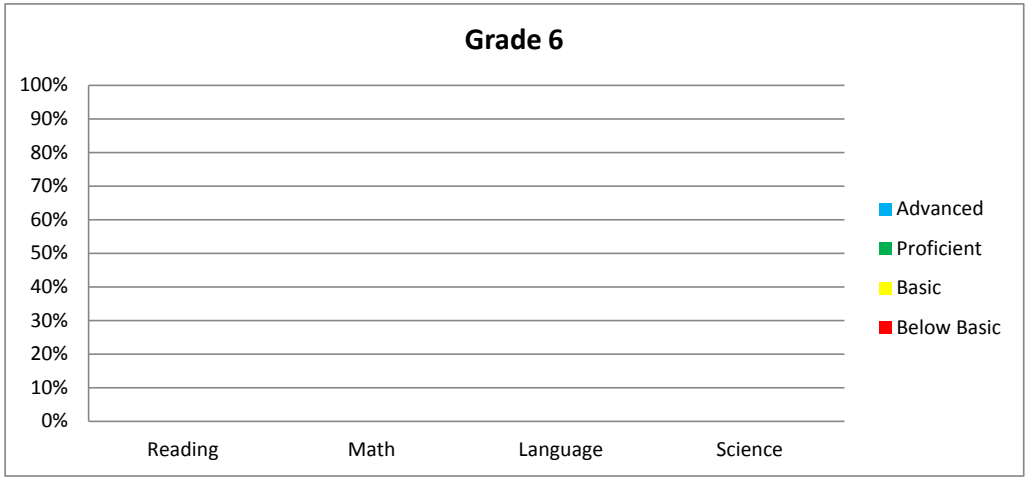


ISAT - Most Recent Spring - By Subject

Grade 5	Reading	Math	Language	Science
Below Basic	0	0	0	0
Basic	0	30.8	7.7	23.1
Proficient	23.1	46.2	38.5	23.1
Advanced	76.9	23.1	53.8	53.8

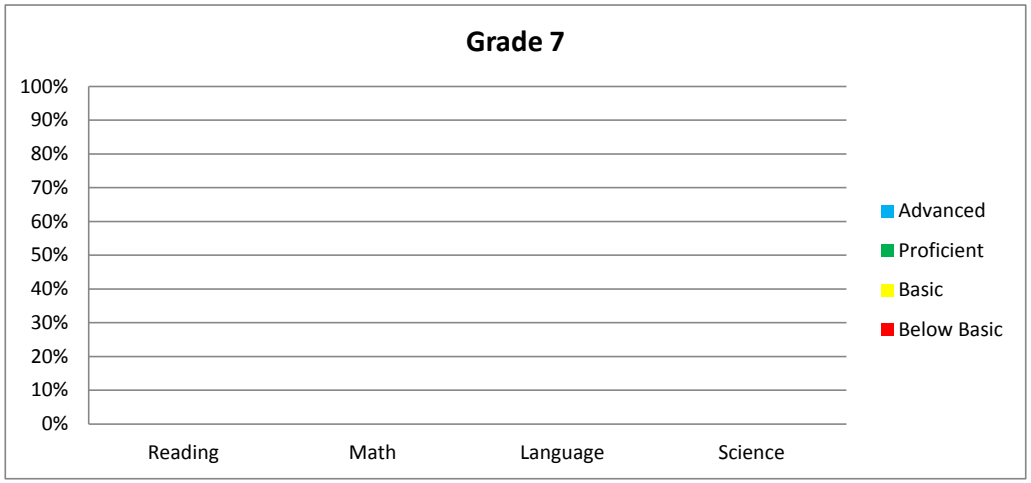


Grade 6	Reading	Math	Language	Science
Below Basic	*	*	*	
Basic	*	*	*	
Proficient	*	*	*	
Advanced	*	*	*	

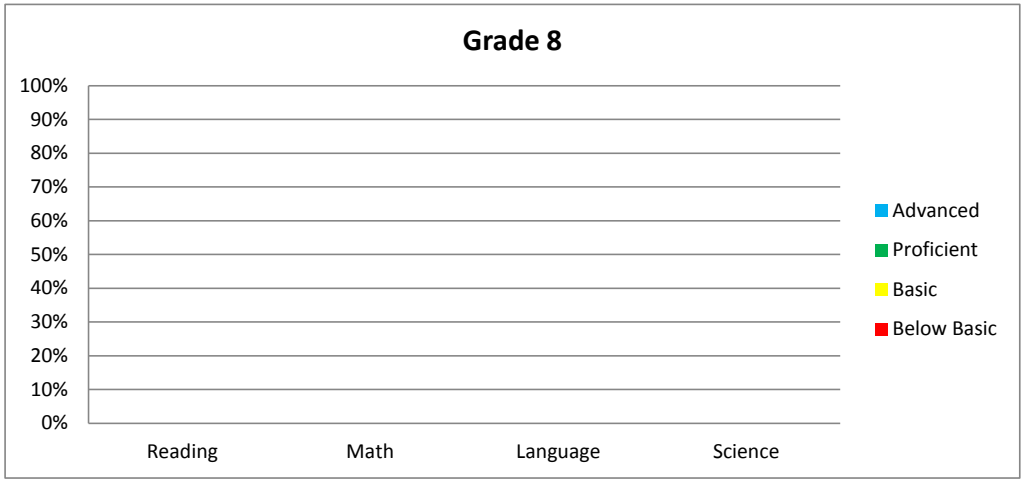


ISAT - Most Recent Spring - By Subject

Grade 7	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

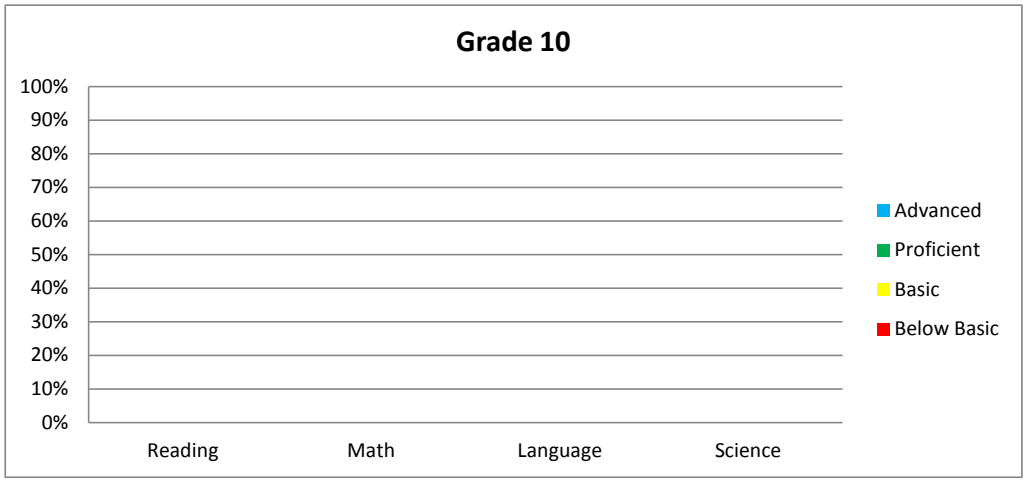


Grade 8	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	



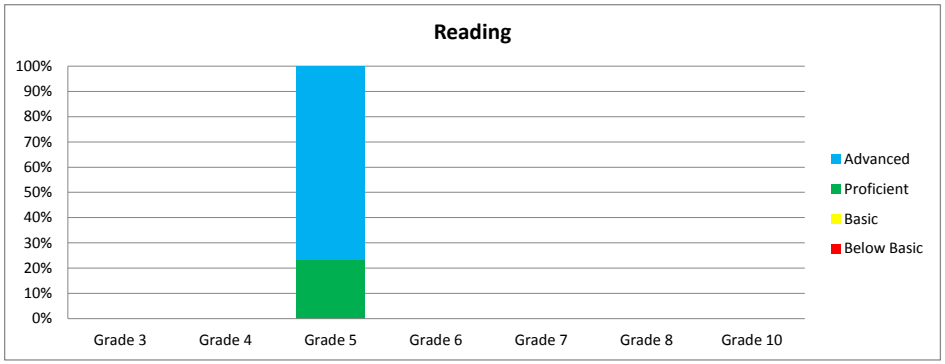
ISAT - Most Recent Spring - By Subject

Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

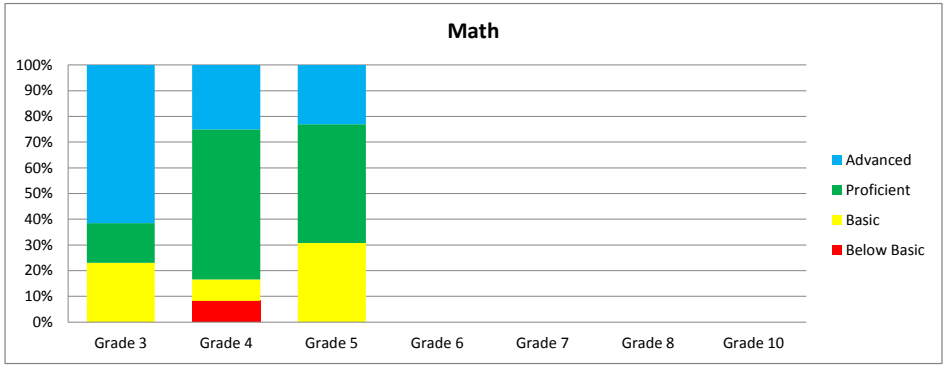


ISAT - Most Recent Spring - By Grade Level

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	*	*	0	*	#N/A	#N/A	#N/A
Basic	*	*	0	*	#N/A	#N/A	#N/A
Proficient	*	*	23.1	*	#N/A	#N/A	#N/A
Advanced	*	*	76.9	*	#N/A	#N/A	#N/A

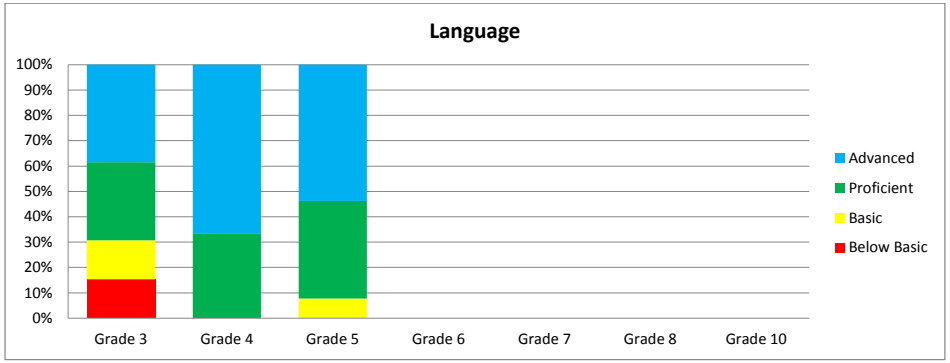


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	0	8.3	0	*	#N/A	#N/A	#N/A
Basic	23.1	8.3	30.8	*	#N/A	#N/A	#N/A
Proficient	15.4	58.3	46.2	*	#N/A	#N/A	#N/A
Advanced	61.5	25	23.1	*	#N/A	#N/A	#N/A

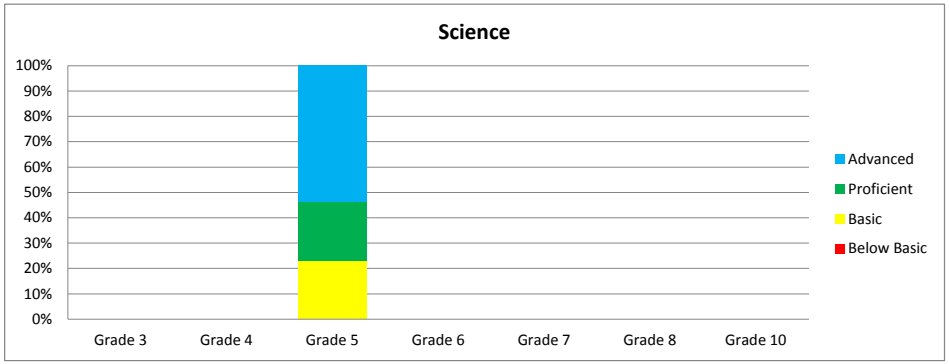


ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	15.4	0	0	*	#N/A	#N/A	#N/A
Basic	15.4	0	7.7	*	#N/A	#N/A	#N/A
Proficient	30.8	33.3	38.5	*	#N/A	#N/A	#N/A
Advanced	38.5	66.7	53.8	*	#N/A	#N/A	#N/A

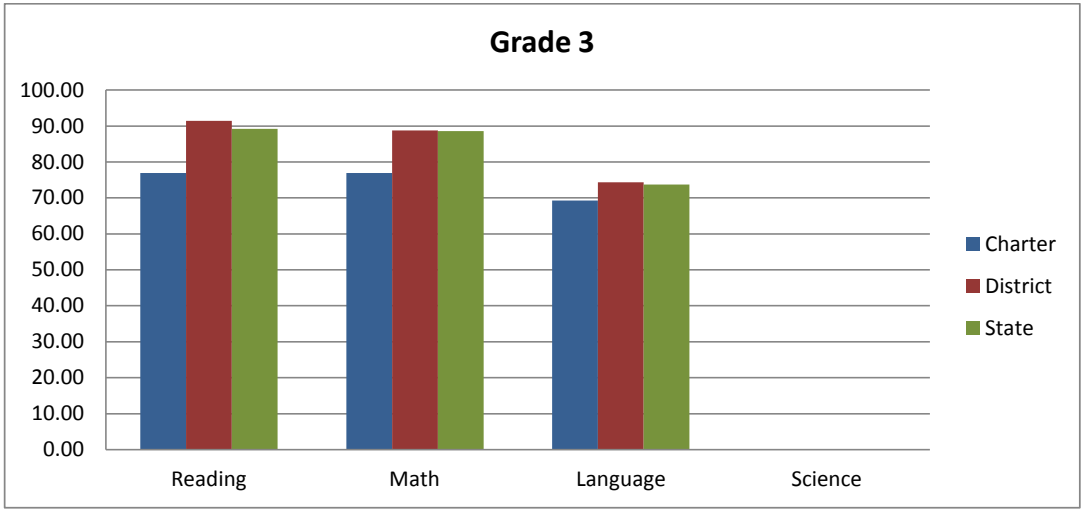


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			0		#N/A		#N/A
Basic			23.1		#N/A		#N/A
Proficient			23.1		#N/A		#N/A
Advanced			53.8		#N/A		#N/A

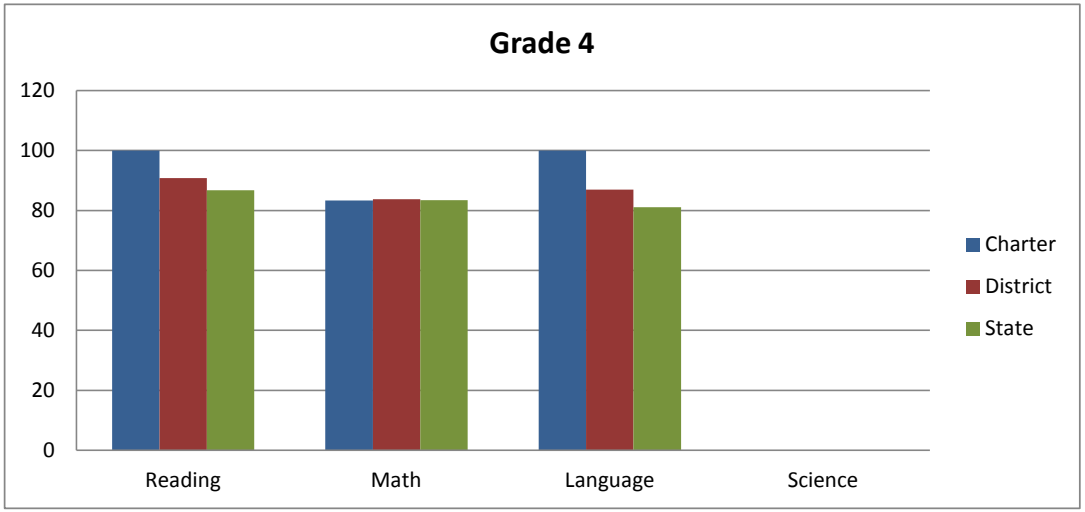


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	76.9	76.9	69.3	
District	91.4	88.8	74.3	
State	89.2	88.6	73.7	

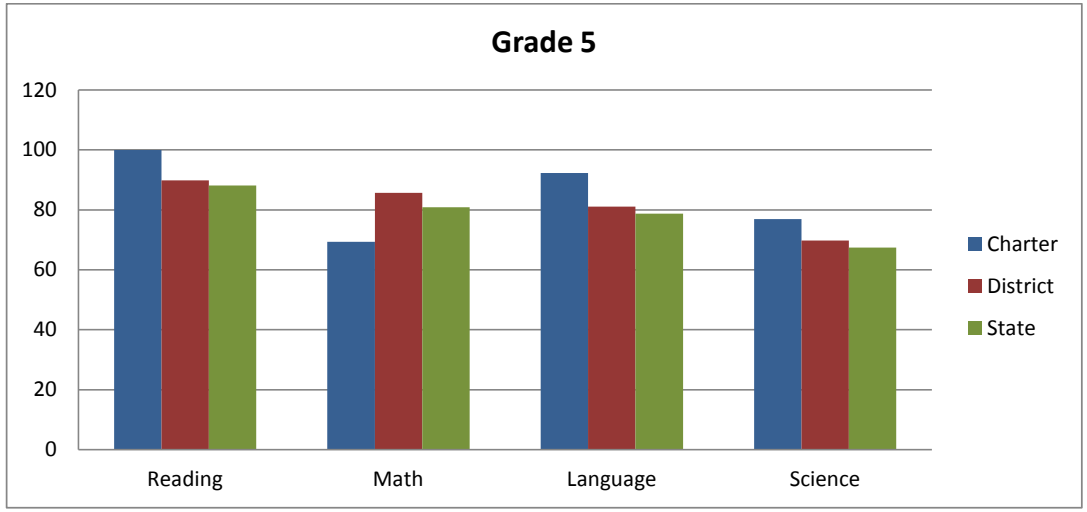


Grade 4	Reading	Math	Language	Science
Charter	100	83.3	100	
District	90.8	83.8	87	
State	86.7	83.4	81.1	

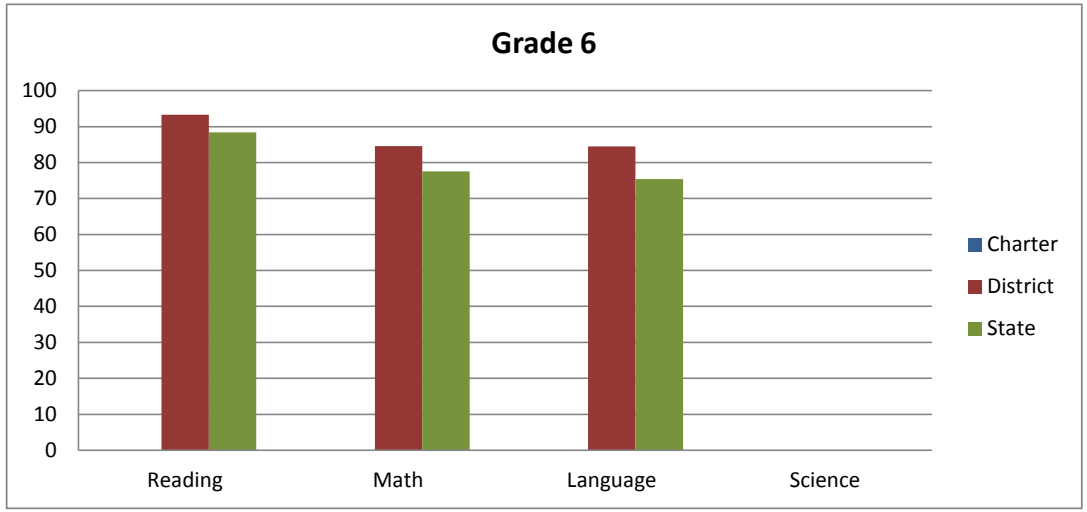


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	100	69.3	92.3	76.9
District	89.9	85.7	81.1	69.8
State	88.1	80.9	78.7	67.4

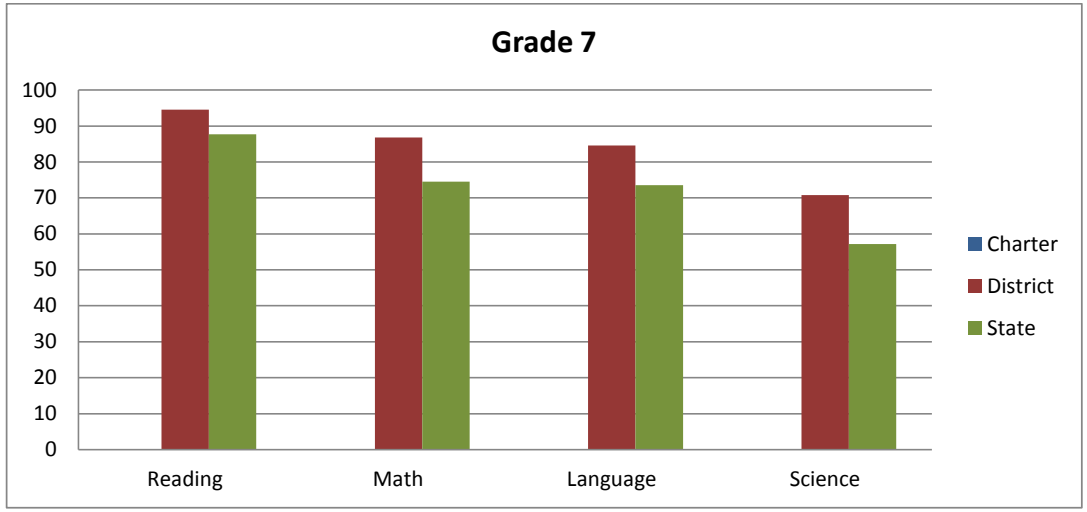


Grade 6	Reading	Math	Language	Science
Charter	0	0	0	
District	93.3	84.6	84.5	
State	88.4	77.5	75.4	

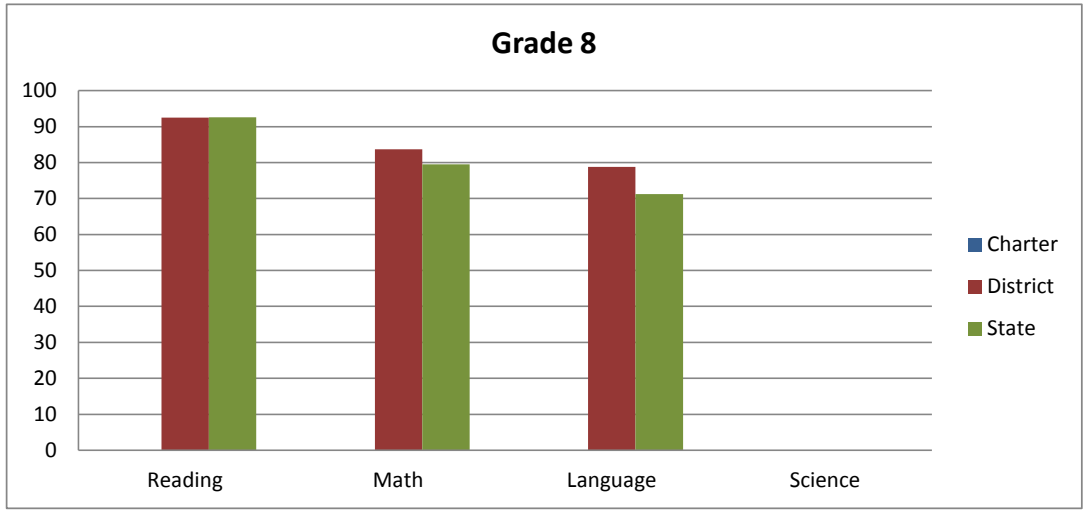


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	94.5	86.8	84.6	70.8
State	87.7	74.5	73.5	57.2

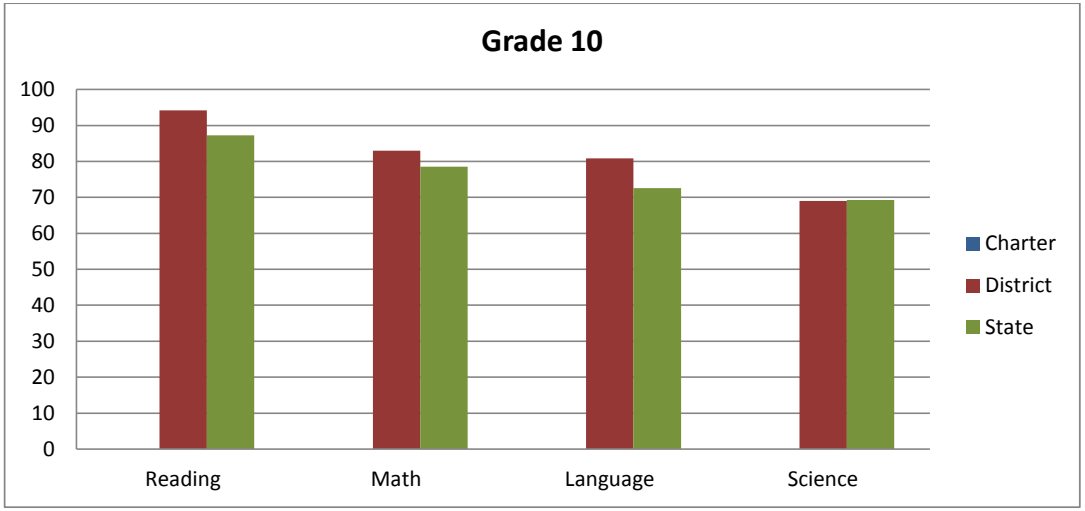


Grade 8	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	92.5	83.7	78.8	
State	92.6	79.5	71.2	



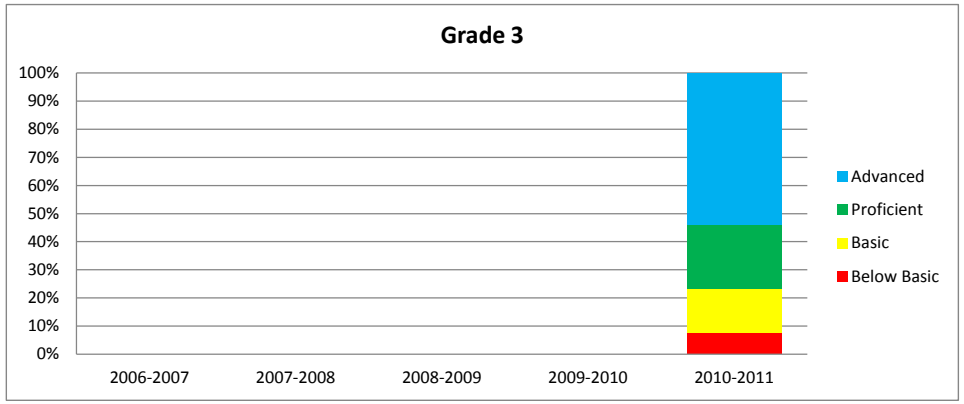
ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	94.2	83	80.8	69
State	87.2	78.5	72.6	69.3

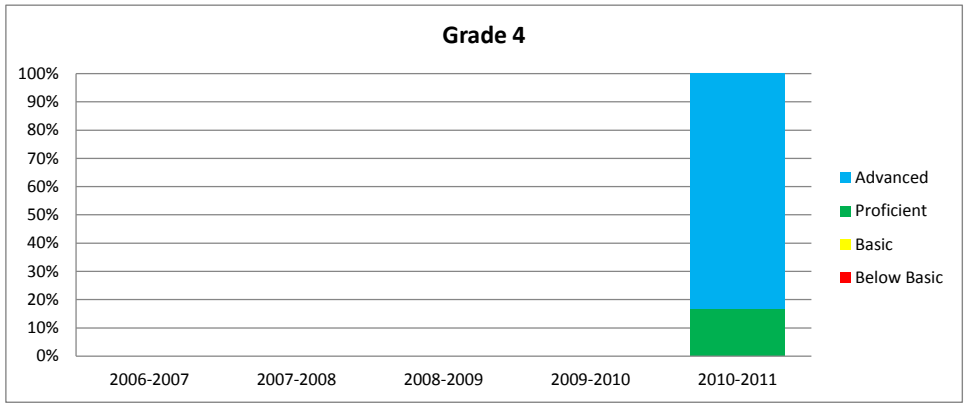


ISAT - Longitudinal Comparison - Reading

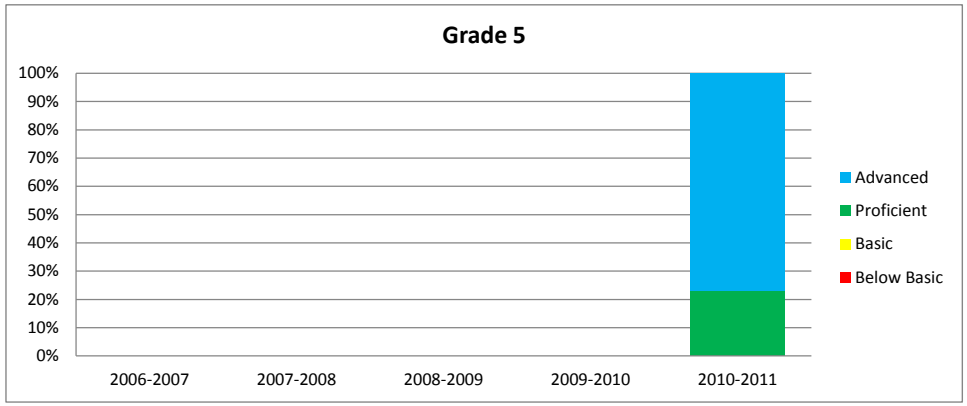
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	7.7
Basic	#N/A	#N/A	#N/A	*	15.4
Proficient	#N/A	#N/A	#N/A	*	23.1
Advanced	#N/A	#N/A	#N/A	*	53.8



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	0
Basic	#N/A	#N/A	#N/A	*	0
Proficient	#N/A	#N/A	#N/A	*	16.7
Advanced	#N/A	#N/A	#N/A	*	83.3

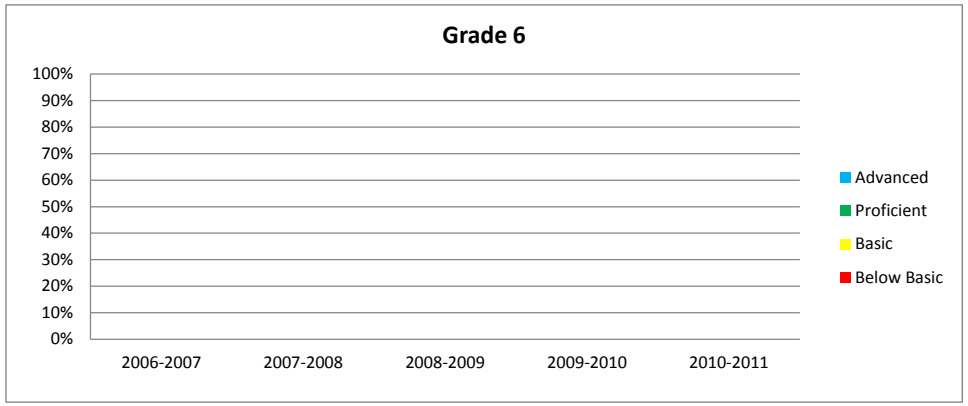


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	0
Basic	#N/A	#N/A	#N/A	*	0
Proficient	#N/A	#N/A	#N/A	*	23.1
Advanced	#N/A	#N/A	#N/A	*	76.9

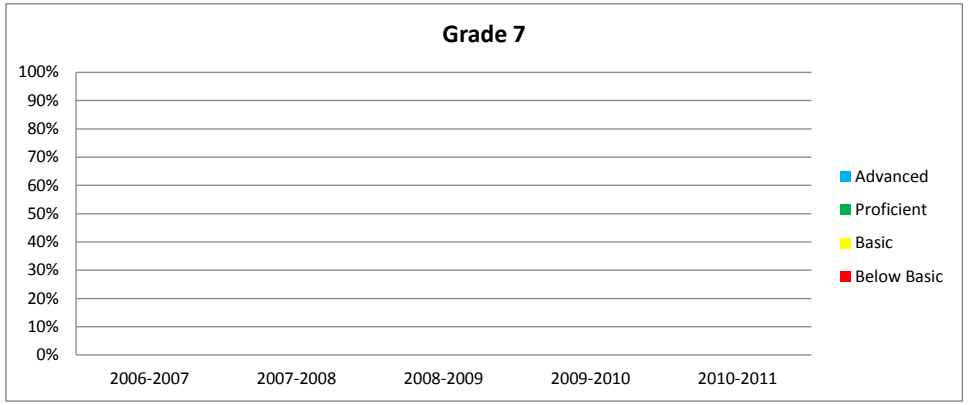


ISAT - Longitudinal Comparison - Reading

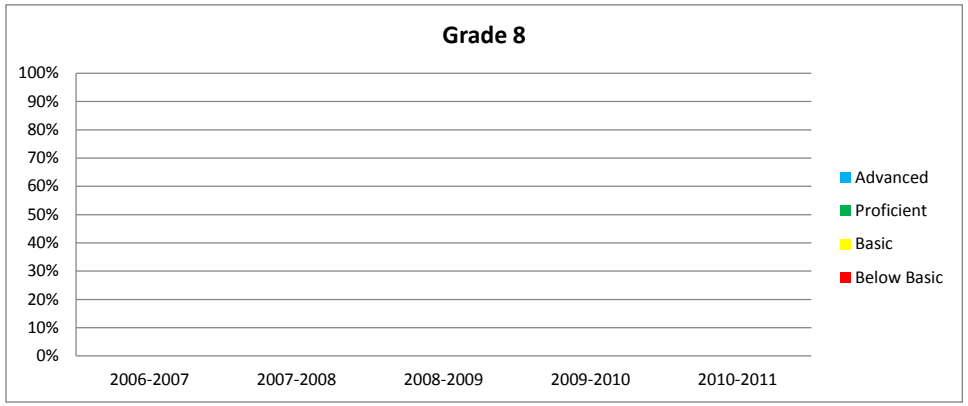
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

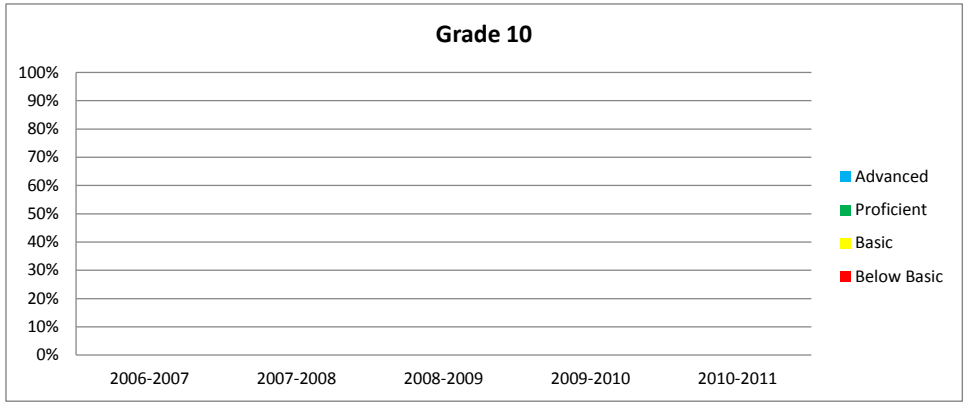


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



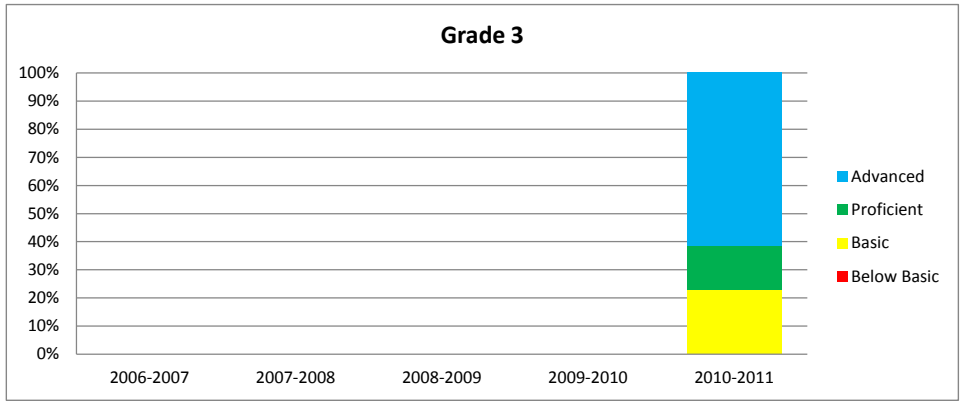
ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A

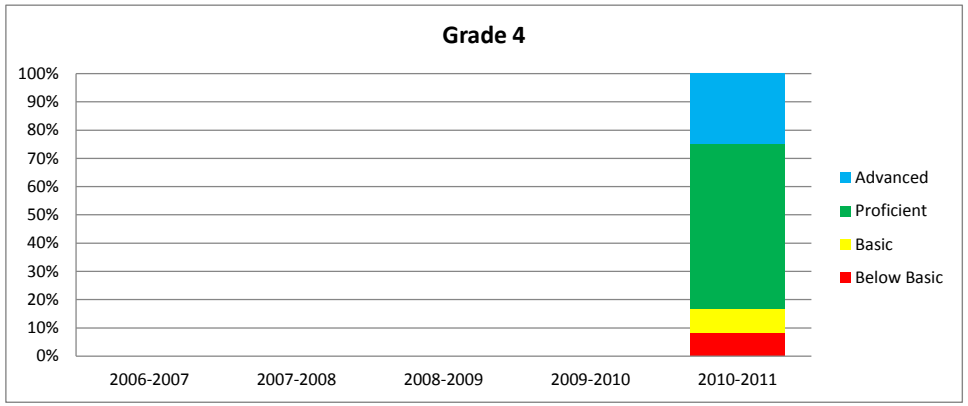


ISAT - Longitudinal Comparison - Math

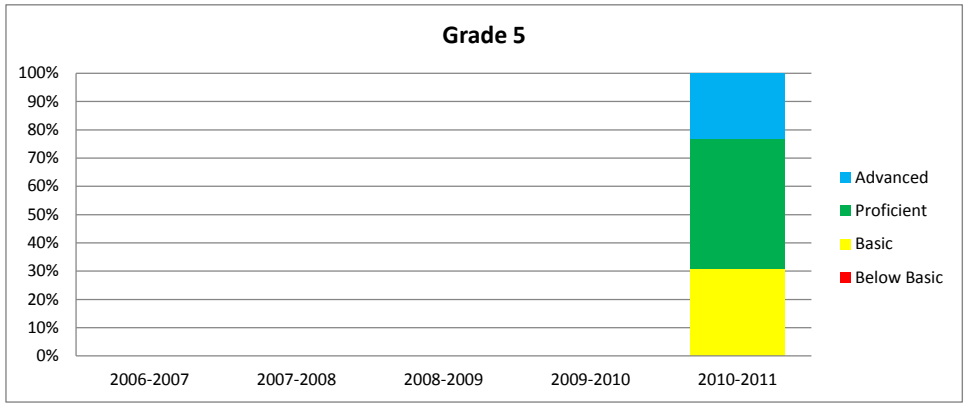
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	0
Basic	#N/A	#N/A	#N/A	*	23.1
Proficient	#N/A	#N/A	#N/A	*	15.4
Advanced	#N/A	#N/A	#N/A	*	61.5



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	8.3
Basic	#N/A	#N/A	#N/A	*	8.3
Proficient	#N/A	#N/A	#N/A	*	58.3
Advanced	#N/A	#N/A	#N/A	*	25

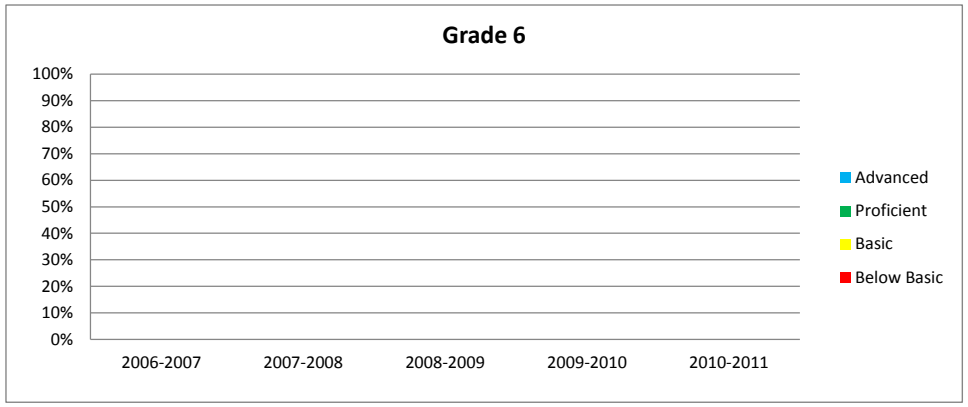


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	0
Basic	#N/A	#N/A	#N/A	*	30.8
Proficient	#N/A	#N/A	#N/A	*	46.2
Advanced	#N/A	#N/A	#N/A	*	23.1

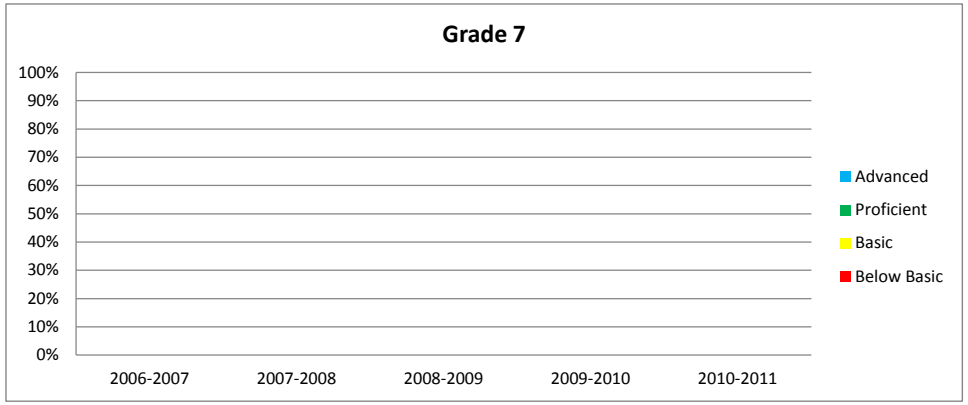


ISAT - Longitudinal Comparison - Math

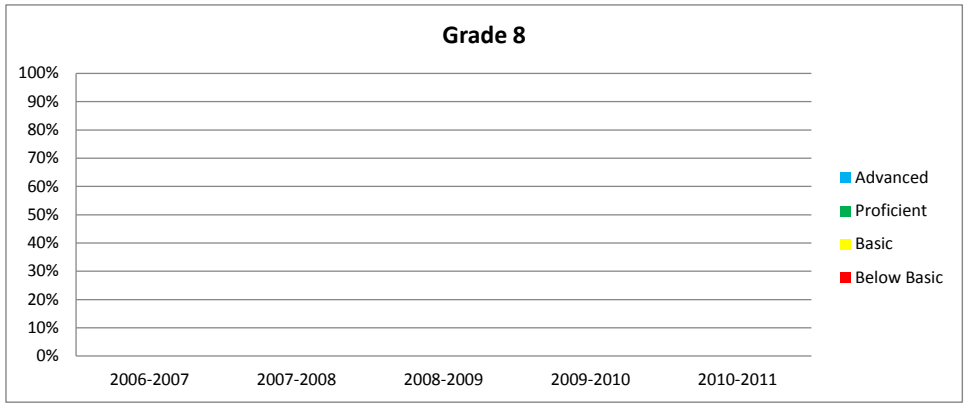
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

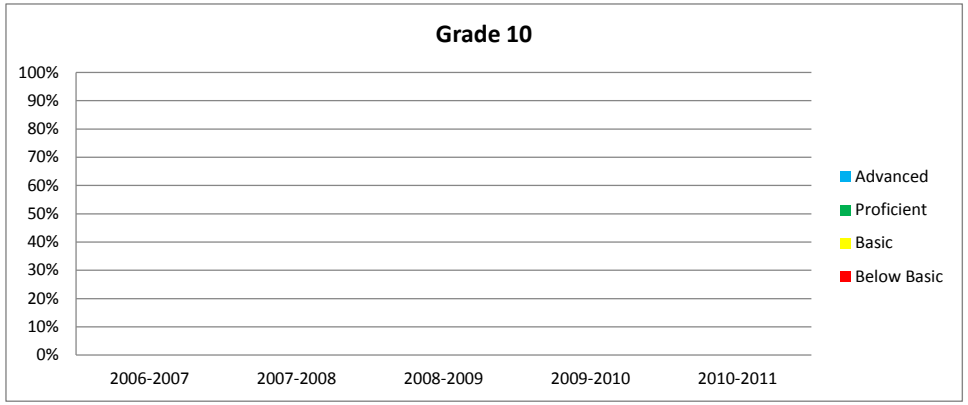


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



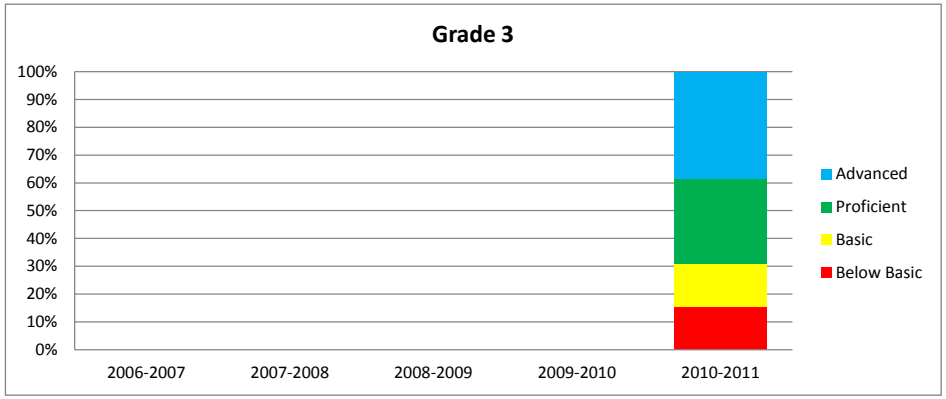
ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

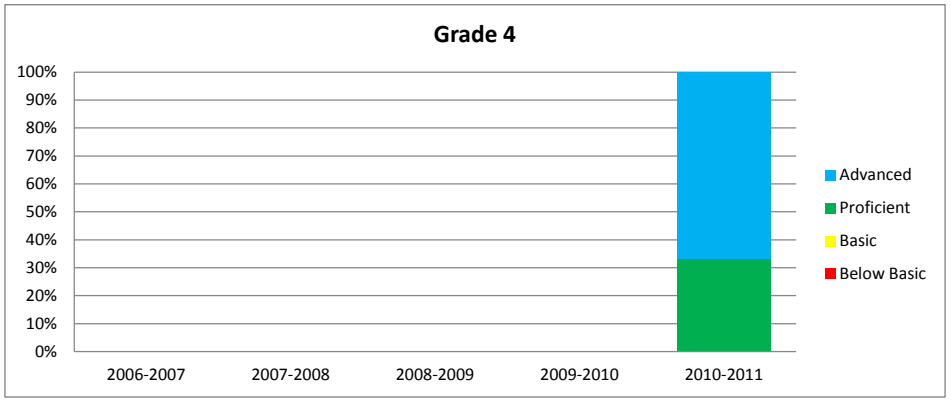


ISAT - Longitudinal Comparison - Language

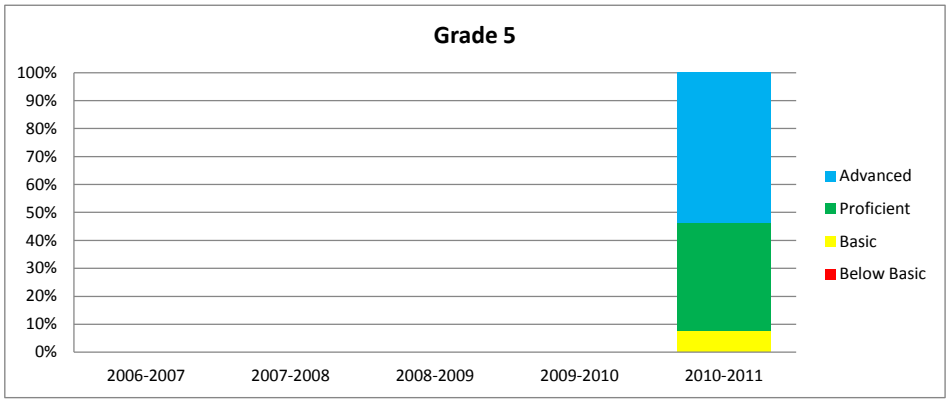
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	15.4
Basic	#N/A	#N/A	#N/A	*	15.4
Proficient	#N/A	#N/A	#N/A	*	30.8
Advanced	#N/A	#N/A	#N/A	*	38.5



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	0
Basic	#N/A	#N/A	#N/A	*	0
Proficient	#N/A	#N/A	#N/A	*	33.3
Advanced	#N/A	#N/A	#N/A	*	66.7

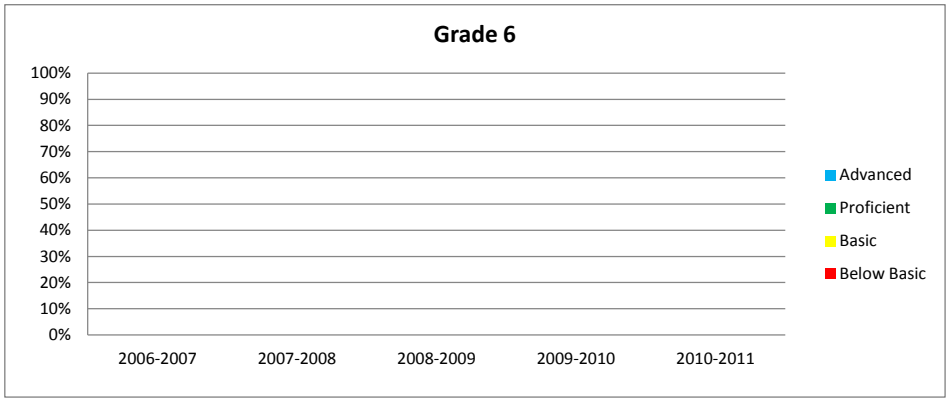


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	0
Basic	#N/A	#N/A	#N/A	*	7.7
Proficient	#N/A	#N/A	#N/A	*	38.5
Advanced	#N/A	#N/A	#N/A	*	53.8

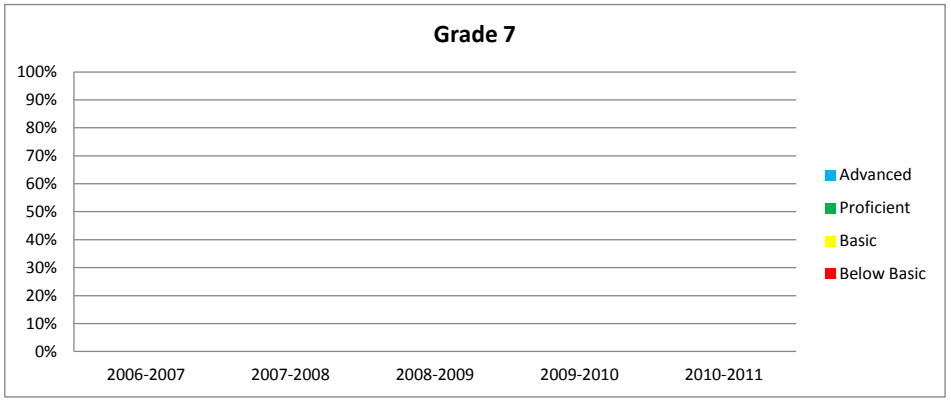


ISAT - Longitudinal Comparison - Language

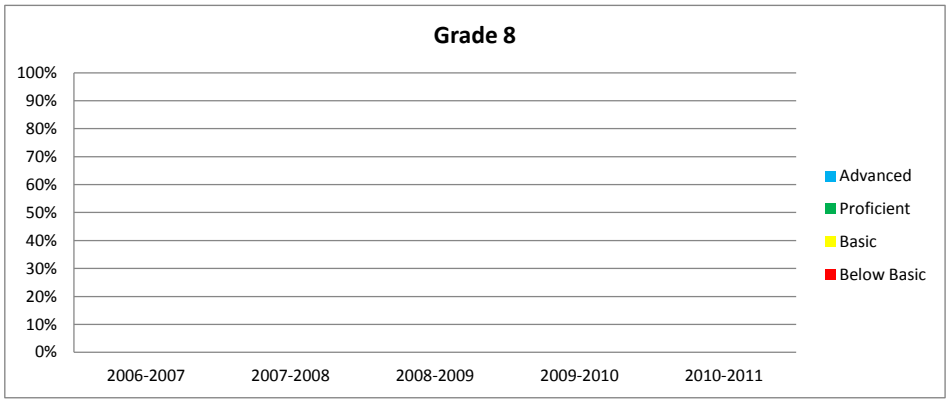
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

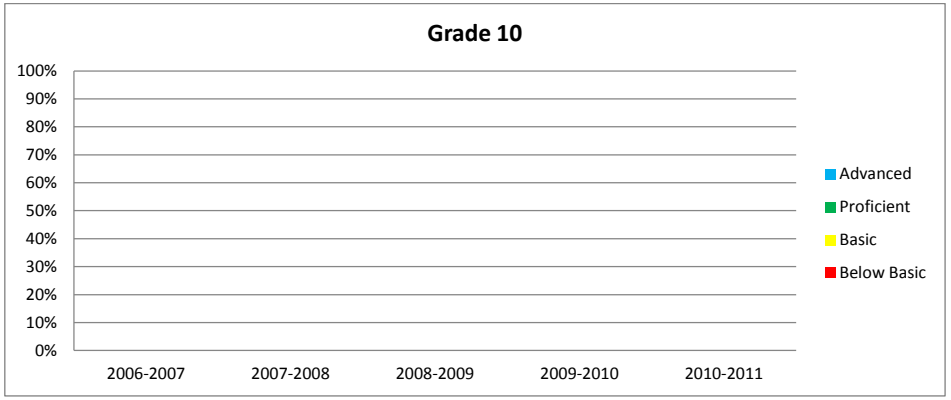


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



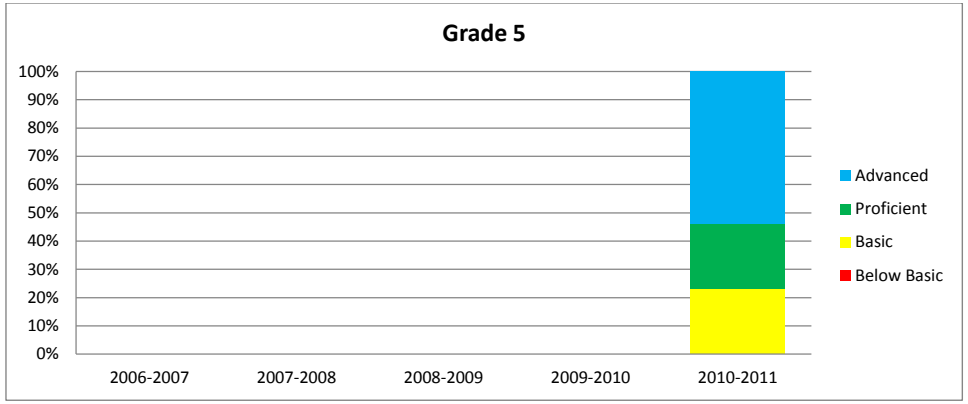
ISAT - Longitudinal Comparison - Language

Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

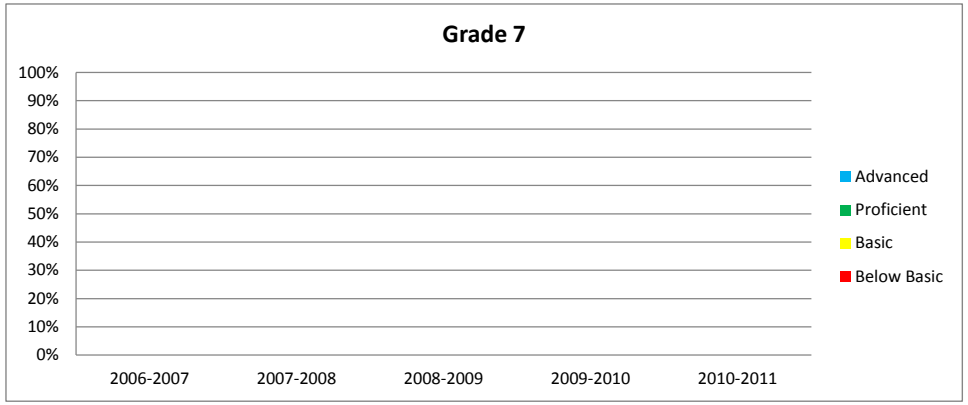


ISAT - Longitudinal Comparison - Science

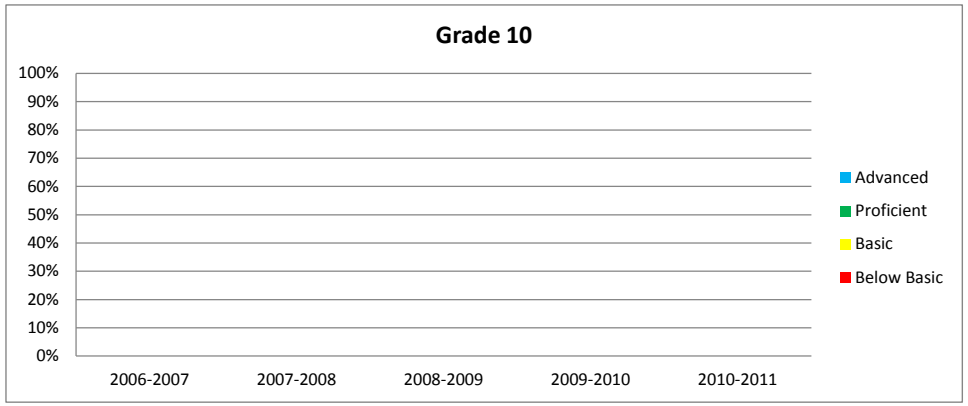
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	*	0
Basic	#N/A	#N/A	#N/A	*	23.1
Proficient	#N/A	#N/A	#N/A	*	23.1
Advanced	#N/A	#N/A	#N/A	*	53.8



Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
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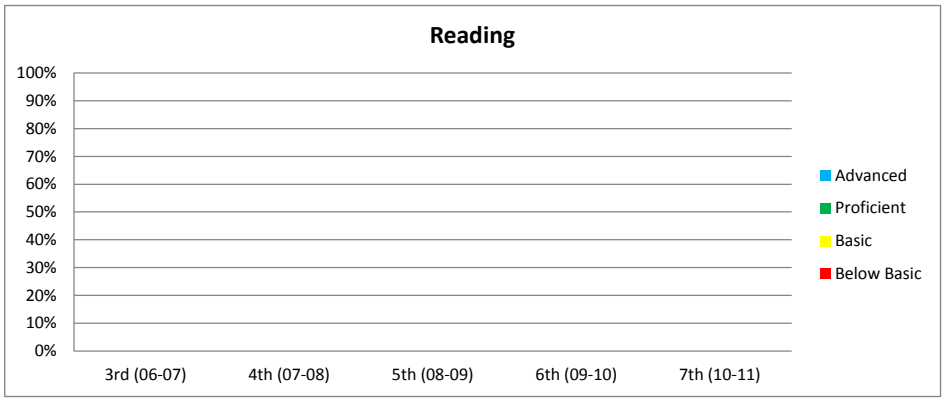
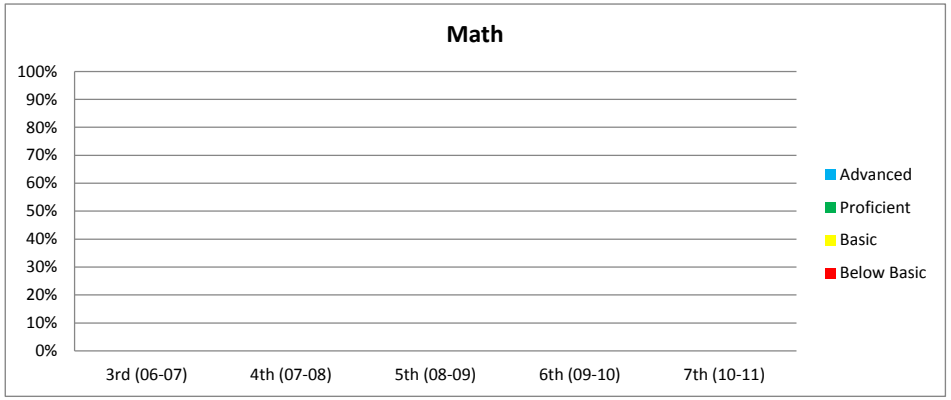
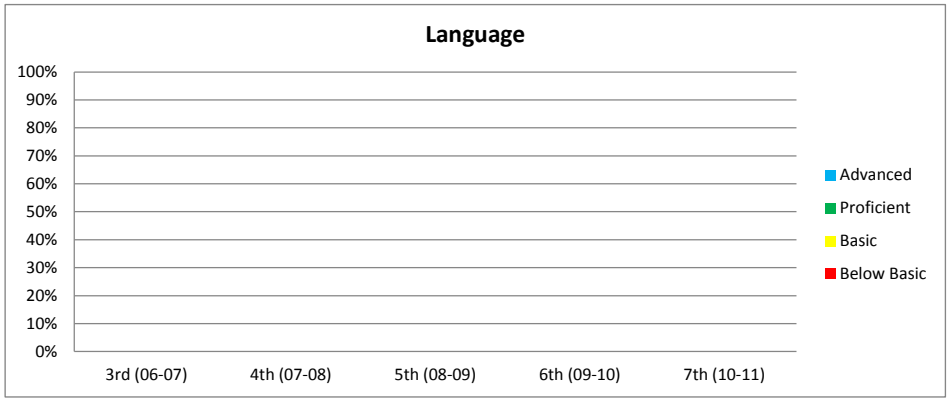


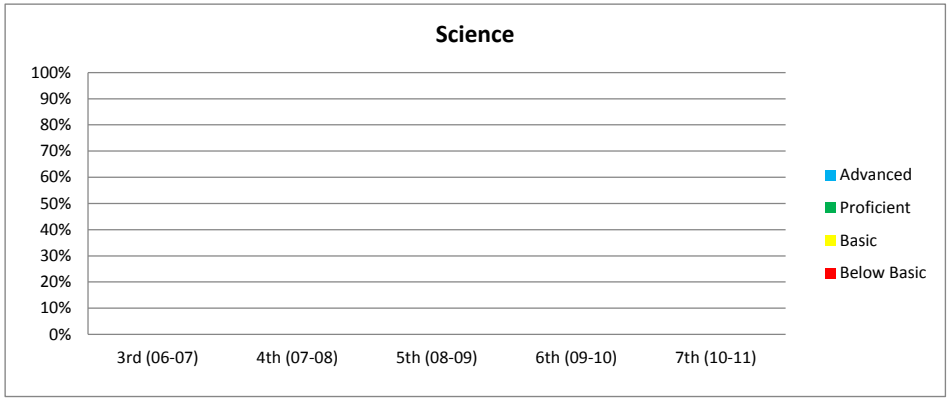
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Parent Satisfaction Results
PPSEL 2010-2011

As stated in PPSEL's Response to the Programmatic Audit, PPSEL has not utilized a survey to glean information on total school outcomes; however, we have utilized a number of ways in which to solicit stakeholder satisfaction, comments, and concerns. We have also used surveys in order to get information relative to specific programs (See Response to Programmatic Audit 2010-2011, 1-7).

Information from the Parent Focus Group during the ICSN Audit Report, supplied the following information:

- *Parents in focus group were very positive and feel that the school is exceeding their expectations at this time – 'love fest'.*
- *Great parent and community participation in the school especially formalized in the Community-Led Learning program.*
- *Terrific opportunities that you are creating for high quality products in the community.*
- *Great media coverage.*
- *Wonderful documentation boards throughout the school help parents and other visitors understand the program.*

In the spring of 2011, each Board member collected satisfaction data by calling families and gathering of information relative to four areas:

1. Child's growth area(s) – Parents were able to articulate specific areas of academic growth (particularly reading) and social growth (self-confidence, autonomy, collaboration, and personal responsibility) and in many cases connected those areas of growth to specific teacher actions. These testimonials brought out comments of satisfaction backed by evidence in student learning outcomes

2. Important aspect(s) of school - Parents described broad ideas like community involvement and real-life problems; school/teacher strategies like consistent focus on behavior management, Expeditionary Learning structures, Community-Led Learning and involvement of outside adults; and specific skills such as collaboration, peer- and self-evaluation

3. Area(s) to improve - Program expansion (gifted student program, PE), better communication about teaching strategies (i. e. spelling, math), and more communication between classroom and parents (i.e. classroom liaison volunteer)

4. Way(s) to get involved - Parents indicated ways in which they were involved, specific interests/skills they could offer, and the challenge of volunteering versus working a day job

PALOUSE PRAIRIE #472 AS OF 10.31.11	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	$378,059.00	$399,399.00	$378,059.00	105.64%			
Benefit Apportionment	$68,202.00		$68,202.00	0.00%			
Entitlement	$157,008.00		$157,008.00	0.00%	Proposed based on enrollment of 143 kids at 90% ADA		
State Transportation				#DIV/0!			
Lottery				#DIV/0!			
Other State Funds (Specify)	$5,700.00	$2,159.00	$5,700.00	37.88%	Remediation (ISAT), Idaho Reading Initiative, Technology		
Special Ed - Regular	$11,840.00	$118.00	$11,840.00	1.00%			
Special Ed - ARRA				#DIV/0!			
Title I	$14,812.00		$14,812.00	0.00%			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement		$2,751.00	$5,000.00	#DIV/0!			
Title IIA	$3,907.00		$3,907.00	0.00%			
Local Revenue (Specify)	$32,800.00	$13,267.00	$43,800.00	40.45%	Tuition for K+ Program and Revenue from Paid Lunches		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)		$3,650.00	$4,000.00	#DIV/0!	Arts grant		
Fundraising	$16,500.00	$7,719.00	$16,500.00	46.78%			
Interest Earned	$1,000.00	$481.00	$1,000.00	48.10%			
Other (Specify)	$9,000.00		$12,000.00	0.00%	Child nutrition reimbursement		
Other (Specify)				#DIV/0!			
TOTAL REVENUE	$698,828.00	$429,544.00	$721,828.00	61.47%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	$242,561.00	$43,186.00	$261,872.00	17.80%			
Special Education	$32,375.00	$5,333.00	$32,375.00	16.47%			
Instructional Aides				#DIV/0!			
Classified/Office	$32,828.00	$7,331.00	$37,836.00	22.33%			
Administration	$66,732.00	$16,683.00	$66,732.00	25.00%			
Maintenance	$9,754.00	$1,275.00	$8,755.00	13.07%			
Other (Specify)	$1,806.00	$425.00	$2,805.00	23.53%	Lunch Staff		
Other (Specify)				#DIV/0!			
Total Salaries	$386,056.00	$74,233.00	$410,375.00	19.23%			
200 Employee Benefits							
PERSI/FICA/Benefits	$114,770.00	$18,319.00	$119,046.00	15.96%			
Other (Specify)				#DIV/0!			
Total Benefits	$114,770.00	$18,319.00	$119,046.00	15.96%			
300 Purchased Services							
Management Services	$9,400.00		$9,400.00	0.00%	Fees for required audits		
Staff Dev/Title IIA	$45,000.00	$45,000.00	$45,000.00	100.00%			
Legal Pub/Advertising	$200.00		$200.00	0.00%			
Legal Services	$3,000.00		$3,000.00	0.00%			
Special Education	$22,500.00	$2,498.00	$22,500.00	11.10%			
Liablity & Property Ins	$4,000.00	$3,788.00	$4,000.00	94.70%			
Substitute Teachers	$11,100.00		$11,100.00	0.00%	2 Americorp Volunteers (substitute costs in wages above)		
Board Expenses	$0.00		$900.00	#DIV/0!			
Computer Services	$4,500.00	$2,342.00	$2,600.00	52.04%			
Transportation	$15,000.00	$2,392.00	$12,000.00	15.95%			
Travel	$10,000.00	$961.00	$10,000.00	9.61%			
Other (Specify)	$9,000.00	$1,146.00	$10,350.00	12.73%	CLL pgm expenses, postage/fees/dues		
Other (Specify)	$17,720.00	$2,951.00	$22,045.00	16.65%	Purchased lunches		
Total Services	$151,420.00	$61,078.00	$153,095.00	40.34%		$0.00	
Facilities				#DIV/0!			
Building Lease	$56,400.00	$18,800.00	$56,400.00	33.33%			

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	$23,900.00	$5,166.00	$23,900.00	21.62%		
Site Preparation				#DIV/0!		
Other (Specify)	$300.00		$300.00	0.00%	Property taxes	
Other (Specify)	$1,000.00	$187.00	$1,000.00	18.70%	Janitorial services	
Total Facilities	$81,600.00	$24,153.00	$81,600.00	29.60%		$0.00
400 Supplies and Maintenance						
Textbooks	$8,000.00	$7,403.00	$9,000.00	92.54%		
School Supplies	$5,100.00	$1,594.00	$5,800.00	31.25%		
Power School				#DIV/0!		
Custodial Supplies	$3,000.00	$1,854.00	$3,900.00	61.80%		
Other (Specify)	$500.00	$408.00	$4,500.00	81.60%	Computers/technology	
Other (Specify)		$1,382.00	$1,500.00	#DIV/0!	Lunch pgm supplies	
Total Supplies	$16,600.00	$12,641.00	$24,700.00	76.15%		$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Debt Service						
Specify	$17,000.00	$5,475.00	$17,000.00	32.21%	Principal and interest	
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	$17,000.00	$5,475.00	$17,000.00	32.21%		$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Reserve Fund	$33,594.00	$38,390.00	$33,594.00	114.28%		
Building Fund				#DIV/0!		
Total Expenses	$801,040.00	$234,289.00	$839,410.00	29.25%		
Carryover from Previous FY	$196,445.00	$264,096.00	$264,096.00	134.44%		$0.00
Reserve/(Deficit)	$94,233.00	$459,351.00	$146,514.00	487.46%		

PALOUSE PRAIRIE #472 AS OF 10.31.11	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	$43,800.00	Tuition for K+ Program and Revenue from Paid Lunches	$0.00	reflects projected from "current FY"
State Revenue				
Entitlement	$182,522.00	Enrollment of 164 @ 90% ADA	$182,522.00	reflects State actual from "current FY"
Wages				
Administration	$43,940.53			
Teachers	$333,796.64			
Classified	$64,072.27		$441,808.38	reflects all salaries compared to State actual from "current FY"
Medicaid	$5,000.00		$0.00	reflects projected from "current FY"
Benefit	$79,323.00		#DIV/0!	reflects State actual from "current FY"
Transportation	$0.00		#DIV/0!	
Federal Revenue				
Title I	$14,820		#DIV/0!	reflects State actual from "current FY"
Special Ed	$11,817.00		#REF!	reflects State actual from "current FY"
Title II	$4,782.00		$4,782.00	reflects State actual from "current FY"
Startup Grant	$0.00		#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)	$16,500.00	Fundraising		
Other Sources (Specify)	$1,000.00	Earned Interest		
Other Sources (Specify)	$12,000.00	Child Nutrition Reimbursement		
Total Revenue before holdback	$813,373.44		#DIV/0!	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries	$16,689.83	*Holdbacks were included due to probability of salary and apportionment reductions related to Student's Come First Legislation- 4.05% reduction for FY13.*		
Classified Salaries	$3,203			
Admin Salaries	$2,190			
Benefits	$3,966.00			
Entitlement	$9,126.00			
Transportation				
Total Holdback	$35,174.83		($35,174.83)	there were no holdbacks last year
Total Revenue after holdback	$778,198.61		$778,198.00	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	$293,872.00		#REF!	reflects projected from "current FY"
Admin	$66,732.00		#REF!	reflects projected from "current FY"
Classified	$49,396.00		#REF!	reflects projected from "current FY"
Special education	$32,000.00			
Other (Specify)				
Other (Specify)				
Total Salaries	$442,000.00		#REF!	
200 Benefits				
Benefit Dollars	$120,102.00	includes PERSI		
PERSI/Payroll taxes				
Other (Specify)				
Total Benefits	$120,102.00		$1,056.00	reflects projected from "current FY"
300 Purchased Services				
Transportation	$15,000.00	Busing from MSD	$3,000.00	reflects projected from "current FY"
Special Education	$22,500.00	SLP/OT Services	$0.00	reflects projected from "current FY"
Proctor costs	$0.00			
Legal	$500.00		($2,500.00)	reflects projected from "current FY"
Insurance	$4,000.00		$0.00	reflects projected from "current FY"
Copier Lease			$0.00	
Printer Lease			$0.00	
Facility Lease	$60,000.00		$60,000.00	reflects projected from "current FY"
Utilities	$23,900.00		$0.00	reflects projected from "current FY"
Professional Development	$30,000.00		($15,000.00)	reflects projected from "current FY"

Technology	$2,600.00		$0.00	reflects projected from "current FY"
Management Services	$9,400.00	Fees for required audits	$0.00	reflects projected from "current FY"
Legal Publications/Advertising	$200.00		$0.00	reflects projected from "current FY"
Substitute Teachers	$11,100.00	2 AmeriCorps Volunteers	($22,200.00)	reflects projected from "current FY"
Board Expenses	$900.00		$0.00	reflects projected from "current FY"
Other (Specify)	$10,350.00	CLL pgm expenses, postage/fees/dues		
Other (Specify)	$22,045.00	Purchased lunches		
Total Purchased Services	$212,495.00		$23,300.00	
Supplies & Materials				
Teacher/Classroom	$5,800.00		$0.00	reflects projected from "current FY"
Office	$4,500.00		$4,500.00	Not in 2010 budget.
Janitorial	$3,900.00		$0.00	reflects projected from "current FY"
Textbooks	$9,000.00		$0.00	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Supplies & Materials	$23,200.00		$4,500.00	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	$0.00			
Capital Outlay			$0.00	
Total Capital Outlay	$0.00		$0.00	
Debt Retirement	$17,000.00	Principal and Interest	$17,000.00	
Total Debt Retirement	$17,000.00		$17,000.00	
Insurance & Judgements			$0.00	
Total Insurance & Judgements	$0.00		$0.00	
Transfers			$0.00	
Total Transfers	$0.00		$0.00	
Contingency Reserve	$37,302.00			
Building Fund	$0.00			
Total Expenditures	$852,099.00		#REF!	
Carryover from Previous FY	$146,514.00	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	$72,613.61			

Palouse Prairie School Response to Programmatic Audit 2010-2011
Audit Completed: April 11-13, 2011by Idaho Charter School Network

The full audit is posted on the Palouse Prairie School website, along with prior audits, at http://PalousePrairieSchool.org left menu "Documents" then "Performance Reports"

From the Executive Summary:

> *We offer PPSEL the following commendations:*
>
> > *The board and administrator have led the school to a strong second year. In year three they anticipate expansion to 7th and 8th grades and the growth of the enrollment by 30%. They have renovated additional space in their leased facility to accommodate more classes and enhanced indoor large meeting and physical education space. They also have continued to enhance their limited outdoor space to make it more efficient and support their mission. PPSEL exercises transparent and effective business management of the school and have begun fund raising efforts to contribute to the long-term sustainability of the school. The academic program and culture are well developed for a second year school and the leadership continues to prioritize the expeditionary model of the school in all decision making. The school is meeting AYP and staff continues to explore additional ways to measure and track academic progress. All stakeholders are very satisfied with the school and communication is very strong. Much of the success of the school can be attributed to the outstanding leadership of the principal, Summer Clayton and the dedication of the board.*

Continuing from the Executive Summary:

> *The collection of this data provides the basis for the recommendations to the board and educational leaders that are summarized below:*
>
> > *Following the spirit of continuous reflection and improvement, complete the process of evaluation at all levels, the board and the leadership of the school; identifying measurable goals and outcomes. Follow up on board self-evaluation/strengths assessment and consider a plan for board training and implementation. The sustainability of the school and its governance will be supported by the availability of a board handbook and the development of comprehensive policies and procedures for the school. Additionally, the team recommends that the board and leadership outline a process for creating a strategic plan to guide future growth.*

Palouse Prairie Response:

The Board and faculty continue to reflect upon, discuss, and engage in various means of self-assessment. We are a highly data-driven organization and continually seek to gather both formative and summative data in meaningful ways in order to have a holistic view of our work. Some examples of our process of self-assessment include:

1. In May of both 2010 and 2011, the Board attempted to call each current

family to ask about the school's impact. The conversations were inspiring. Families continued to point to "culture and character" growth and to "integrative learning" growth in their children.

2. Each spring, the faculty has completed an Expeditionary Learning Implementation Review in which each faculty member assesses his/her practice relative to EL exemplars. The results of the school's cumulative Implementation Review becomes the basis for the school's work plan (school improvement plan) the following year. The school's director creates a professional learning plan that aligns all professional development in the course of the year with the goals and faculty learning targets articulated in the work plan.
3. School-wide events that are meant to highlight student work (student-led conferences, celebrations of learning, or gallery nights) typically include an opportunity for parents and students to give written feedback. The feedback is generally tabulated and analyzed in some way and then shared with faculty and/or Board. Through shared leadership, the faculty determines next steps.
4. At various faculty meetings, protocols are used in order to pass along the feedback that individual teachers have received. In some instances, this affirms the work of the whole staff. In other instances, this has led to professional conversations, learning, and changes in our practice. For instance:
   - Parents communicated that they wanted a better understanding of academic achievement norms which has led to continuous refinement of our mid-semester progress reports
   - While parents valued the student-led conferences, they expressed a desire for teacher/parent conferences as well. This led to a more formal teacher/ parent conference schedule to be put in place
   - A desire for a better understanding of EL practices in each classroom led most teachers to create classroom blogs that each teacher updates regularly
5. While PPSEL has not utilized a survey to glean information on total school outcomes, we have used surveys in order to get information relative to specific programs:
   - Each year, a calendar committee gathers informal data from parents and uses the information to create 2-3 school calendar options. A formal survey goes out to each enrolled family and those families who will be entering the school the following year based on the lottery so that families can vote on their calendar preference
   - In the 2010-2011 school year, a k-8 advisory committee worked with students and parents to create a survey in order to gather data on the school's middle school expansion. In each, parents and students were asked about the middle school programs and features that were important to them.
   - When considering moving from the local school district's lunch services to another local vender, families were surveyed about hopes and dreams for our school lunch program including lunch costs, nutritional values,

local sourcing, sustainability, and food allergies.
    - In May of 2011, the Board refined the Director's annual evaluation to include a parent survey of the director's work relative to six performance outcomes. This portion of the Director's evaluation will begin in the 2011-2012 school year
    - By February of 2012, as part of the Students Come First legislation, teacher evaluations will also utilize a survey to include input from parents and guardians as a factor
6. The Director regularly held "Coffee and Conversation" meetings with parents prior to Board meetings, so that parents could view the upcoming agenda and share comments, concerns, or suggestions. The Director would take minutes and share these with the Board prior to the meeting. Based on informal feedback, the Board examined its business meeting agenda structure and revised its agenda in order to create more opportunities for stakeholders to contact the chair to be put on the agenda and to give timely public comment.

The Board began the development of a board handbook in the fall of 2010. Due to some turnover of Board members, that project was put on hold until a more stable Board was seated in the summer of 2011. The Board has kept notes and files documenting board discussions and professional learning outcomes through an online documentation resource (Google Docs), which are being examined and organized by one of the Board's co-secretaries. Additionally, board members have attended the ISBA conference for last 2 years and brought information back that has guided the Board's operations and policies.

The Board has engaged in policy creation and revision since May of 2009. At the suggestion of the State Department of Education, the Board approved the adoption of the local school district's policies to fill the gaps in any areas for which PPSEL had not yet created policy. From time to time, particular policies of MSD's was revised to be more reflective our school's needs; however, this was not systematic. PPSEL has contracted with the ISBA in order to purchase their annual charter school policy update service. Beginning in the fall of 2011, the Board charged the Director with systematically presenting a number of policies at each Board Business meeting, so that the Board could ensure that the PPSEL policies and procedures are comprehensive.

PPSEL engaged in strategic planning activities in the Winter/Spring of 2010 that was to be concluded in a workshop late August as the new Board members were seated. The Board also began to develop its capacity to manage large-scale fundraising campaigns. The initial campaign was driven by the budgetary challenges arising from funding changes made by the 2009-10 legislative session and was compounded by the 2010-11 legislative session. The Board saw many changes to its constituency in the 2010-11 school year, with two Board members unexpectedly stepping off the Board and moving from the area, one Board member experiencing professional difficulties and resigning from the Board, and an unsuccessful

campaign to recruit new Board members.

The Board that was finally seated in July of 2011 is a committed and stable group of individuals with a variety of skill sets. They have worked to pick up where the initial 2009-2010 Board left off and have created structures to ensure that a sound strategic plan is created.

SUBJECT

Richard McKenna Charter High School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Richard McKenna Charter High School (RMCHS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Mountain Home. RMCHS offers a brick-and-mortar school in addition to a virtual high school.

DISCUSSION

RMCHS will provide an annual update on the status of the school. Staff has reviewed the materials submitted by the school and makes the following observations:

1. Dashboard reports indicate that total enrollment has dropped about 10% and ADA has decreased by almost 22% over the last year, with the impact most concentrated in grades 10 and 12. RMCHS's administration reports that online enrollment has decreased by 17%, while onsite enrollment has increased by 67%.

   Overall student attrition is 21%, a rate attributable in part to the transitive population served by the online program; many online students enroll with the intent to complete only specific course work rather than the entire program. Exit surveys are not being used.

2. Student end-of-course survey results from spring 2011 indicate a 93% approval rating. Informal phone and email interviews with stakeholders occur regularly. However, formal stakeholder surveys have not been conducted.

3. RMCHS made AYP during the 2010-2011 school year. ISAT scores have improved each year for the last three years, and current scores are at, or slightly below, state averages.

4. RMCHS anticipates that the Students Come First Legislation may detrimentally impact enrollment as districts implement their own online programs. However, the school's business model permits easy adjustment to enrollment fluctuations, and administration remains confident that both the online and onsite programs will continue.

5. The school is in the process of developing a strategic plan, creating more collaborative opportunities for online staff, evaluating the video conferencing

program, exploring opportunities to obtain more stakeholder feedback, and creating a board development plan.

6. RMCHS continues to operate with a substantial fiscal reserve. Using funds from savings, the school plans to construct a multipurpose building for use in extracurricular and community activities.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

CHARTER SCHOOL DASHBOARD

Date: 10/27/2011

School Name: Richard McKenna Charter High School
School Address: 675 South Haskett Street
School Phone: (208)580-2449
Current School Year: 2011/12
School Mission: grades 9-12

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Meg Warren	Chair (7/19/05)	Parent	megwarren@aol.com	(208)587-2291
Donald Dow	Vice Chair (2/20/07)	Financial Advisor	judyanndow@msn.com	(208)587-9521
Melody Landis	Director (10/9/07)	Parent	n/a	(208)845-2865
Doug Mayne	Treasurer (6/10/2009)	Businessman	dmayne51@aol.com	(208)587-2066
Maralee Smith	Director(6/9/2010)	Parent	meadowlarkhealth@gmail.com	(208)283-3773

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K					
1					
2					
3					
4					
5					
6					
7					
8					
9	89	73		93	76
10	62	51		79	72
11	111	89		95	93
12	71	57		102	104
TOTAL	333	270	0	369	345

Student Attrition Rate: 21%
Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? Increase
If yes, briefly describe planned enrollment changes, including numbers and grades affected:
We hope to recapture the losses of this year (80 FTE) in grades 9-12.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	23/11	1/<1	181/85	0	2/<1	8/4	63/30	14/7
Previous	26/9	1/<1	228/85	1/<1	2/<1	14/5	83/31	14/5

FACULTY AND STAFF

Administrator Name(s): Larry Slade
Administrator's Hire Date: 2002
Administrator Email(s): lslade@idvhs.org
Current Classified Staff (# FTE): 4
Classified Attrition Rate: 0
Current Faculty (# FTE): 20.6
Faculty Attrition Rate: 0

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes (Woohoo!)
If no, please specify indicator and status:
If no, please describe plan for addressing need:
Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? March 1, 2011
Date submitted to authorizer? April, 2011
Who performed your most recent programmatic audit? Idaho Charter School Network
Date of most recent fiscal audit? September 28, 2011
Date submitted to authorizer? Oct 4, 2011

COMMENTS

Please describe any significant changes experienced by your school in the past year:
We added video conferencing capability to our online program. Students now communicate with the office and teachers face-to-face using high definition (HD) quality video connections.

Please describe the greatest successes experienced by your school in the past year:
We finally made AYP!

Please describe any challenges you anticipate during the upcoming year:
We are not sure what impact the Student First legislation will have on our online program. Several districts which used our program in the past may choose to create their own online programs for blended courses.

Please add any additional information of which you would like to make your authorizer aware :
Using funds from savings, we plan to construct a 5,600 sq. ft. multipurpose building that will provide opportunities for extra curricular activities for our onsite students and the community.

REQUIRED ATTACHMENTS

Most recent ISAT, IRI, DWA, and DMA results (as applicable)

Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)

Goals attainment report comparing the measurable student educational standards in your charter to actual results.

Written response to recommendations from most recent programmatic operations audit.

Most recent parent/stakeholder satisfaction survey results

Budget actuals for most recent month-end

Budget estimates for remainder of current year, and fiscal outlook for next year

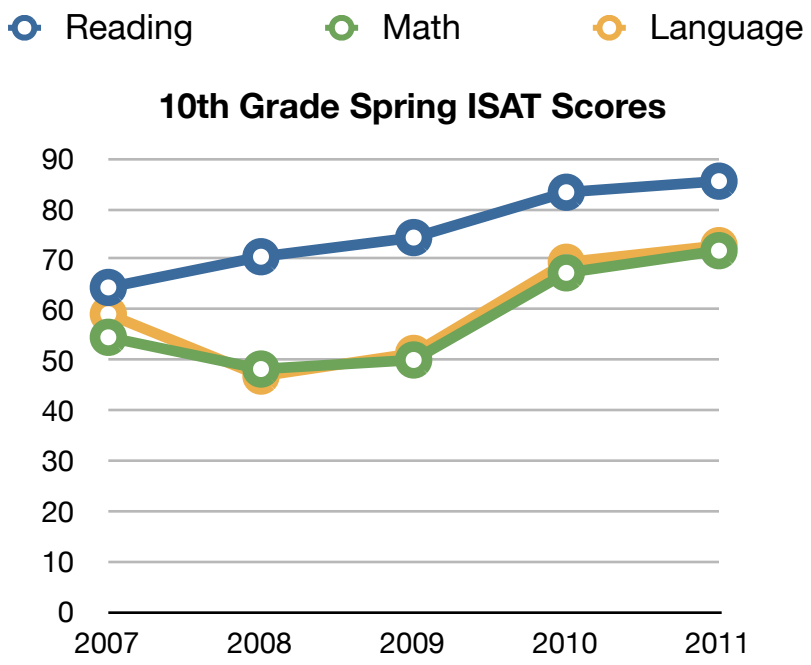
Attachments:

Spring 2011 10th Grade ISAT Proficiency Levels

Reading = 85.5% Math = 71.1% Language Usage = 72.7%

ISAT Scores--Past Five Years

	RMCHS		
	10th Grade Spring ISAT Scores		
	% Proficient		
	Reading	Math	Language Usage
2007	64.4	54.5	59.1
2008	70.5	48.2	46.8
2009	74.3	50.0	51.3
2010	83.3	67.3	69.4
2011	85.5	71.7	72.7



Written Responses to 2011 Programmatic Audit

Goal	Recommendation	Response
Governance	Fill vacant Board position.	Done
	Commit some business operations to P&P manual.	In Progress
	Self-assess Board and identify training needs	In Progress
	Encourage Board to to be more pro-active in assessing academic success of school	Done
	Follow up on professional development plans.	Done
	Address “material weakness” in financial audit.	Done--No “material weaknesses” in most recent audit.
	Develop strategic plan.	In Progress
	Board needs to dialog about shift in focus of onsite program.	Done
Academic Program	Create collaborative opportunities for online staff.	In Progress--Staff meetings held twice monthly via video conferencing
	Create ongoing evaluation of online staff.	In Progress
	Infuse additional math instruction into program.	Done
	Evaluate Vidyo program.	In Progress
Stake Holder Support	Explore opportunities to hear from stake holders.	In Progress
	Create end of year school survey of all stake holders.	In Progress
Continuous Improvement	Continue to engage all stakeholders in the evolving vision.	In Progress
	Create a Board development plan.	In Progress

Satisfaction Survey Results

We have a 93% approval rating based on end of course surveys taken by students from Jan 1, 2011 to May 20, 2011.

2011/12 Budget

Richard McKenna Charter High School FY 2012 Budget to Actuals		
	TOTAL FUNDS	July 1 through October 26, 2011
REVENUES	Proposed Budget 2011-2012	Actual YTD 2011-12
Beginning Balances	1,122,000	1,151,658
Local Revenue	0	
County Revenue	0	
State Revenue	1,998,438	1,284,486
Federal Revenue	75,000	
Other Sources	3,000	2,945
Transfers	0	
Totals	$3,198,438	$2,439,089
	TOTAL FUNDS	
EXPENDITURES	Proposed Budget 2011-2012	Actual YTD 2011-12
Salaries	1,523,122	429,180
Benefits	280,161	81,716
Purchased Services	251,200	82,876
Supplies & Materials	88,002	17,402
Capital Outlay	38,966	22,631
Debt Retirement		
Insurance & Judgements		
Transfers		
Contingency Reserve		
Unappropriated Balances	1,016,987	
Totals	$3,198,438	$633,805

Richard McKenna Charter High School	Proposed 2011-12	Actual (Through Most Recent Month End)	Projected (Anticipated Year End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) This column for state use only.	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	1523122	380781	1142341	25.00%			
Benefit Apportionment	280161	70040	210121	25.00%			
Entitlement	1270703	317676	953027	25.00%			
State Transportation				#DIV/0!			
Lottery				#DIV/0!			
Other State Funds (Specify)				#DIV/0!			
Special Ed - Regular				#DIV/0!			
Special Ed - ARRA				#DIV/0!			
Title I				#DIV/0!			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement				#DIV/0!			
Title IIA				#DIV/0!			
Local Revenue (Specify)				#DIV/0!			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)	75000	0	75000	0.00%	Federal Jobs Funds		
Fundraising				#DIV/0!			
Interest Earned				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
TOTAL REVENUE	$3,148,986.00	$768,497.00	$2,380,489.00	24.40%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	1181985	210013	971972	17.77%			
Special Education				#DIV/0!			
Instructional Aides				#DIV/0!			
Classified/Office	103285	25824	77461	25.00%			
Administration	237852	59463	178389	25.00%			
Maintenance				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	$1,523,122.00	$295,300.00	$1,227,822.00	19.39%			
200 Employee Benefits							
PERSI/FICA/Benefits	280161	70040		25.00%			
Other (Specify)				#DIV/0!			
Total Benefits	$280,161.00	$70,040.00	$0.00	25.00%			

Richard McKenna Charter High School	Proposed 2011-12	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) This column for state use only.	Difference Between State and School's Projected
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA	5000	650	4350	13.00%	Staff Development		
Legal Pub/Advertising	8000	2500	5500	31.25%	Brochures, business cards, flyers, pens		
Legal Services	15000	8000	7000	53.33%	Payroll Accounting Service, Audit,		
Special Education	5000	1200	3800	24.00%	Testing & Travel for IEP meetings		
Liablity & Property Ins	25000	17403	7597	69.61%			
Substitute Teachers				#DIV/0!			
Board Expenses				#DIV/0!			
Computer Services	100000	60000	40000	60.00%			
Transportation				#DIV/0!			
Travel	5000	2300	1700	46.00%			
Other (Specify)	30000	7000	23000	23.33%	Custodial, Building Maintenance,Security Monitoring, Inspections		
Other (Specify)	8200	2000	6200	24.39%	Postage		
Total Services	$201,200.00	$101,053.00	$99,147.00	50.23%		$0.00	
Facilities				#DIV/0!			
Building Lease				#DIV/0!			
Land Lease				#DIV/0!			
Modular Lease				#DIV/0!			
Utilities, Phones, Lndscp	50000	8500	41500	17.00%			
Site Preparation				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Facilities	$50,000.00	$8,500.00	$41,500.00	17.00%		$0.00	
400 Supplies and Maintenance							
Textbooks	15000	3500	11500	23.33%			
School Supplies	68002	15000	53002	22.06%			
Power School				#DIV/0!			
Custodial Supplies	5000	1750	3250	35.00%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Supplies	$88,002.00	$20,250.00	$67,752.00	23.01%		$0.00	
500 Capital Objects							
Furniture				#DIV/0!			

Richard McKenna Charter High School	Proposed 2011-12	Actual (Through Most Recent Month End)	Projected (Anticipated Year End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) This column for state use only.	Difference Between State and School's Projected
Technical AV Equipment	38966	0	38966	0.00%	computers, routers,		
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Capital Objects	$38,966.00	$0.00	$38,966.00	0.00%		$0.00	
Debt Service							
Specify				#DIV/0!			
Specify				#DIV/0!			
Specify				#DIV/0!			
Total Debt Service	$0.00	$0.00	$0.00	#DIV/0!		$0.00	
Grant Purchases							
Specify				#DIV/0!			
Specify				#DIV/0!			
Specify				#DIV/0!			
Specify				#DIV/0!			
Specify				#DIV/0!			
Total Grant Purchases	$0.00	$0.00	$0.00	#DIV/0!		$0.00	
Reserve Fund				#DIV/0!			
Building Fund				#DIV/0!			
Total Expenses	$2,181,451.00	$495,143.00	$1,475,187.00	22.70%			
Carryover from Previous FY		$651,658.00	$651,658.00	#DIV/0!		$0.00	
Reserve/(Deficit)	$967,535.00	$925,012.00	$1,556,960.00	95.61%			

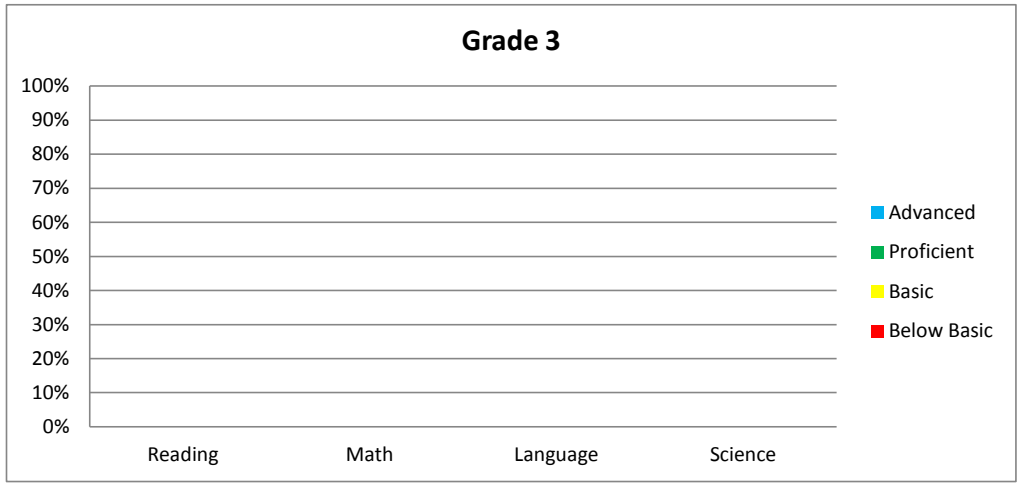
Richard McKenna Charter High School #453	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	3000		$3,000.00	reflects projected from "current FY"
State Revenue				
Entitlement	498500	Include enrollment details on which proposed budget is based, as well as actual enrollment if lottery has been conducted.	$498,499.75	reflects State actual from "current FY"
Wages				
Administration	91766			
Teachers	1081451			
Classified	155014		$1,328,230.75	reflects all salaries compared to State actual from "current FY"
Medicaid			$0.00	reflects projected from "current FY"
Benefit	229235		#DIV/0!	reflects State actual from "current FY"
Transportation			#DIV/0!	
Federal Revenue				
Title I			#DIV/0!	reflects State actual from "current FY"
Special Ed			#DIV/0!	reflects State actual from "current FY"
Title II			#DIV/0!	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)				
Other Sources (Specify)				
Other Sources (Specify)				
Total Revenue before holdback	$2,058,966.00		#DIV/0!	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback			$0.00	there were no holdbacks last year
Total Revenue after holdback	$2,058,966.00		$2,058,965.76	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	1181985		210,013.00	reflects projected from "current FY"
Admin	178389		0.00	reflects projected from "current FY"
Classified	77461		0.00	reflects projected from "current FY"
Special education				
Other (Specify)				
Other (Specify)				

Richard McKenna Charter High School #453	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
Total Salaries	$1,437,835.00		210,013.00	
200 Benefits				
Benefit Dollars				
PERSI/Payroll taxes	228358			
Other (Specify)	145381	Ins.-Regence Blue Shield, Delta Dental, Broker's National Vision		
Total Benefits	$373,739.00		$373,739.00	reflects projected from "current FY"
300 Purchased Services				
Transportation			$0.00	reflects projected from "current FY"
Special Education	5000		$1,200.00	reflects projected from "current FY"
Proctor costs				
Legal	15000		$8,000.00	reflects projected from "current FY"
Insurance	25000		$17,403.00	reflects projected from "current FY"
Copier Lease			$0.00	
Printer Lease			$0.00	
Facility Lease			$0.00	reflects projected from "current FY"
Utilities	50000		$8,500.00	reflects projected from "current FY"
Professional Development			($4,350.00)	reflects projected from "current FY"
Technology			($40,000.00)	reflects projected from "current FY"
Management Services			$0.00	reflects projected from "current FY"
Legal Publications/Advertising	8000		$2,500.00	reflects projected from "current FY"
Substitute Teachers			$0.00	reflects projected from "current FY"
Board Expenses			$0.00	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Purchased Services	$103,000.00		($6,747.00)	
Supplies & Materials				
Teacher/Classroom			($53,002.00)	reflects projected from "current FY"
Office			$0.00	Not in 2010 budget.
Janitorial	5000		$1,750.00	reflects projected from "current FY"
Textbooks	15000		$3,500.00	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Supplies & Materials	$20,000.00		($47,752.00)	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	$0.00			
Capital Outlay			$0.00	
Total Capital Outlay	$0.00		$0.00	

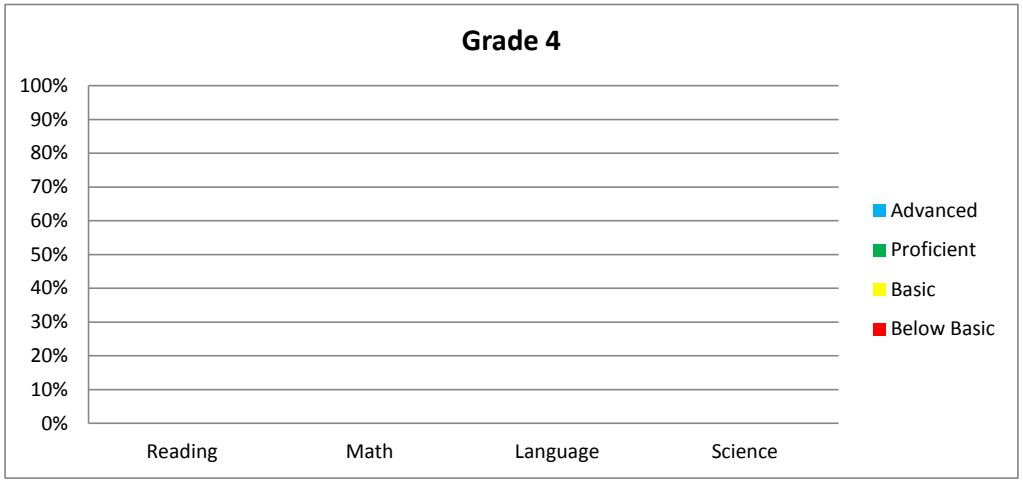
Richard McKenna Charter High School #453	Proposed Budget	Notes	Difference from "Current Fiscal Year"
Debt Retirement			$0.00
Total Debt Retirement	$0.00		$0.00
Insurance & Judgements			$0.00
Total Insurance & Judgements	$0.00		$0.00
Transfers			$0.00
Total Transfers	$0.00		$0.00
Contingency Reserve	$0.00		
Building Fund	$0.00		
Total Expenditures	$1,934,574.00		$529,253.00
Carryover from Previous FY	$651,658.00	Reflects projected reserve/(deficit) from "current year" worksheet	
Reserve/(Deficit)	$776,050.00		

ISAT - Most Recent Spring - By Subject

Grade 3	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	

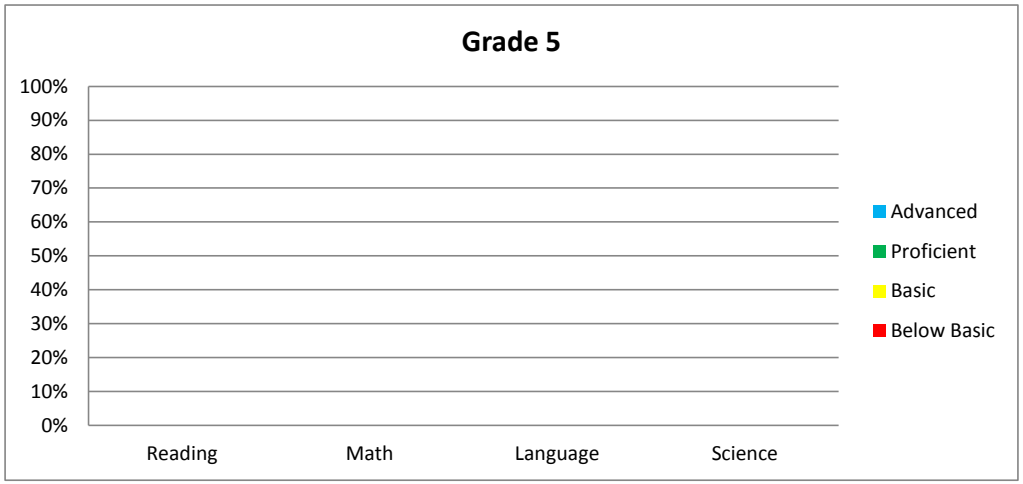


Grade 4	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	

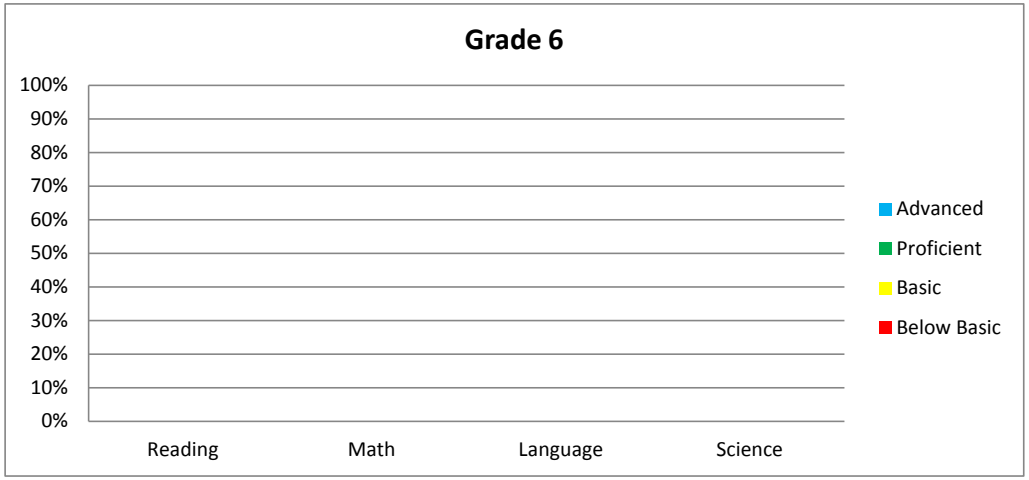


ISAT - Most Recent Spring - By Subject

Grade 5	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

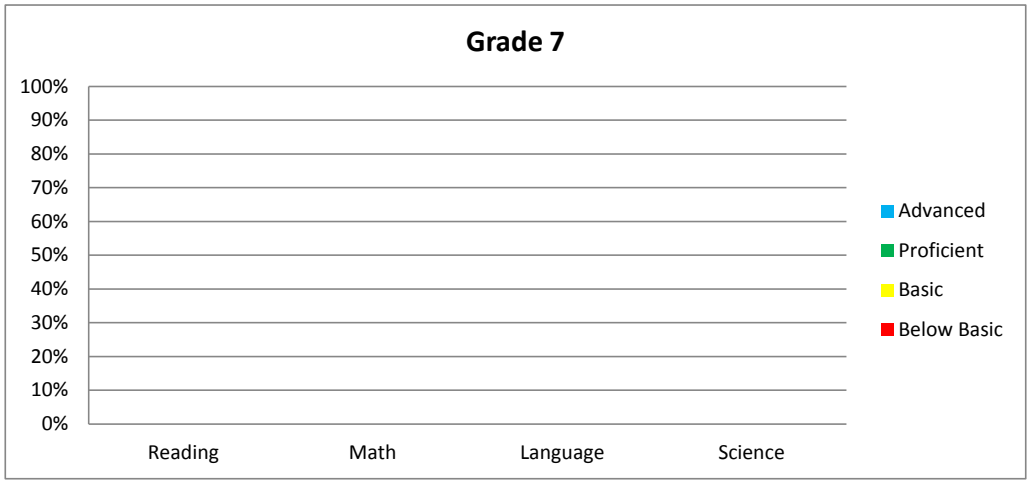


Grade 6	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	

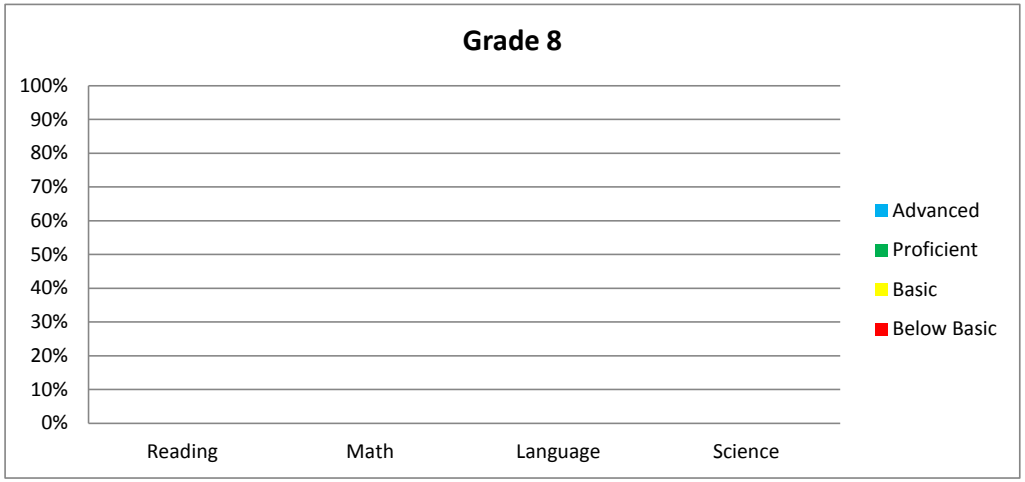


ISAT - Most Recent Spring - By Subject

Grade 7	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

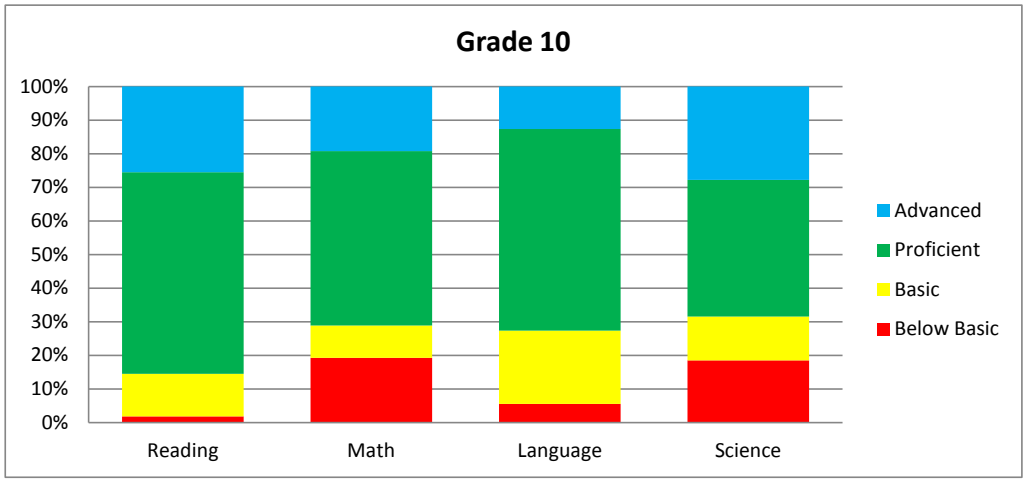


Grade 8	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	



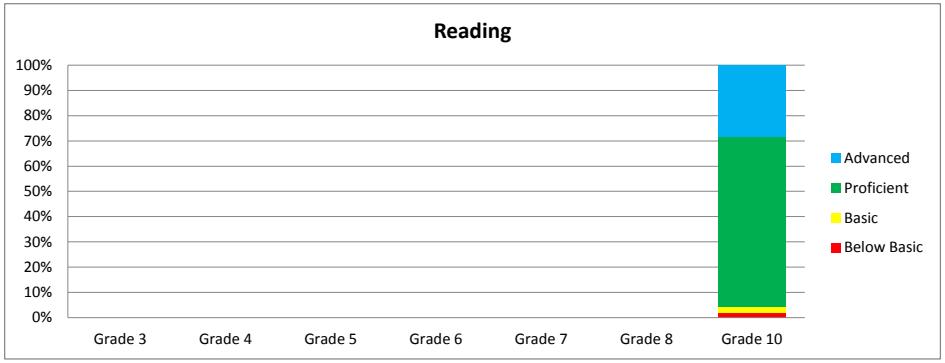
ISAT - Most Recent Spring - By Subject

Grade 10	Reading	Math	Language	Science
Below Basic	1.8	19.2	5.5	18.5
Basic	12.7	9.6	21.8	13
Proficient	60	51.9	60	40.7
Advanced	25.5	19.2	12.7	27.8

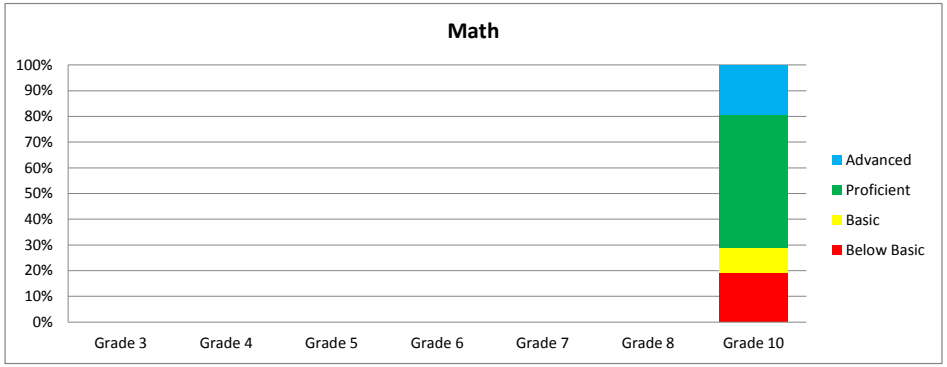


ISAT - Most Recent Spring - By Grade Level

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	1.8
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	1.8
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	60
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	25.5

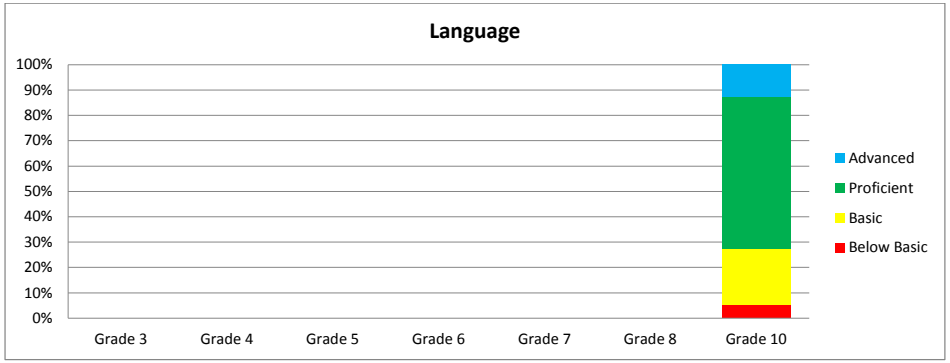


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	19.2
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	9.6
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	51.9
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	19.2

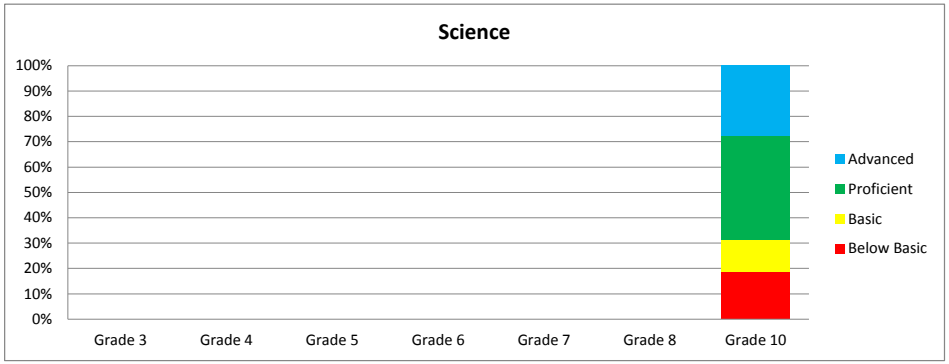


ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	5.5
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	21.8
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	60
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	12.7

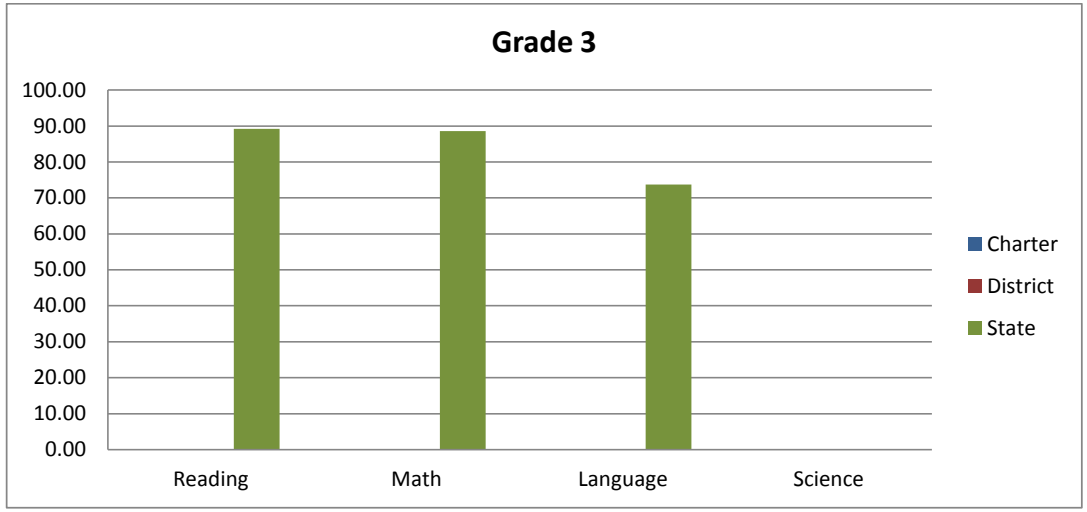


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			#N/A		#N/A		18.5
Basic			#N/A		#N/A		13
Proficient			#N/A		#N/A		40.7
Advanced			#N/A		#N/A		27.8

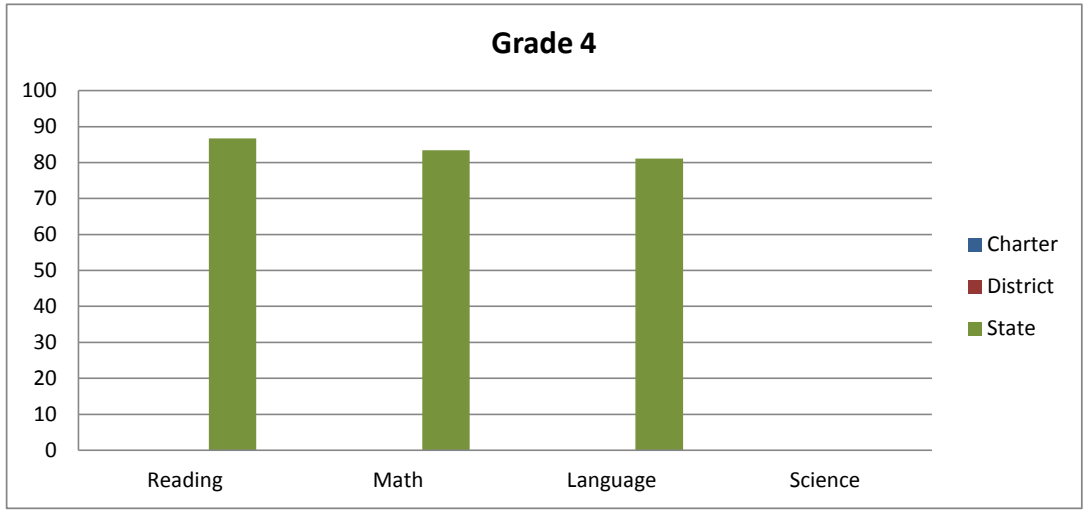


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	#N/A	#N/A	#N/A	
State	89.2	88.6	73.7	

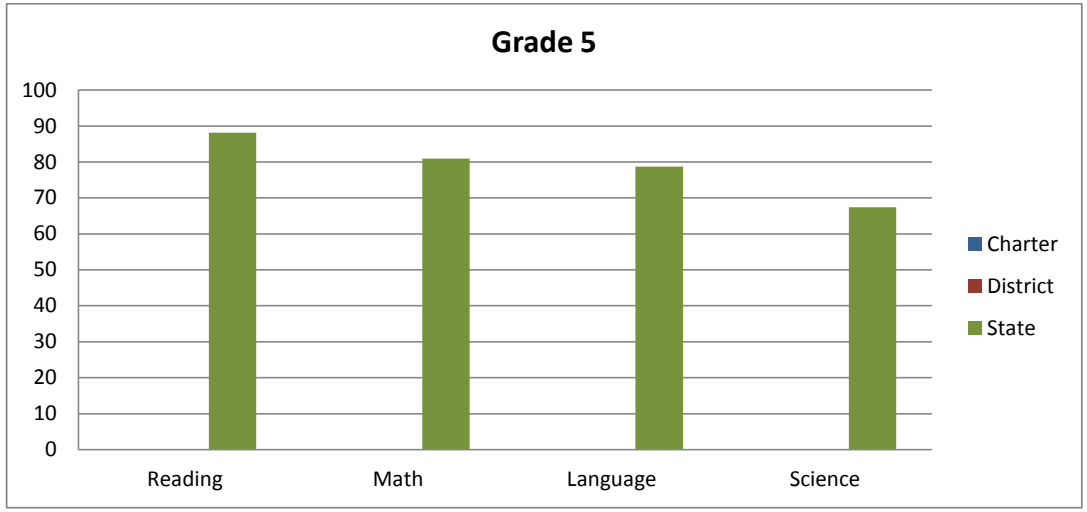


Grade 4	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	#N/A	#N/A	#N/A	
State	86.7	83.4	81.1	

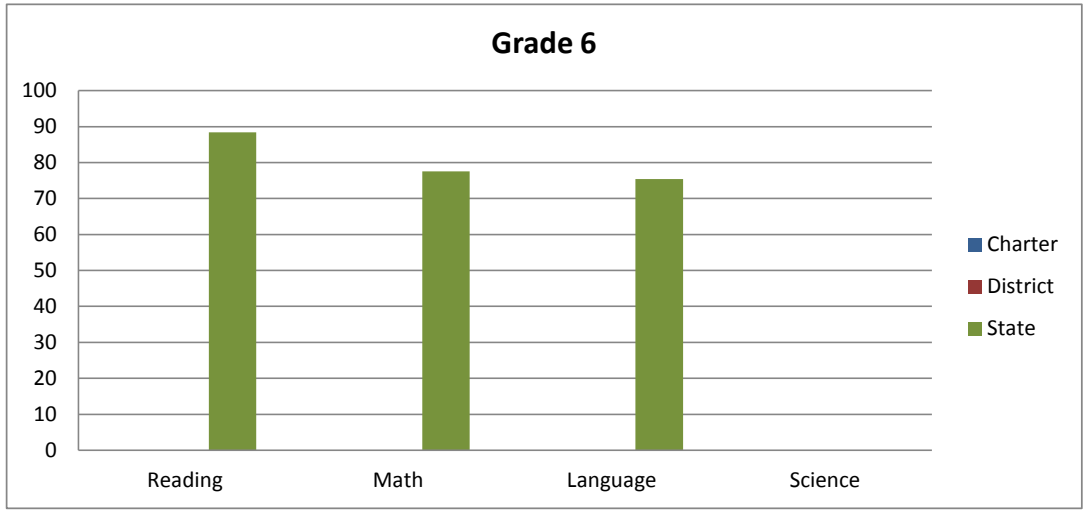


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	88.1	80.9	78.7	67.4

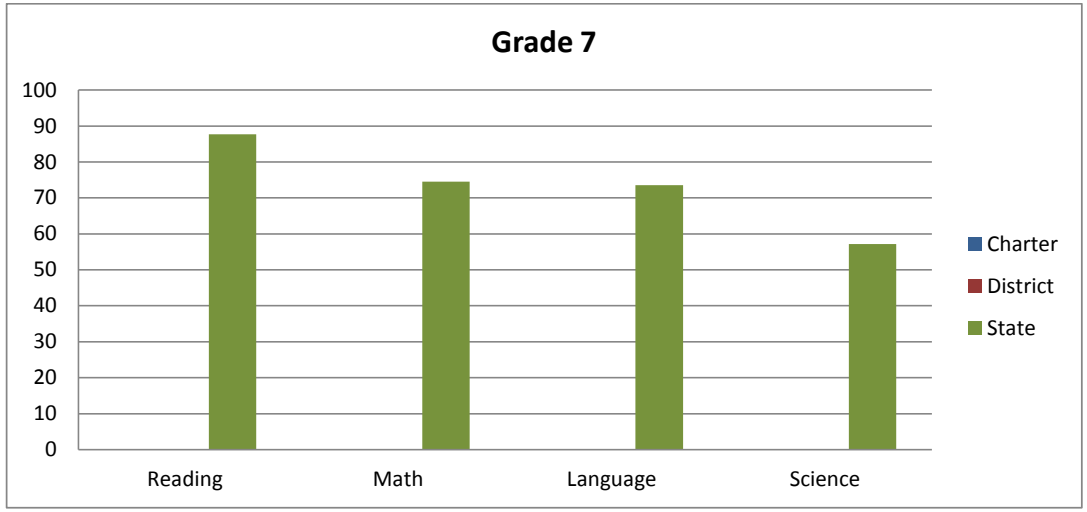


Grade 6	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	#N/A	#N/A	#N/A	
State	88.4	77.5	75.4	

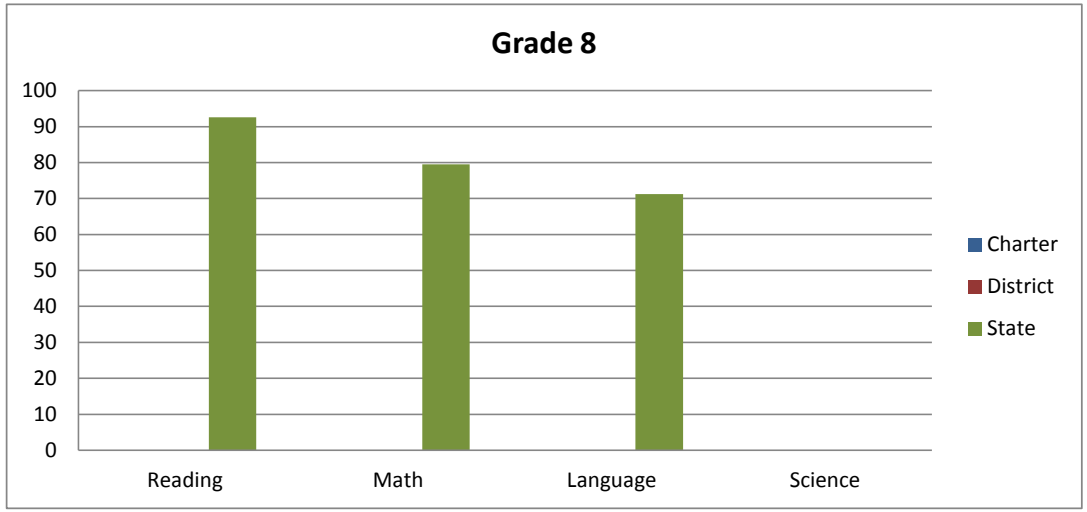


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	87.7	74.5	73.5	57.2

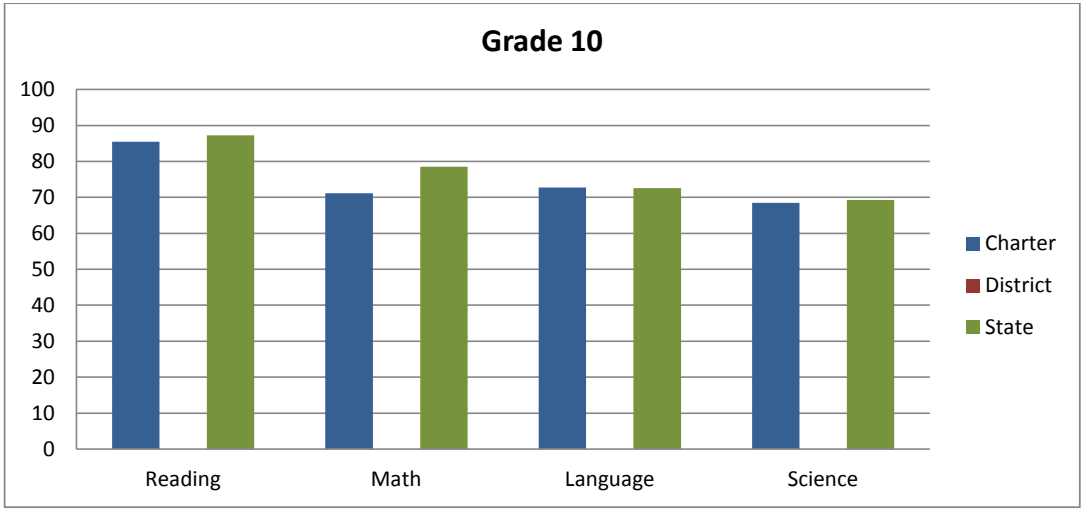


Grade 8	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	#N/A	#N/A	#N/A	
State	92.6	79.5	71.2	



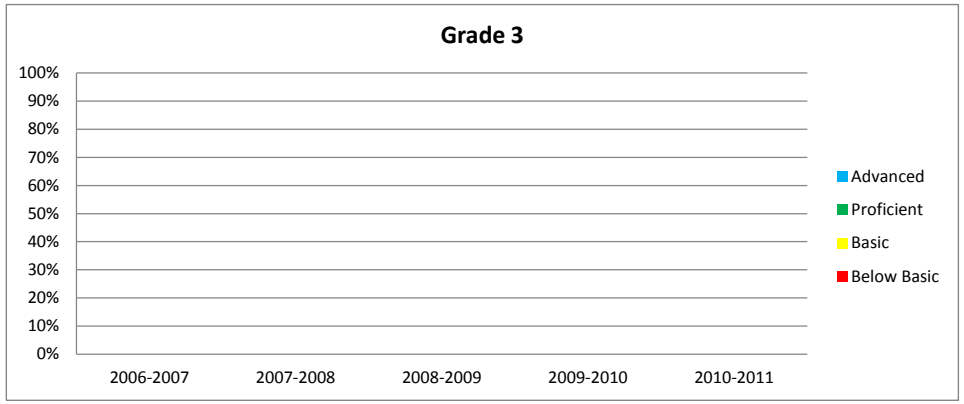
ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	85.5	71.1	72.7	68.5
District	#N/A	#N/A	#N/A	#N/A
State	87.2	78.5	72.6	69.3

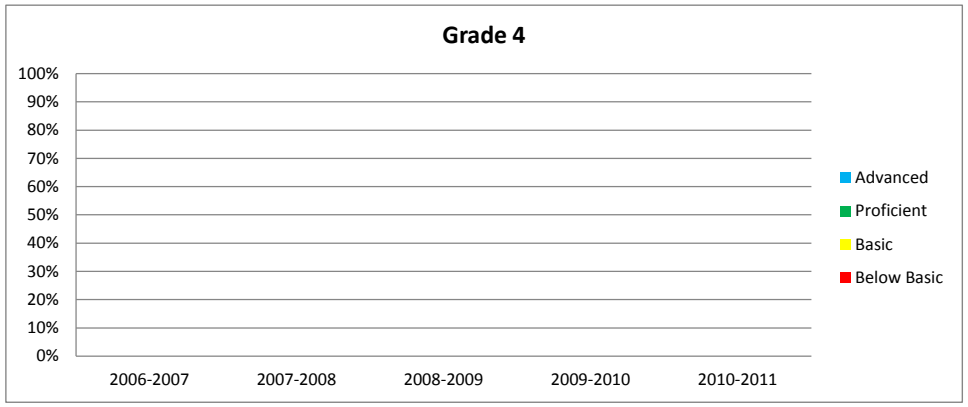


ISAT - Longitudinal Comparison - Reading

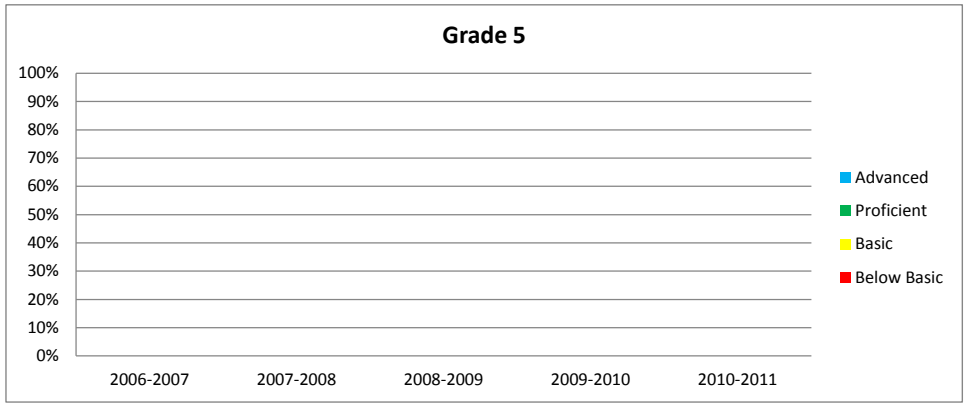
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

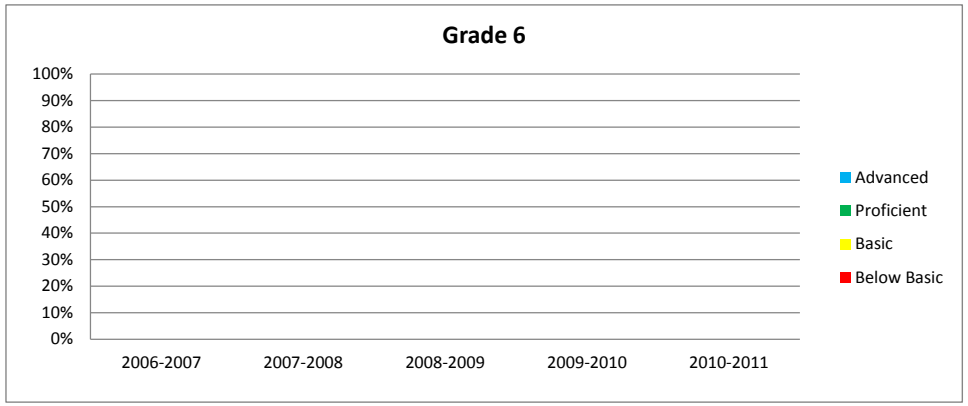


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

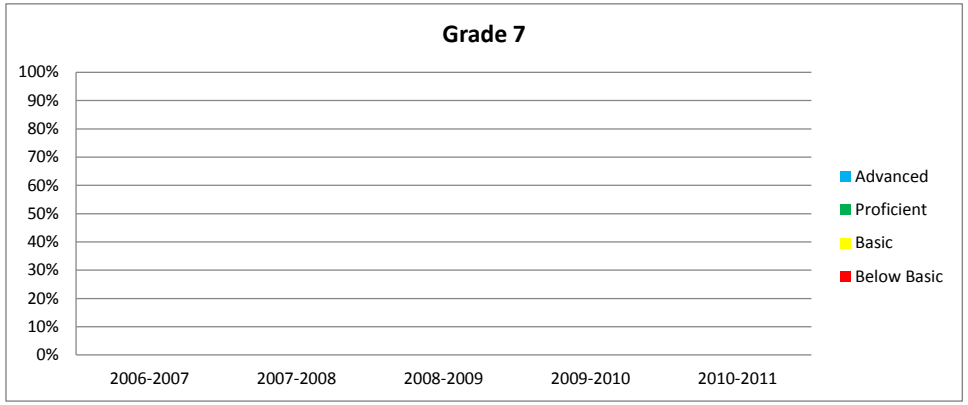


ISAT - Longitudinal Comparison - Reading

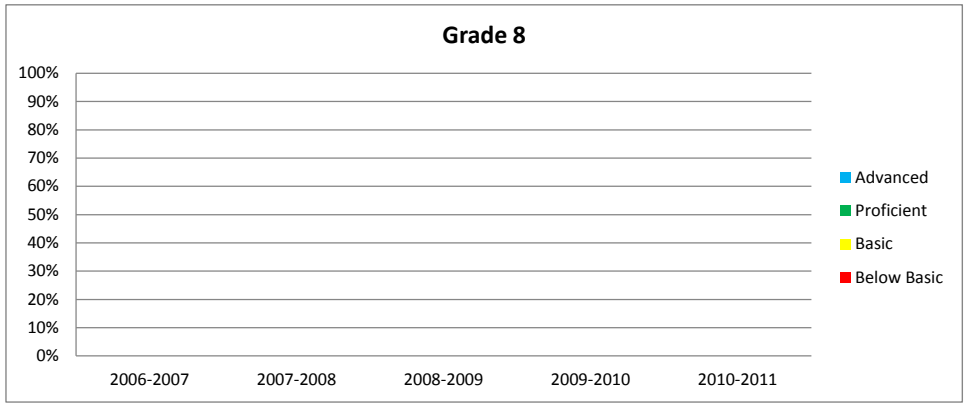
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

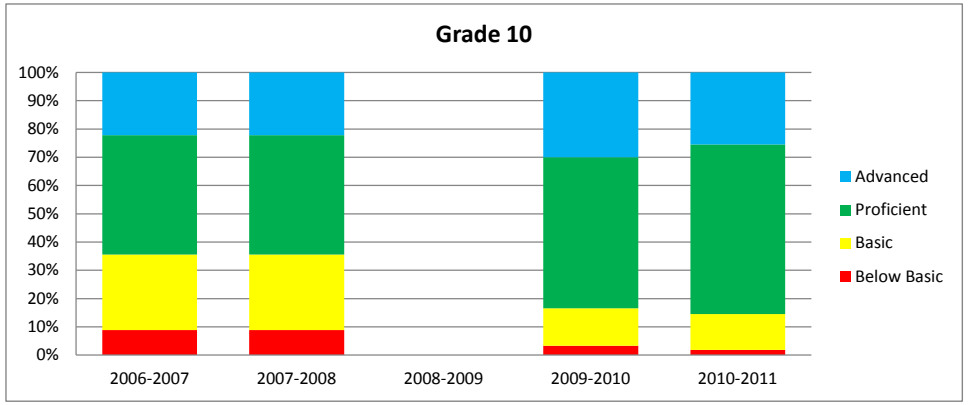


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



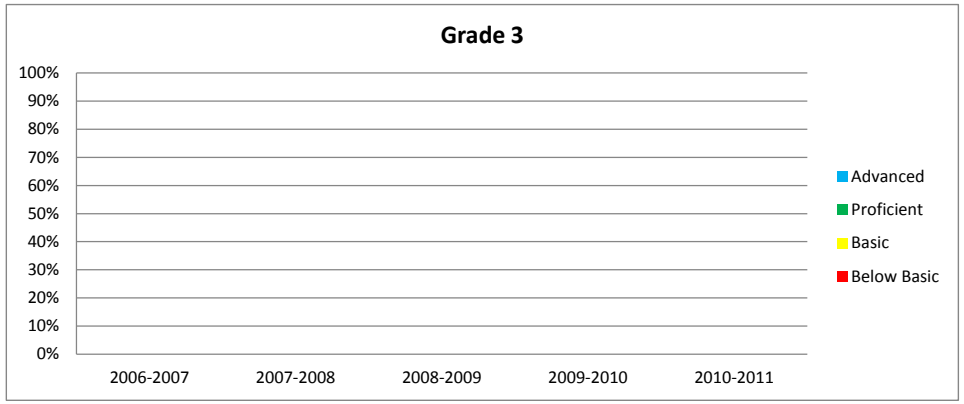
ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	8.9	8.9		3.3	1.8
Basic	26.7	26.7		13.3	12.7
Proficient	42.2	42.2		53.3	60
Advanced	22.2	22.2		30	25.5

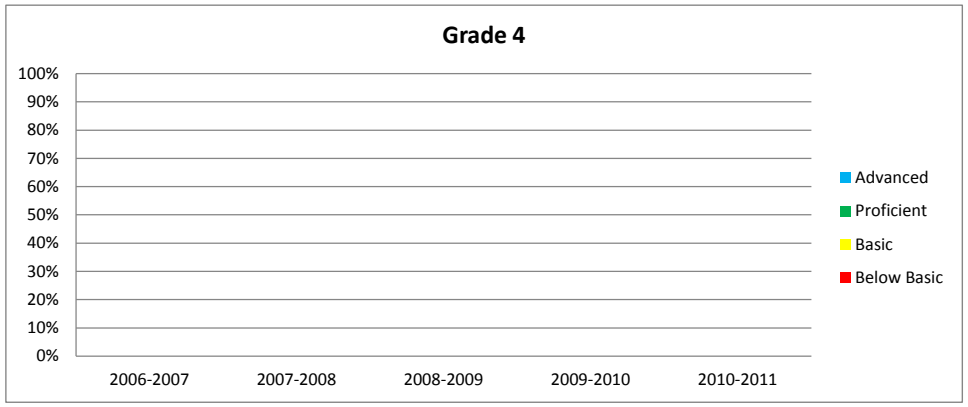


ISAT - Longitudinal Comparison - Math

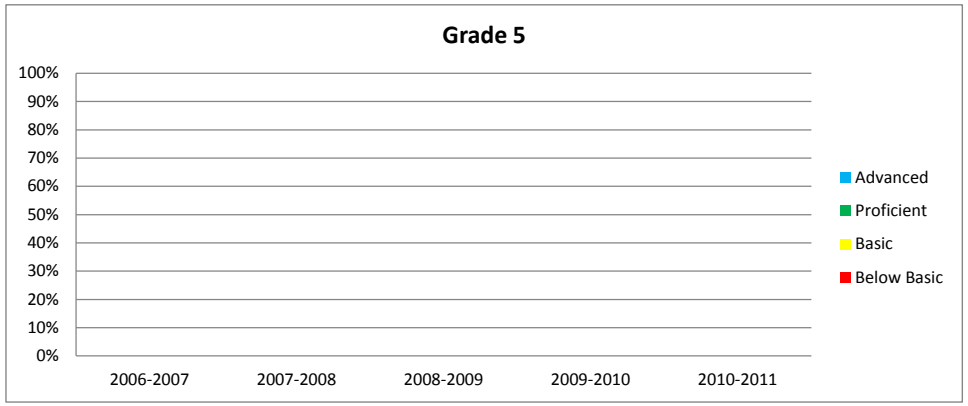
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

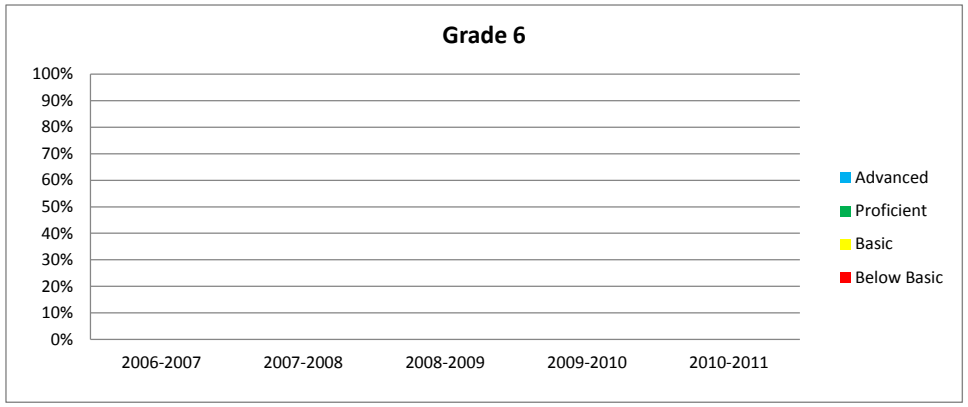


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

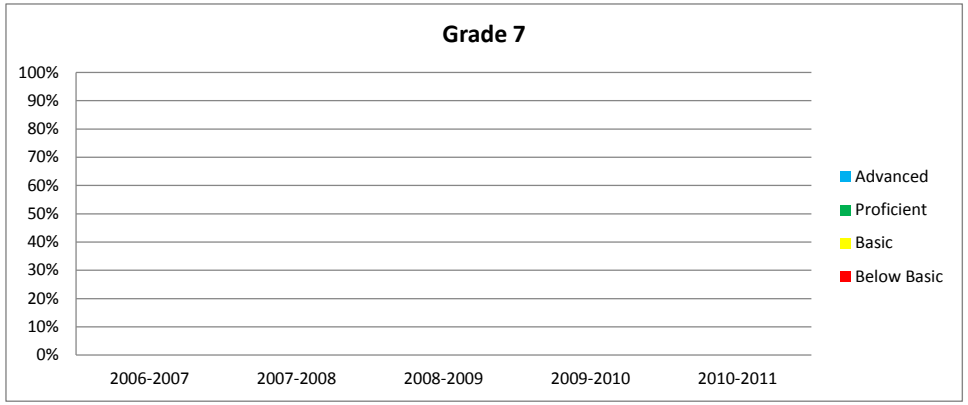


ISAT - Longitudinal Comparison - Math

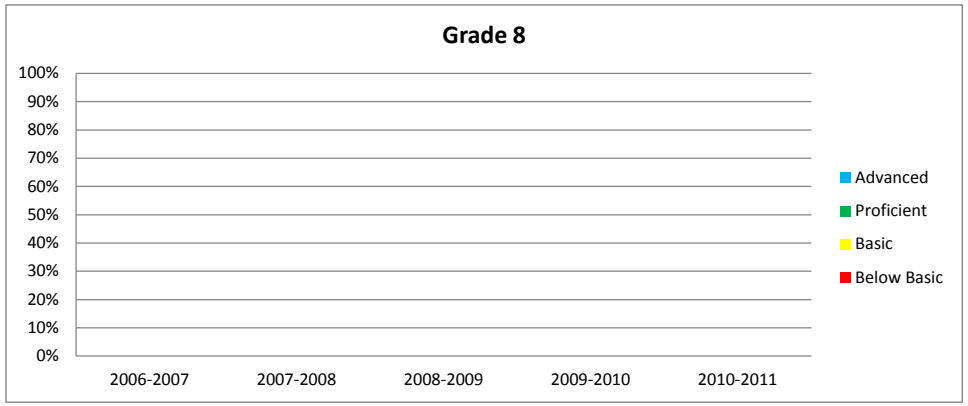
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

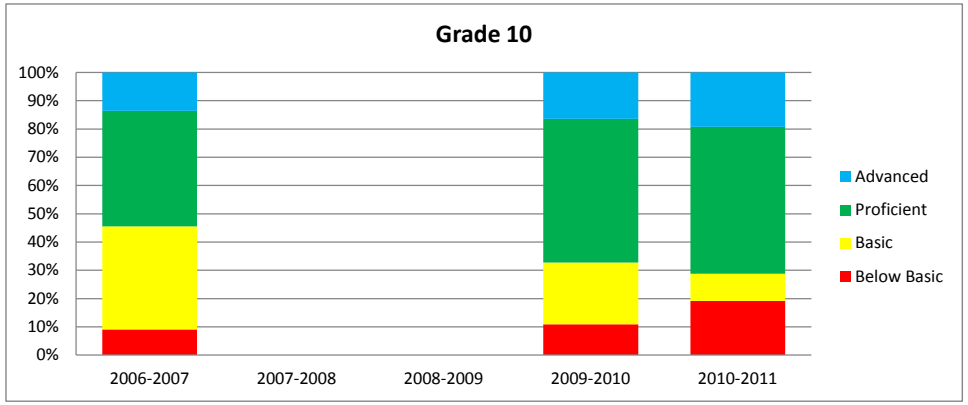


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



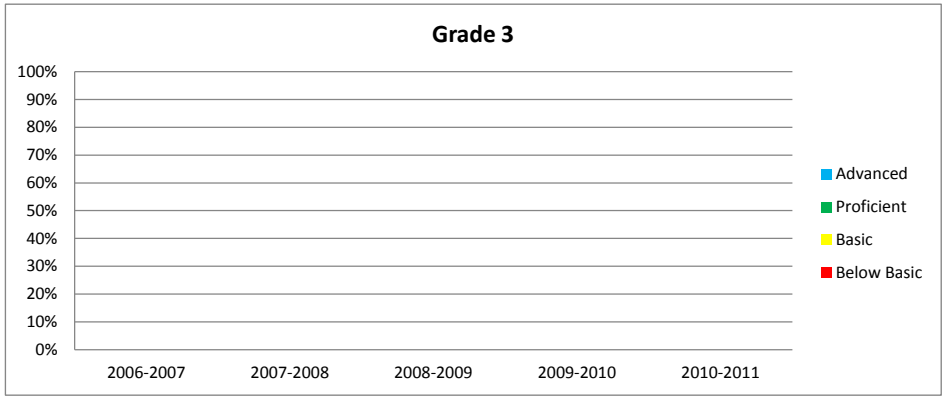
ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.1			10.9	19.2
Basic	36.4			21.8	9.6
Proficient	40.9			50.9	51.9
Advanced	13.6			16.4	19.2

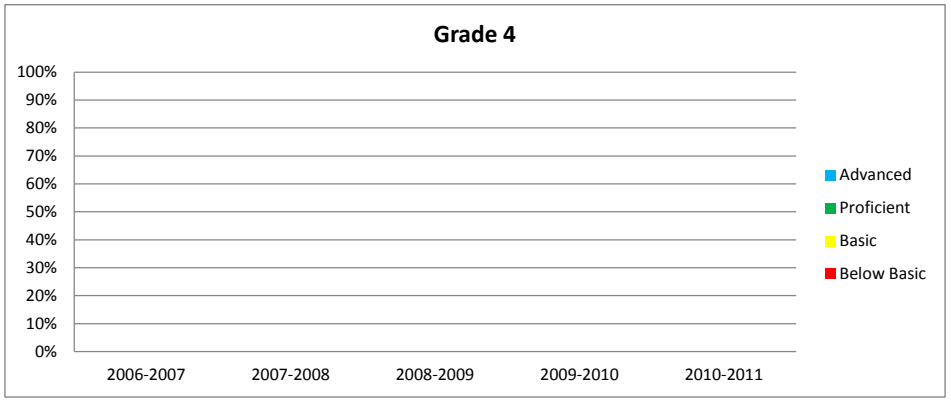


ISAT - Longitudinal Comparison - Language

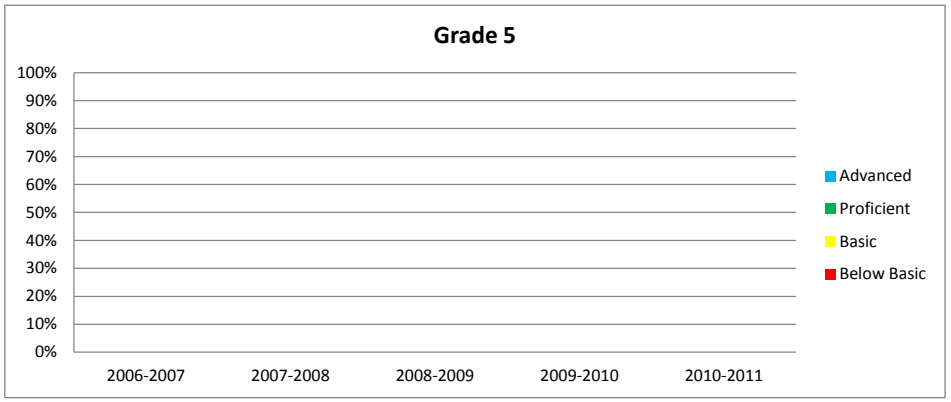
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

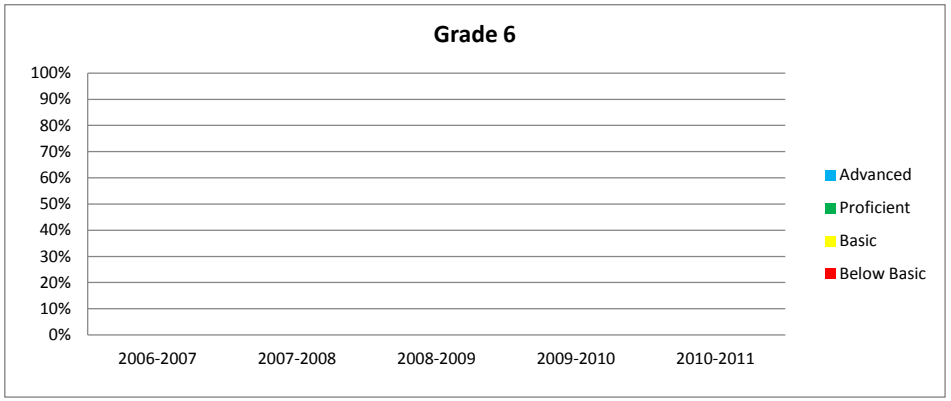


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

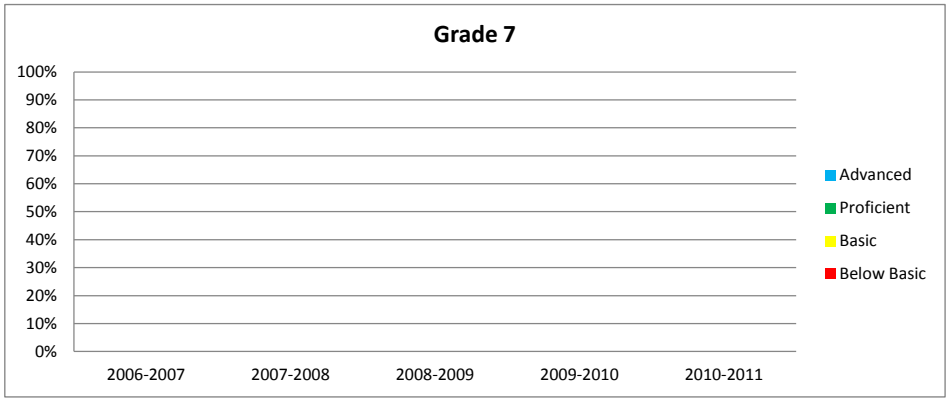


ISAT - Longitudinal Comparison - Language

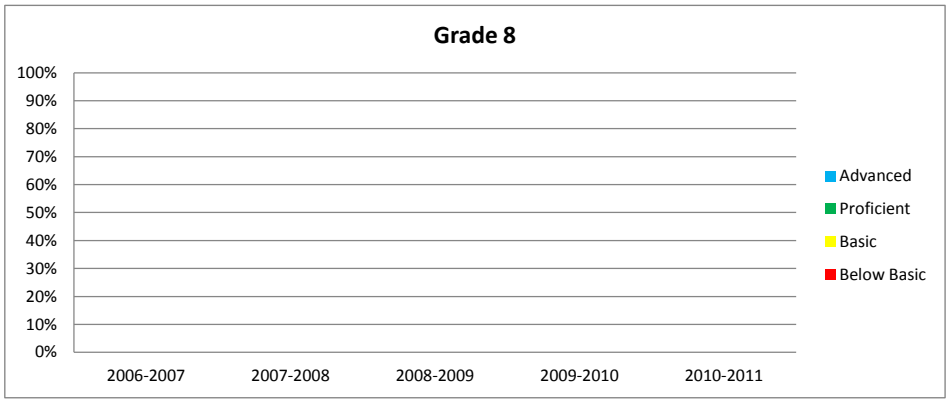
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

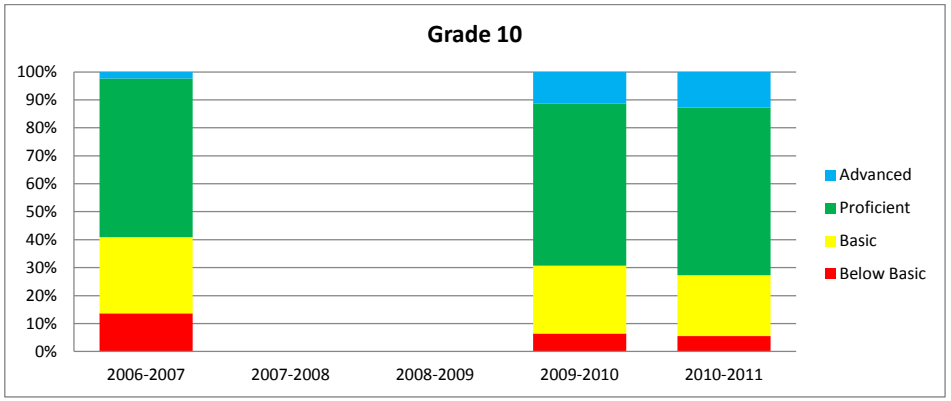


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



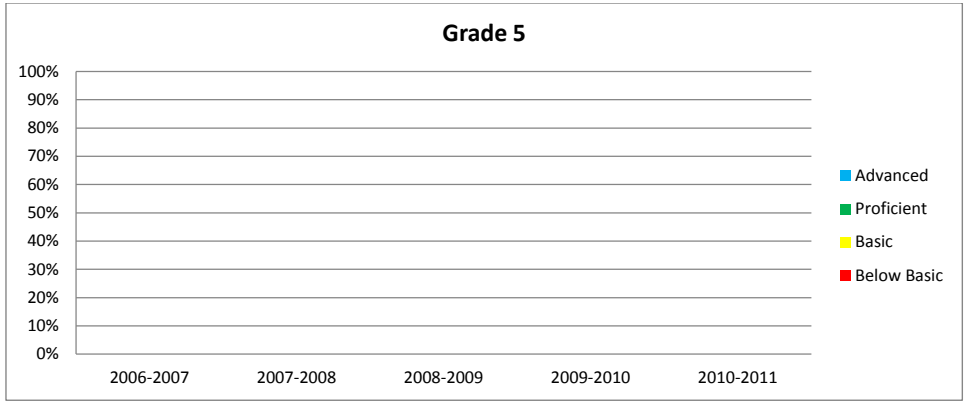
ISAT - Longitudinal Comparison - Language

Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	13.6			6.5	5.5
Basic	27.3			24.2	21.8
Proficient	56.8			58.1	60
Advanced	2.3			11.3	12.7

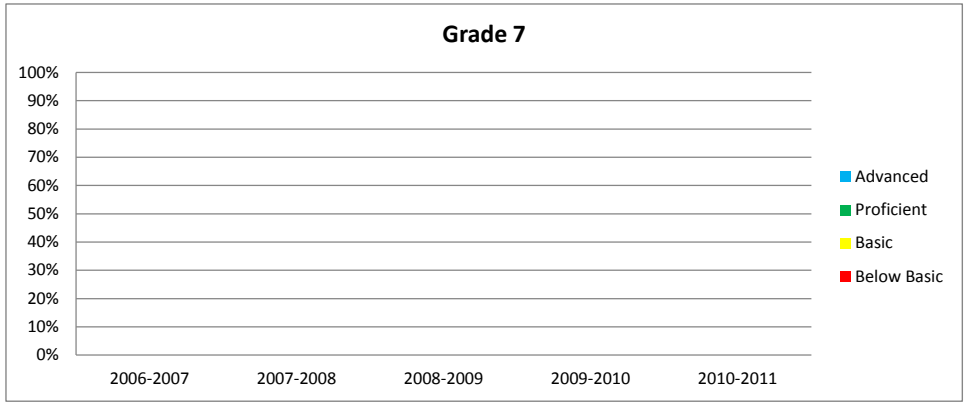


ISAT - Longitudinal Comparison - Science

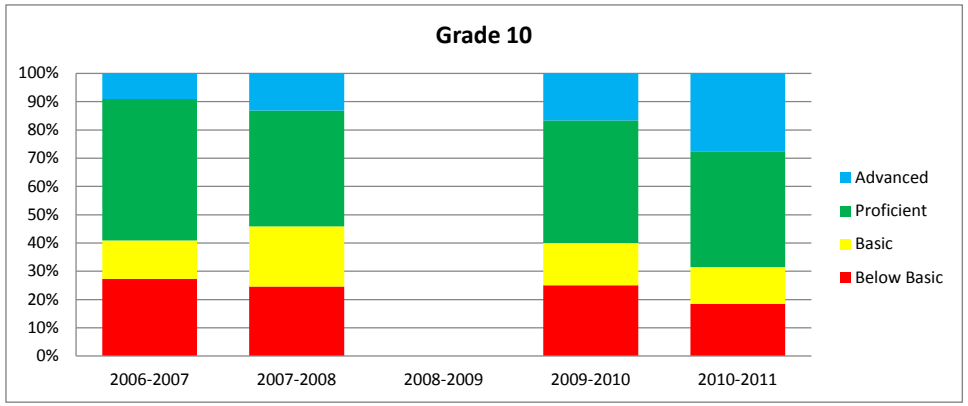
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



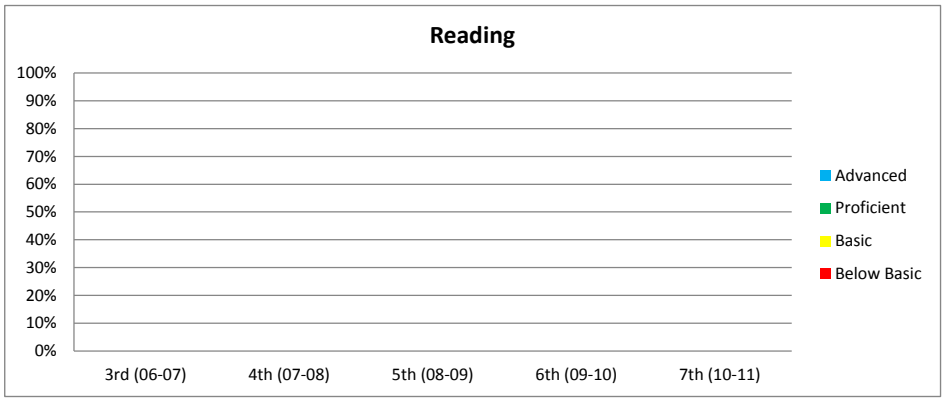
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



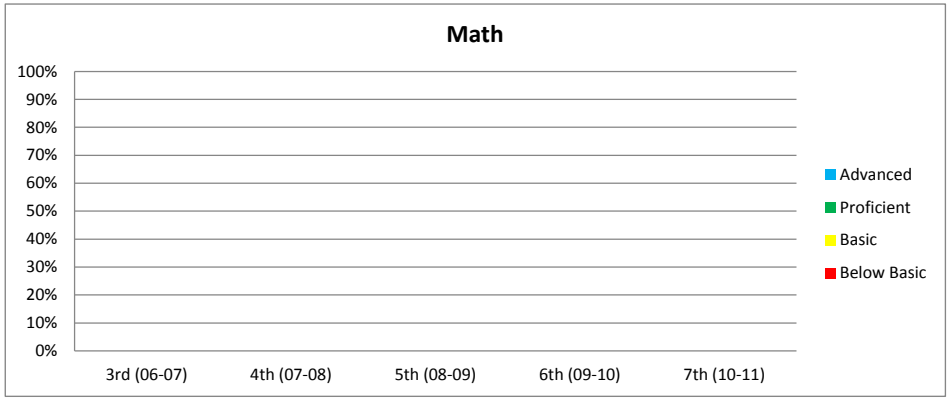
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	27.3	24.6		25	18.5
Basic	13.6	21.3		15	13
Proficient	50	41		43.3	40.7
Advanced	9.1	13.1		16.7	27.8



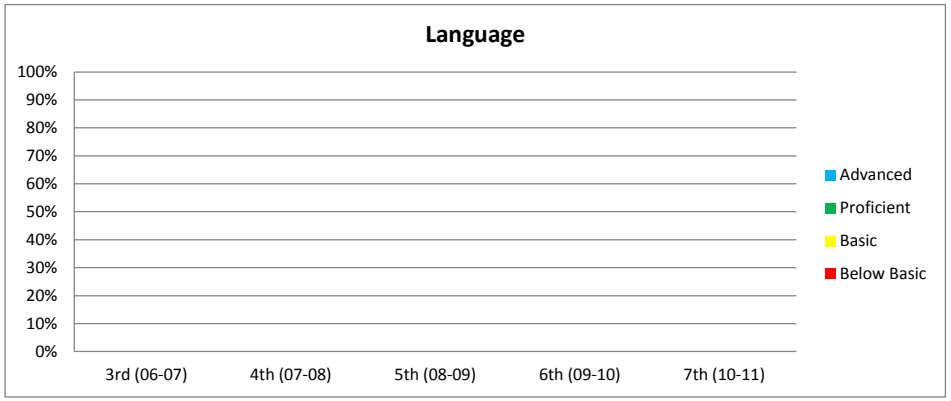
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



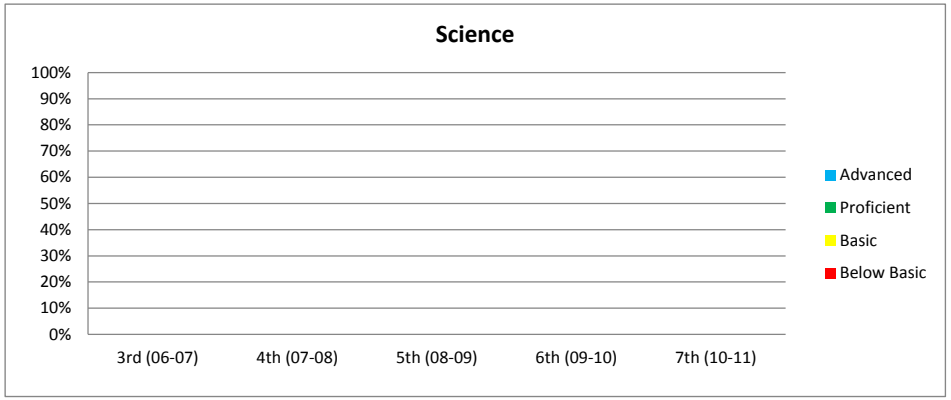
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



SUBJECT

Vision Charter School Annual Update and Proposed Charter Amendment

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.04.302
I.C. 33-5209(1)

BACKGROUND

Vision Charter School (Vision) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Middleton. Vision serves approximately 500 students in grades K-11.

DISCUSSION

Vision will provide an annual update on the status of the school and propose a charter amendment permitting the expansion of high school enrollment. PCSC staff has reviewed the materials submitted by the school and makes the following observations:

1. Vision's enrollment remains full and its waiting list extensive. The school plans to continue its previously-approved expansion next year by adding grade 12.

2. Vision met AYP in Spring 2011. Student ISAT performance is above both state and district levels in all subject areas and across all grade levels. These results are particularly rewarding in light of the school's recent doubling of enrollment in grades 4, 6, and 7, as well as the addition of high school grades.

   According to IRI scores, 96.5% of Vision's students are reading at or above grade level.

3. Stakeholder surveys show parent satisfaction levels ranging from 97-100%. A staff attrition rate of 1% and student attrition of 9.5% also indicate high levels of satisfaction, though specific staff and student surveys have not been conducted.

4. School improvement efforts are focused on implementation of common core standards, development of the writing process, integration of technology, and staff development.

5. Vision is operating with substantial reserves, which are positioning them favorably to obtain a construction loan. The school intends to begin construction on phase one of its permanent facility in summer 2012; this building will house the middle and high school beginning in fall 2013.

Vision is proposing a charter amendment that would permit the doubling of grades 9-12 at a rate in accordance with student demand. The high school's capacity would be limited to a maximum of 70 students per grade. Budget estimates included with these materials indicate that the school, already fiscally stable, will continue to increase its reserves if this amendment is approved.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed charter amendment as submitted by Vision Public Charter School.

COMMISSION ACTION

A motion to approve the proposed charter amendment permitting the doubling of high school grades as submitted by Vision Charter School.

OR

A motion to deny the proposed charter amendment permitting the doubling of high school grades as submitted by Vision Charter School.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CHARTER SCHOOL DASHBOARD

Date: 10/3/11

School Name: VISION CHARTER SCHOOL
School Address: 19291 WARD RD
School Phone: 208-455-9220
Current School Year: 2011-2012
School Mission: The mission of the Vision Charter School is to provide a classical education to all students in an effort to produce well-educated, respectful citizen leaders.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Lee Hannah	Board Chairman 2013	BSU Professor / Veternarian	elizabethhannah@boisestate.edu	863-5754
David Snow	Treasurer 2013	Realator/IT/PR	snowx6@yahoo.com	455-7464
Andy Marshall	At Large 2013	Enviro Engineer/MBA	amarshall@usecology.com	914-8678
Patricia Walker White	At Large 2012	Arts Advocate/PR	pkwalkerwhite@msn.com	407-1414
Tracie Wood	At Large 2013	Arts Advocate	tracie8wood@msn.com	453-2781
Mike Lower	Vice Chair 2012	Army Recruiter	michael.lower@id.ngb.army.mil	371-2519

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Currrent Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24		96	25	
1	28		94	26	
2	29		80	30	
3	32		90	32	
4	34		82	64	
5	66		33	32	
6	66		5	66	
7	66		27	61	
8	65		28	33	
9	33		5	36	
10	33		7	32	

11	32		2		
12					
TOTAL	505	97.3%	549	437	96%

Student Attrition Rate: 48 students did not return from the 2010-2011 school year to start the 2011-2012 school year. This is 9.5% attrition. .
Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? yes
If yes, briefly describe planned enrollment changes, including numbers and grades affected: We will be adding 12th grade next year, our enrollment will increse by approximately 31. We are requesting to grow our 9th grade to accommodate the retention of all current 8th graders moving to 9th grade. This number could add an additional 15 to 33 students.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	21=4%	12=2%	460=91%	6=.01%	3=0%	0%	222=44%	34=7%
Previous	9=2%	4=.9%	410=93.8%	7=1.6%	0%	0%	216=49.4%	27-6%

FACULTY AND STAFF

Administrator Name(s): Wendy R OldenKamp
Administrator's Hire Date: January 2007
Administrator Email(s): wendyroldenkamp@msn.com
Current Classified Staff (# FTE): 10
Classified Attrition Rate: 3%
Current Faculty (# FTE): 19
Faculty Attrition Rate: 1%

EDUCATIONAL PROGRAM
Did your school make AYP during the last school year? yes
If no, please specify indicator and status:
If no, please describe plan for addressing need:
Was your school selected to participate in NAEP this year? yes

REPORTING
Date of last programmatic operations audit? June 16, 2011
Date submitted to authorizer? September 2011
Who performed your most recent programmatic audit? ICSN
Date of most recent fiscal audit? June 30, 2011
Date submitted to authorizer? September 2011

COMMENTS
Please describe any significant changes experienced by your school in the past year:
Vision Charter added tenth grade (2010-2011) and doubled 4th, 6th and 7th grade (2010-2011).
We currently only have a single fourth and a doubled 5th, 6th, 7th, 8th, and a single 9-11th. (2011-2012)

Please describe the greatest successes experienced by your school in the past year:

We celebrated our ISAT and IRI scores especially in lieu of doubling so many grade levels! In addition, we were very excited about the carry over in our budget which is positioning VCS to secureour phase one loan for our building.

Please describe any challenges you anticipate during the upcoming year:
Adding 33 new 6th graders may make meeting our academic goals difficult; however, not impossible. Our after school tutoring and homework club in addition to our math and reading tutorial class will assist our students in reaching their full potential.

Please add any additional information of which you would like to make your authorizer aware :

REQUIRED ATTACHMENTS

☒ Most recent ISAT, IRI, DWA, and DMA results (as applicable)

☒ Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)

☒ Goals attainment report comparing the measurable student educational standards in your charter to actual results.

☒ Written response to recommendations from most recent programmatic operations audit.

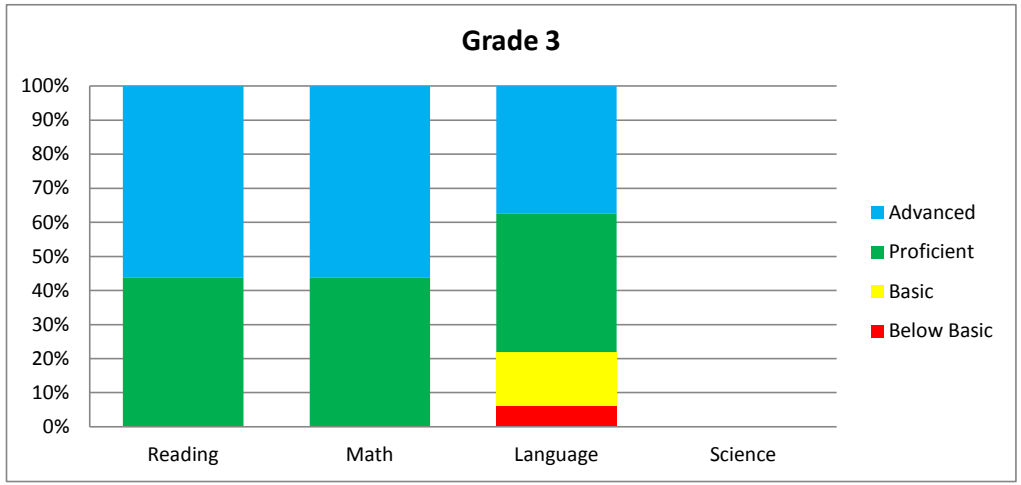
☒ Most recent parent/stakeholder satisfaction survey results

☒ Budget actuals for most recent month-end

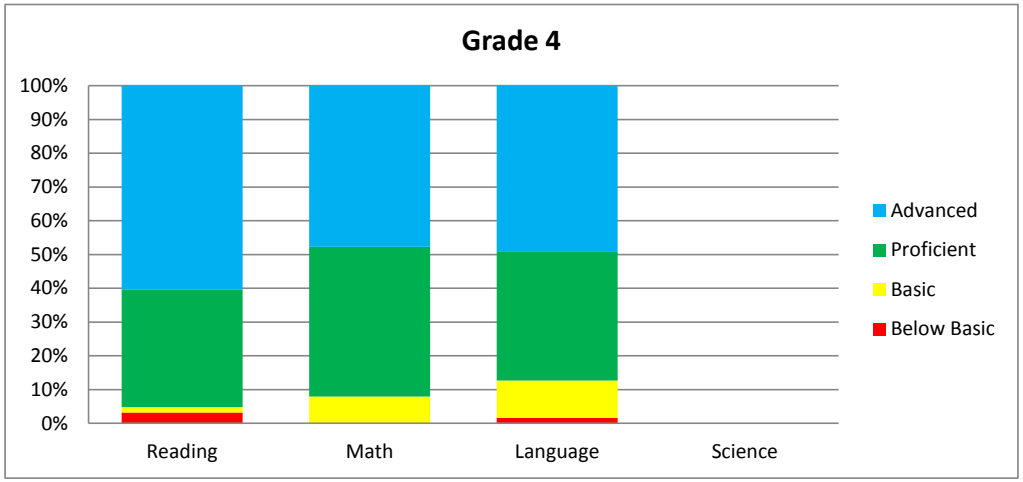
☒ Budget estimates for remainder of current year, and fiscal outlook for next year

ISAT - Most Recent Spring - By Subject

Grade 3	Reading	Math	Language	Science
Below Basic	0	0	6.3	
Basic	0	0	15.6	
Proficient	43.8	43.8	40.6	
Advanced	56.3	56.3	37.5	

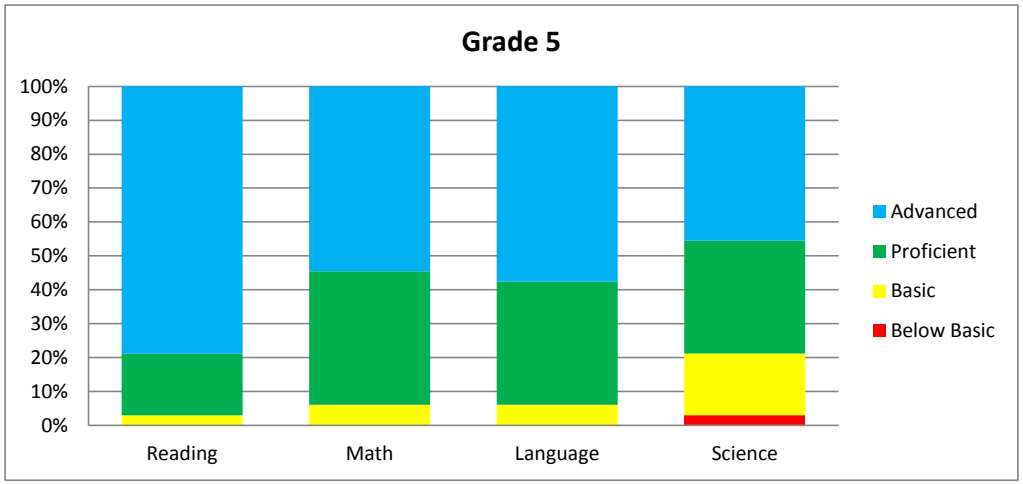


Grade 4	Reading	Math	Language	Science
Below Basic	3.2	0	1.6	
Basic	1.6	7.9	11.1	
Proficient	34.9	44.4	38.1	
Advanced	60.3	47.6	49.2	

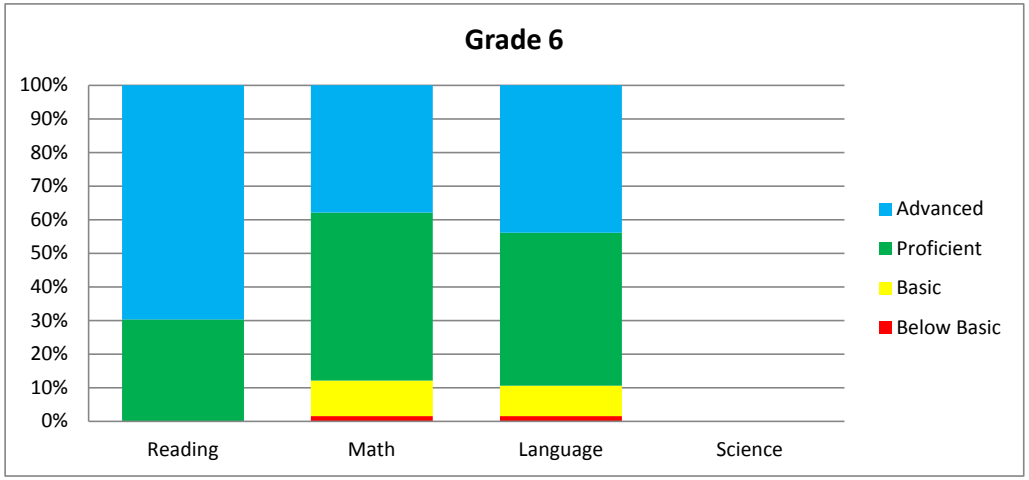


ISAT - Most Recent Spring - By Subject

Grade 5	Reading	Math	Language	Science
Below Basic	0	0	0	3
Basic	3	6.1	6.1	18.2
Proficient	18.2	39.4	36.4	33.3
Advanced	78.8	54.5	57.6	45.5

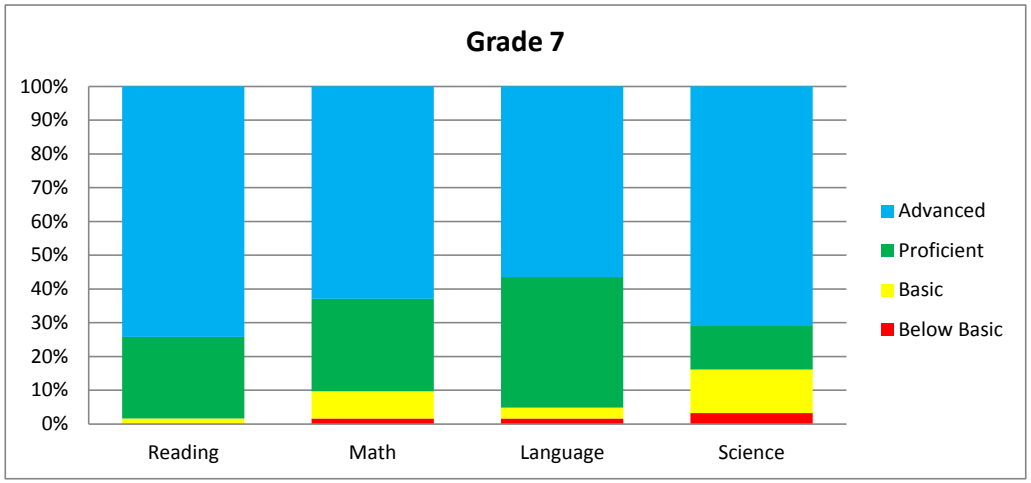


Grade 6	Reading	Math	Language	Science
Below Basic	0	1.5	1.5	
Basic	0	10.6	9.1	
Proficient	30.3	50	45.5	
Advanced	69.7	37.9	43.9	

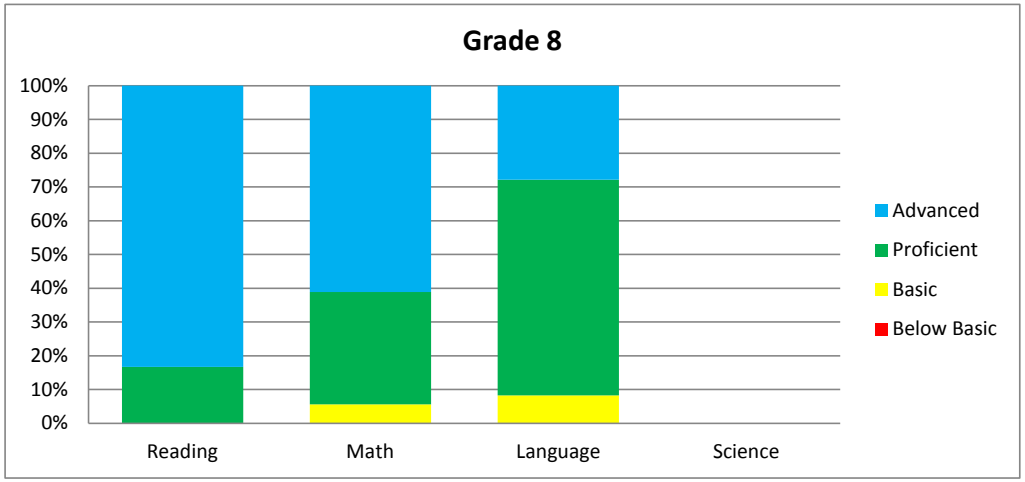


ISAT - Most Recent Spring - By Subject

Grade 7	Reading	Math	Language	Science
Below Basic	0	1.6	1.6	3.2
Basic	1.6	8.1	3.2	12.9
Proficient	24.2	27.4	38.7	12.9
Advanced	74.2	62.9	56.5	71

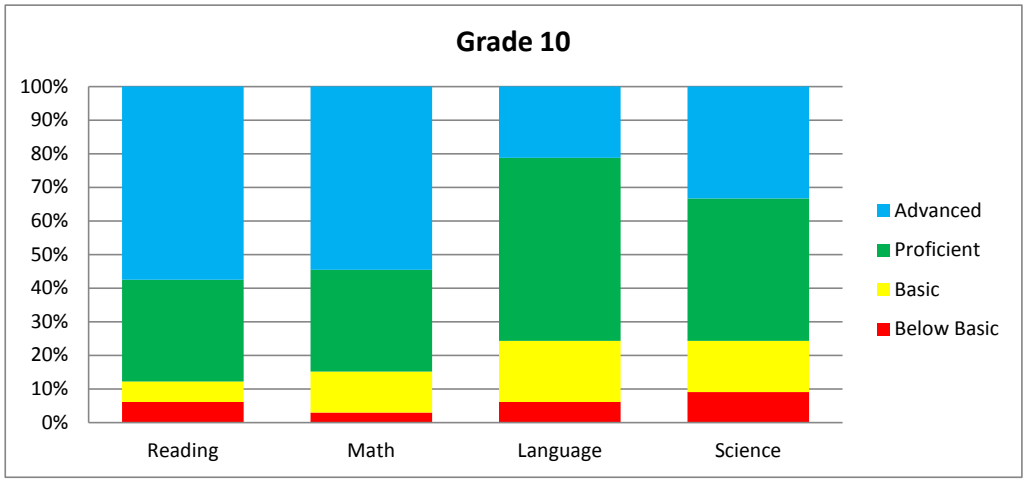


Grade 8	Reading	Math	Language	Science
Below Basic	0	0	0	
Basic	0	5.6	8.3	
Proficient	16.7	33.3	63.9	
Advanced	83.3	61.1	27.8	



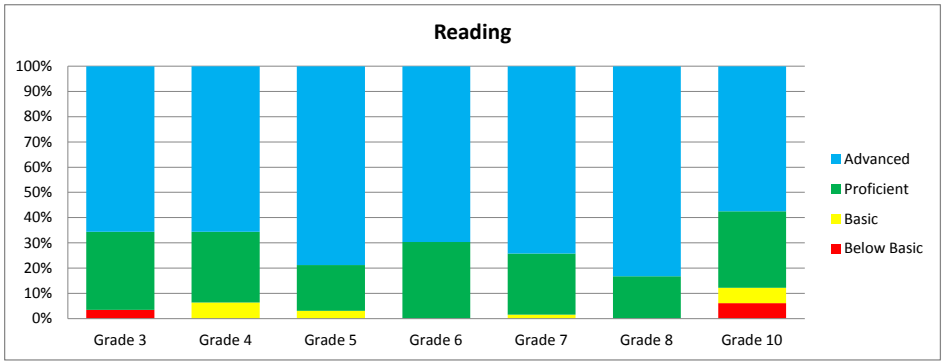
ISAT - Most Recent Spring - By Subject

Grade 10	Reading	Math	Language	Science
Below Basic	6.1	3	6.1	9.1
Basic	6.1	12.1	18.2	15.2
Proficient	30.3	30.3	54.5	42.4
Advanced	57.6	54.5	21.2	33.3

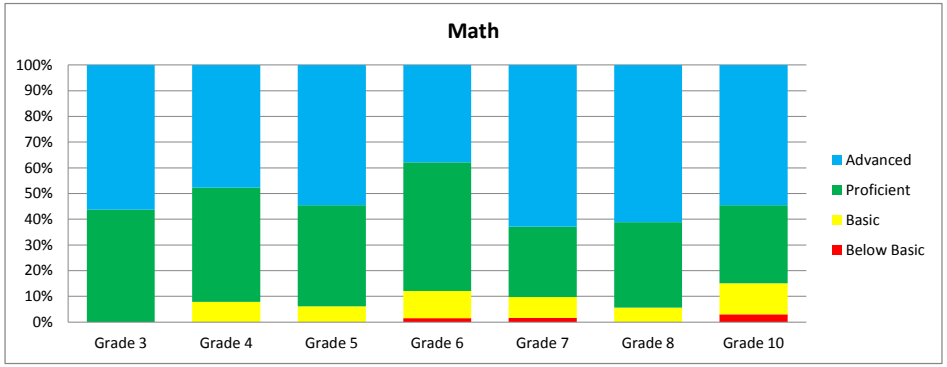


ISAT - Most Recent Spring - By Grade Level

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.4	0	0	0	0	0	6.1
Basic	0	6.3	3	0	1.6	0	6.1
Proficient	31	28.1	18.2	30.3	24.2	16.7	30.3
Advanced	65.5	65.6	78.8	69.7	74.2	83.3	57.6

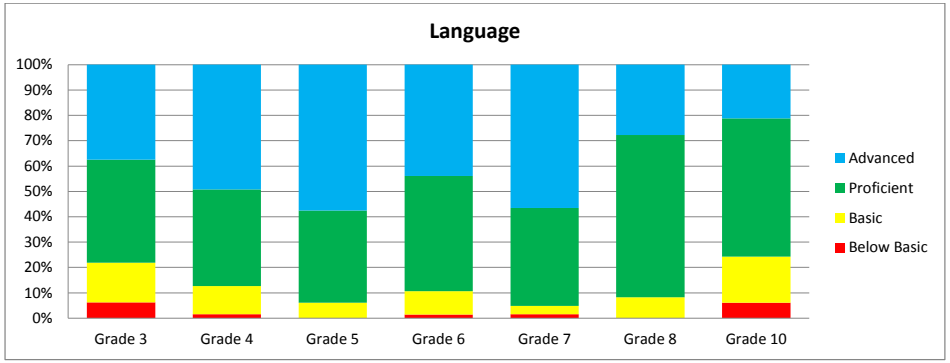


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	0	0	0	1.5	1.6	0	3
Basic	0	7.9	6.1	10.6	8.1	5.6	12.1
Proficient	43.8	44.4	39.4	50	27.4	33.3	30.3
Advanced	56.3	47.6	54.5	37.9	62.9	61.1	54.5

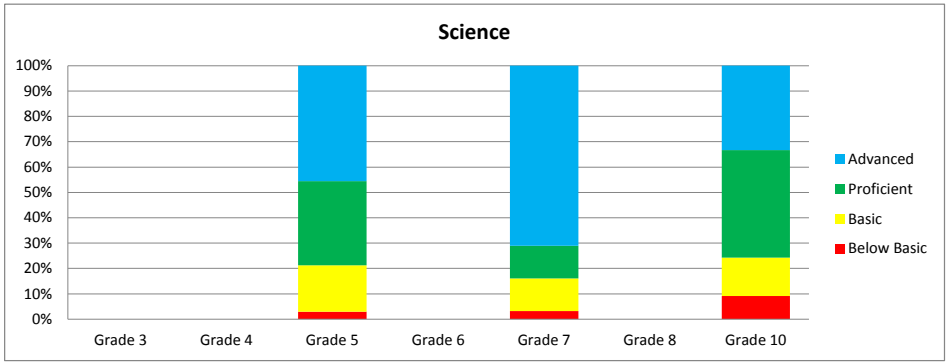


ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	6.3	1.6	0	1.5	1.6	0	6.1
Basic	15.6	11.1	6.1	9.1	3.2	8.3	18.2
Proficient	40.6	38.1	36.4	45.5	38.7	63.9	54.5
Advanced	37.5	49.2	57.6	43.9	56.5	27.8	21.2

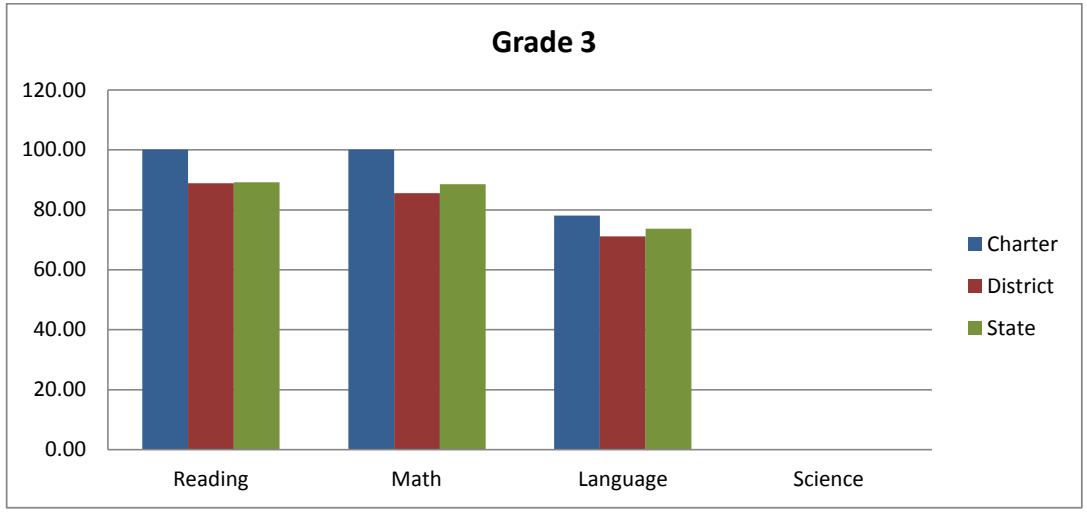


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			3		3.2		9.1
Basic			18.2		12.9		15.2
Proficient			33.3		12.9		42.4
Advanced			45.5		71		33.3

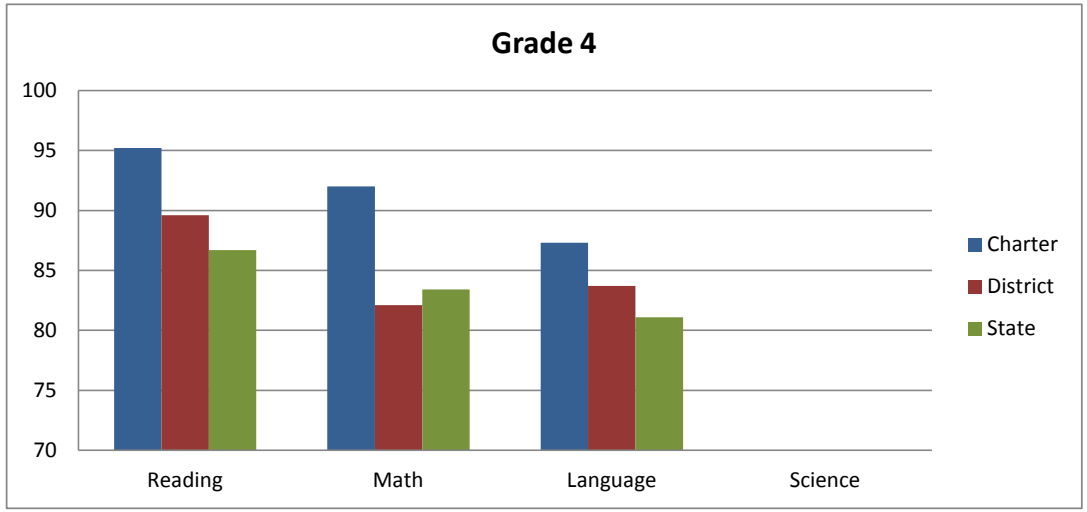


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	100.1	100.1	78.1	
District	88.9	85.6	71.2	
State	89.2	88.6	73.7	

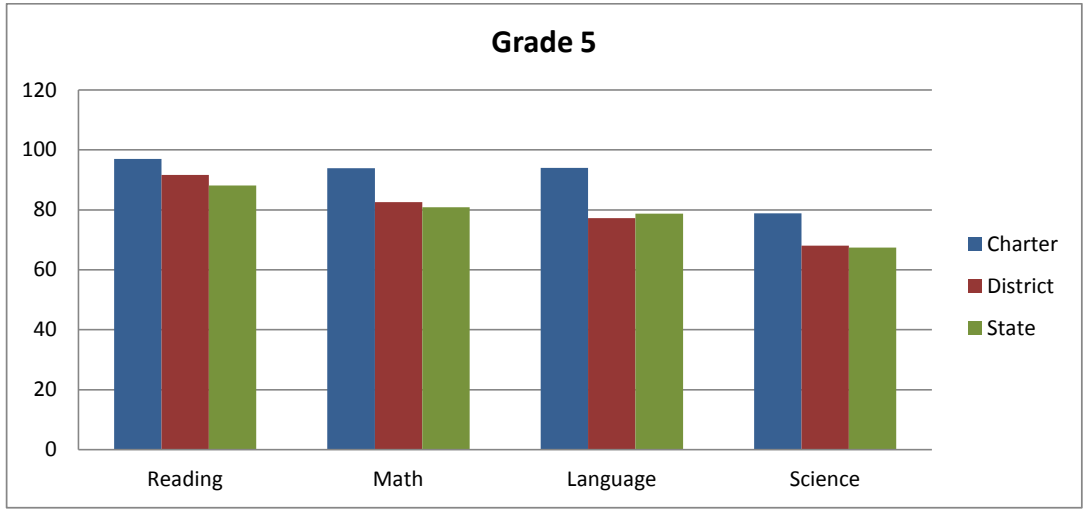


Grade 4	Reading	Math	Language	Science
Charter	95.2	92	87.3	
District	89.6	82.1	83.7	
State	86.7	83.4	81.1	

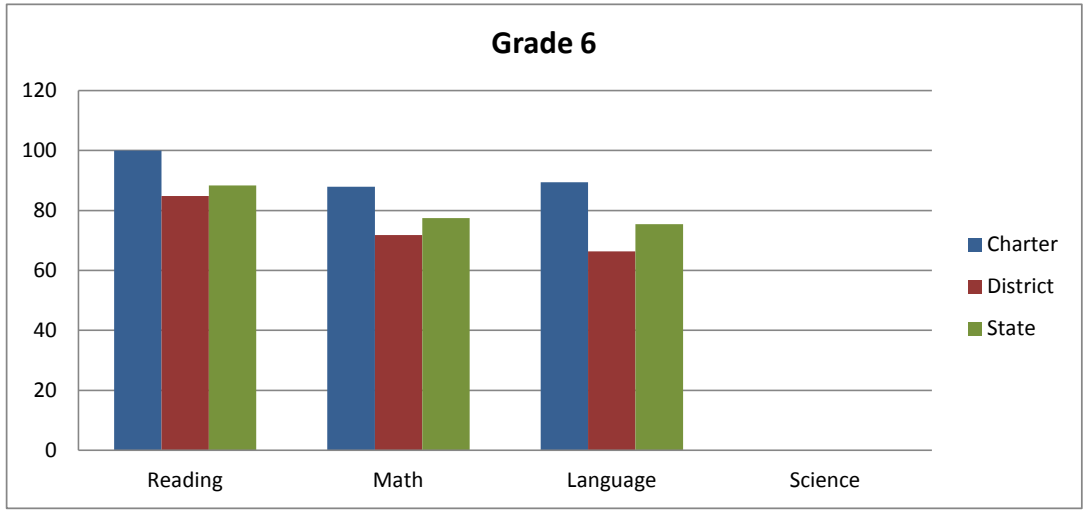


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	97	93.9	94	78.8
District	91.7	82.6	77.3	68.1
State	88.1	80.9	78.7	67.4

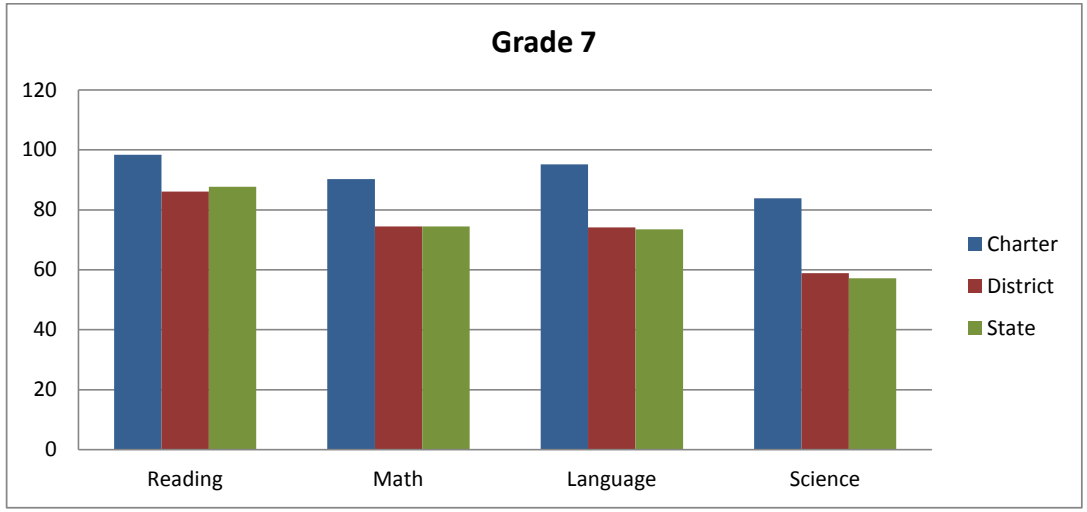


Grade 6	Reading	Math	Language	Science
Charter	100	87.9	89.4	
District	84.8	71.8	66.4	
State	88.4	77.5	75.4	

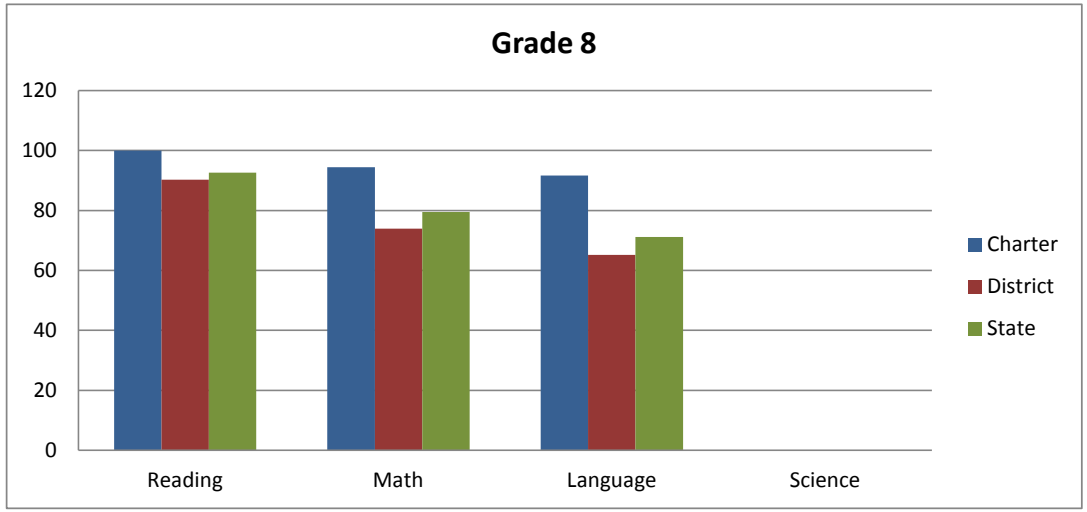


ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	98.4	90.3	95.2	83.9
District	86.1	74.5	74.1	58.9
State	87.7	74.5	73.5	57.2

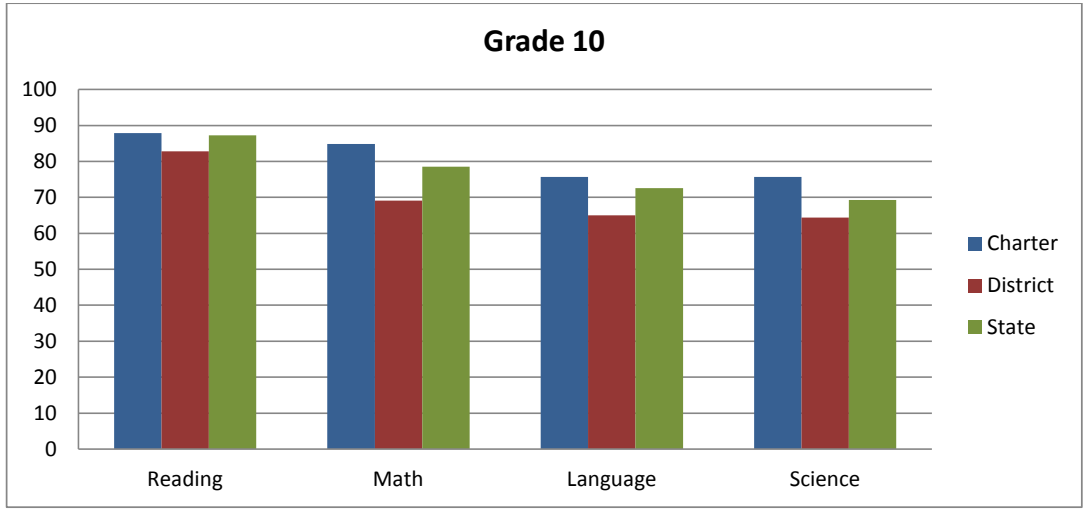


Grade 8	Reading	Math	Language	Science
Charter	100	94.4	91.7	
District	90.3	73.9	65.2	
State	92.6	79.5	71.2	



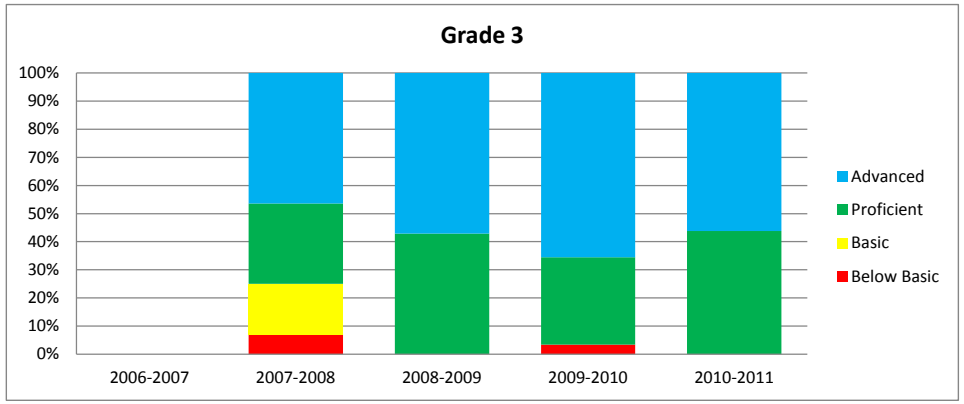
ISAT - Most Recent Spring
Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	87.9	84.8	75.7	75.7
District	82.8	69.1	65	64.4
State	87.2	78.5	72.6	69.3

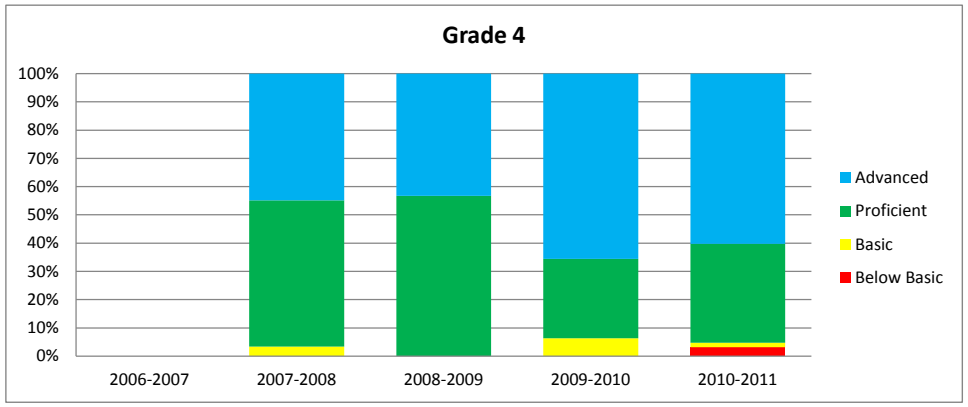


ISAT - Longitudinal Comparison - Reading

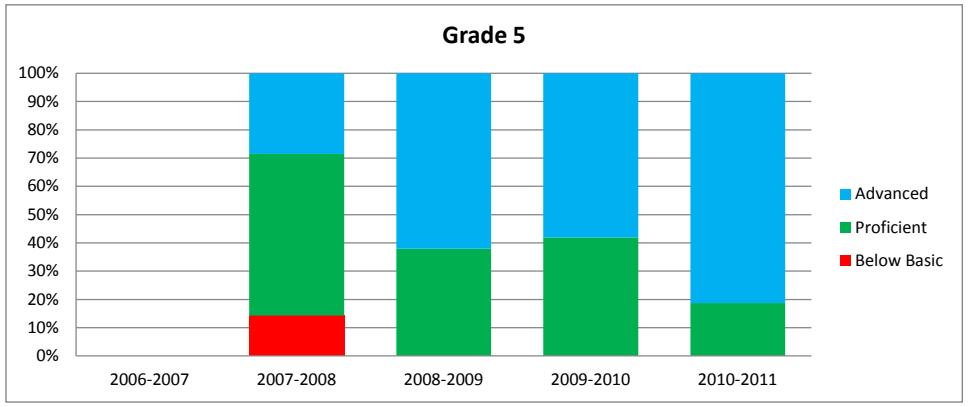
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	7.1	0	3.4	0
Basic	#N/A	17.9	0	0	0
Proficient	#N/A	28.6	42.9	31	43.8
Advanced	#N/A	46.4	57.1	65.5	56.3



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	0	0	0	3.2
Basic	#N/A	3.4	0	6.3	1.6
Proficient	#N/A	51.7	56.7	28.1	34.9
Advanced	#N/A	44.8	43.3	65.6	60.3

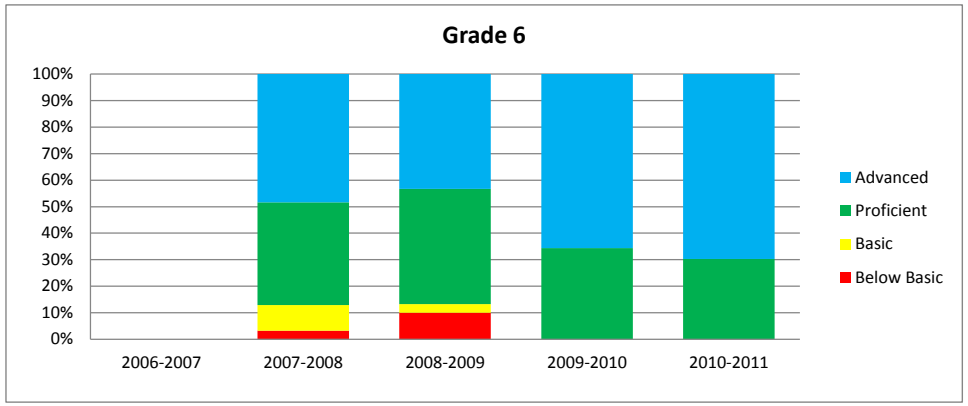


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	13.8	0	0	0
Basic	#N/A	3.4	3.3	3.1	3
Proficient	#N/A	55.2	36.7	40.6	18.2
Advanced	#N/A	27.6	60	56.3	78.8

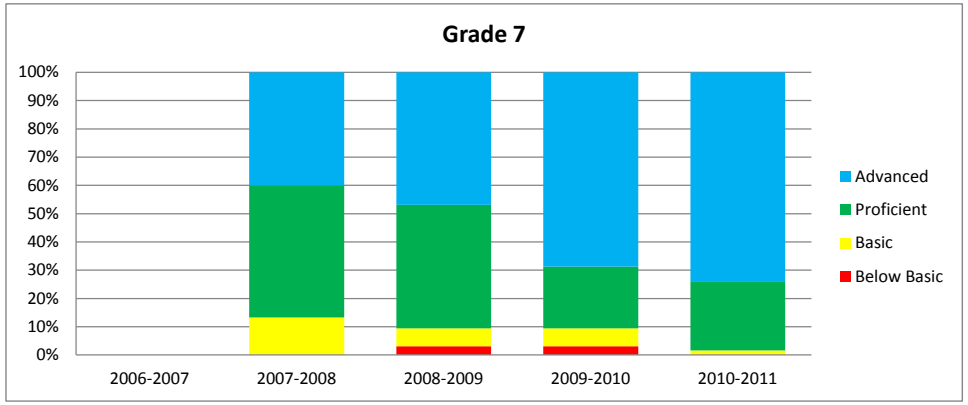


ISAT - Longitudinal Comparison - Reading

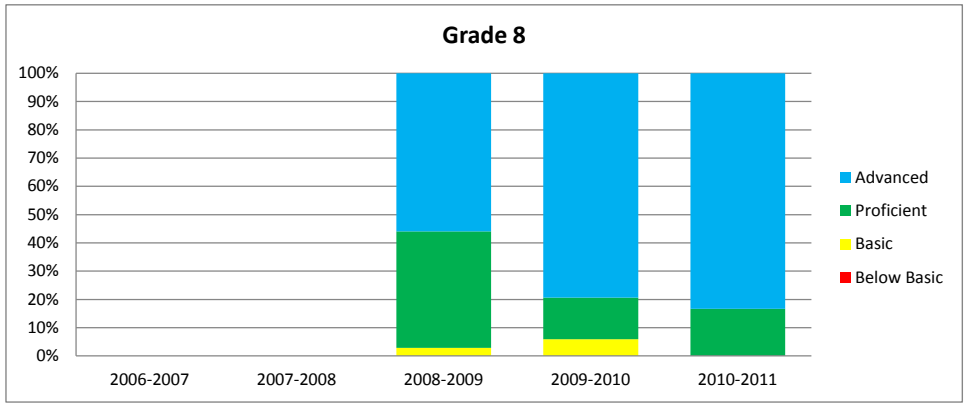
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	3.2	10	0	0
Basic	#N/A	9.7	3.3	0	0
Proficient	#N/A	38.7	43.3	34.4	30.3
Advanced	#N/A	48.4	43.3	65.6	69.7



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	0	3.1	3.1	0
Basic	#N/A	13.3	6.3	6.3	1.6
Proficient	#N/A	46.7	43.8	21.9	24.2
Advanced	#N/A	40	46.9	68.8	74.2

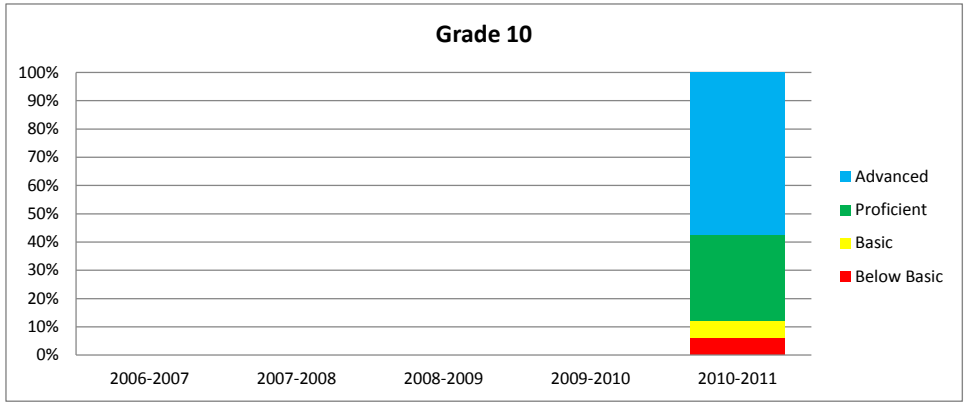


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	0	0	0
Basic	#N/A	#N/A	2.9	5.9	0
Proficient	#N/A	#N/A	41.2	14.7	16.7
Advanced	#N/A	#N/A	55.9	79.4	83.3



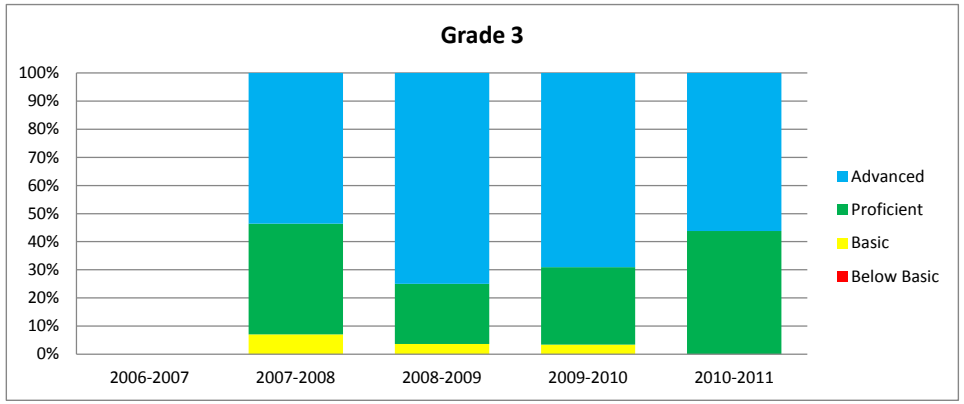
ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	6.1
Basic	#N/A	#N/A		#N/A	6.1
Proficient	#N/A	#N/A		#N/A	30.3
Advanced	#N/A	#N/A		#N/A	57.6

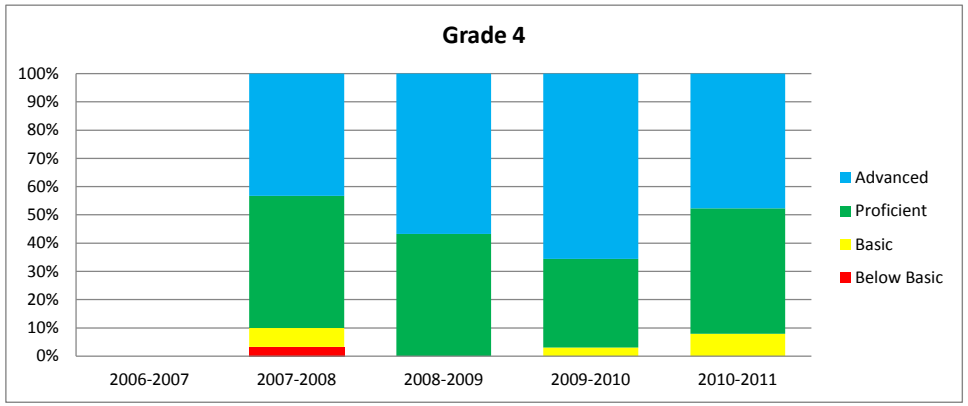


ISAT - Longitudinal Comparison - Math

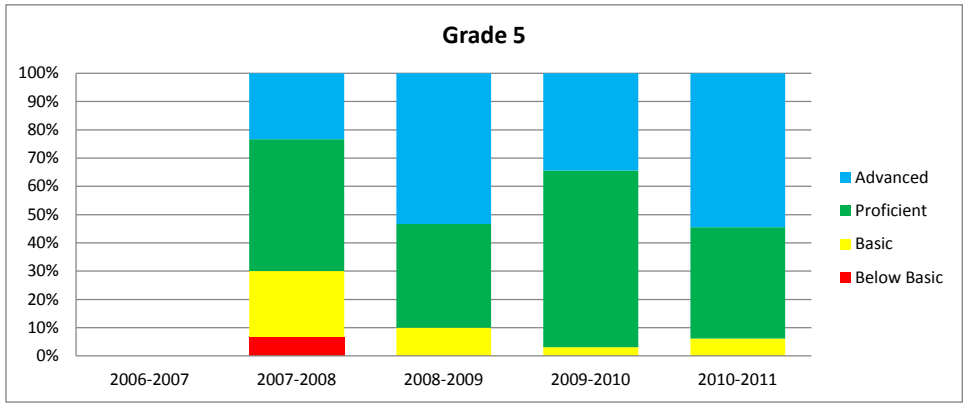
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	0	0	0	0
Basic	#N/A	7.1	3.6	3.4	0
Proficient	#N/A	39.3	21.4	27.6	43.8
Advanced	#N/A	53.6	75	69	56.3



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	3.3	0	0	0
Basic	#N/A	6.7	0	3.1	7.9
Proficient	#N/A	46.7	43.3	31.3	44.4
Advanced	#N/A	43.3	56.7	65.6	47.6

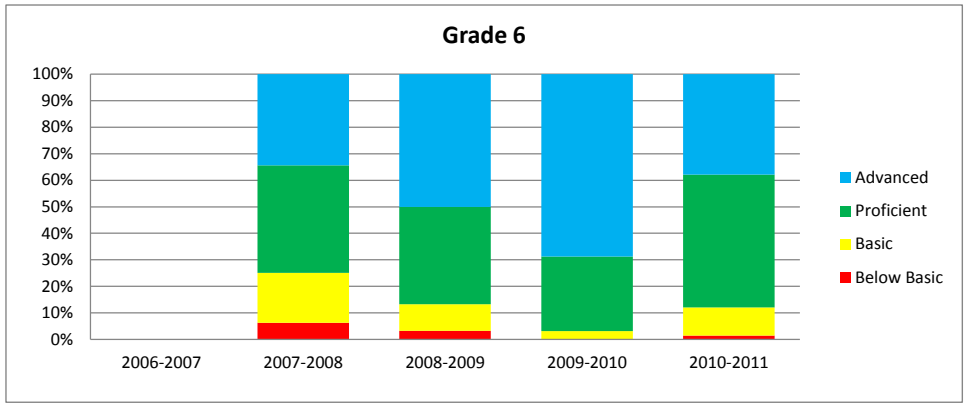


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	6.7	0	0	0
Basic	#N/A	23.3	10	3.1	6.1
Proficient	#N/A	46.7	36.7	62.5	39.4
Advanced	#N/A	23.3	53.3	34.4	54.5

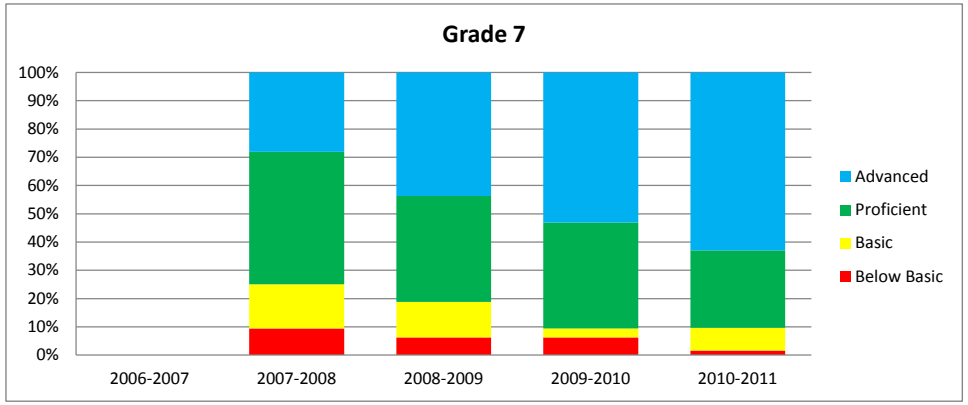


ISAT - Longitudinal Comparison - Math

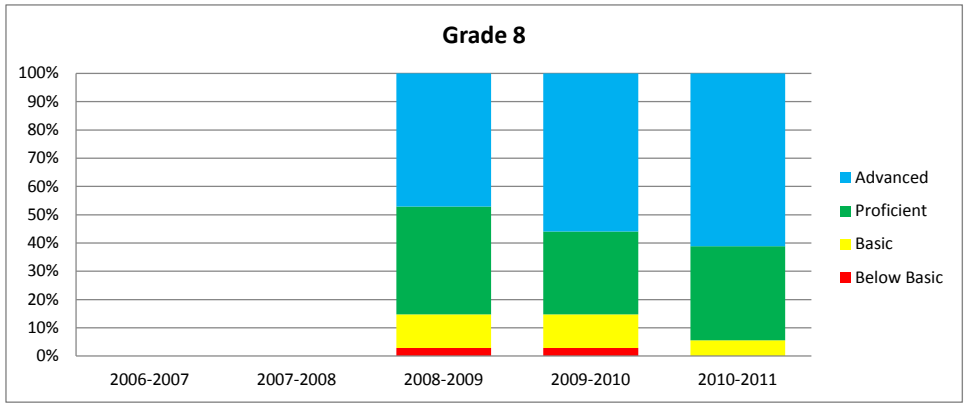
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	6.3	3.3	0	1.5
Basic	#N/A	18.8	10	3.1	10.6
Proficient	#N/A	40.6	36.7	28.1	50
Advanced	#N/A	34.4	50	68.8	37.9



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	9.4	6.3	6.3	1.6
Basic	#N/A	15.6	12.5	3.1	8.1
Proficient	#N/A	46.9	37.5	37.5	27.4
Advanced	#N/A	28.1	43.8	53.1	62.9

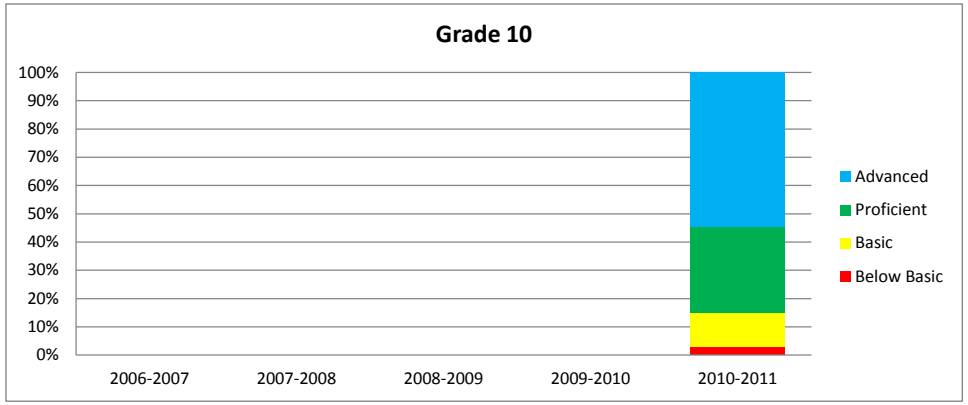


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	2.9	2.9	0
Basic	#N/A	#N/A	11.8	11.8	5.6
Proficient	#N/A	#N/A	38.2	29.4	33.3
Advanced	#N/A	#N/A	47.1	55.9	61.1



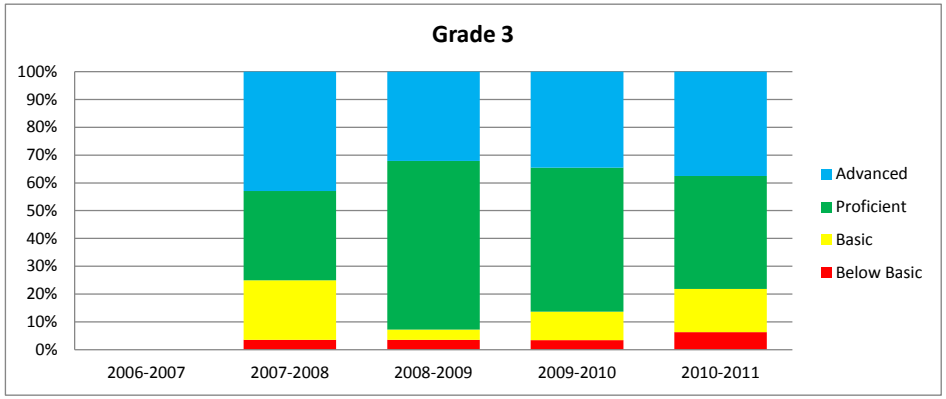
ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	3
Basic	#N/A			#N/A	12.1
Proficient	#N/A			#N/A	30.3
Advanced	#N/A			#N/A	54.5

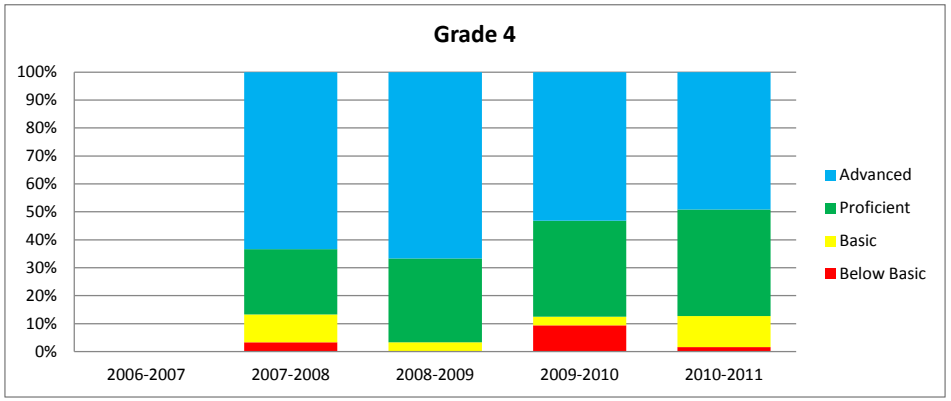


ISAT - Longitudinal Comparison - Language

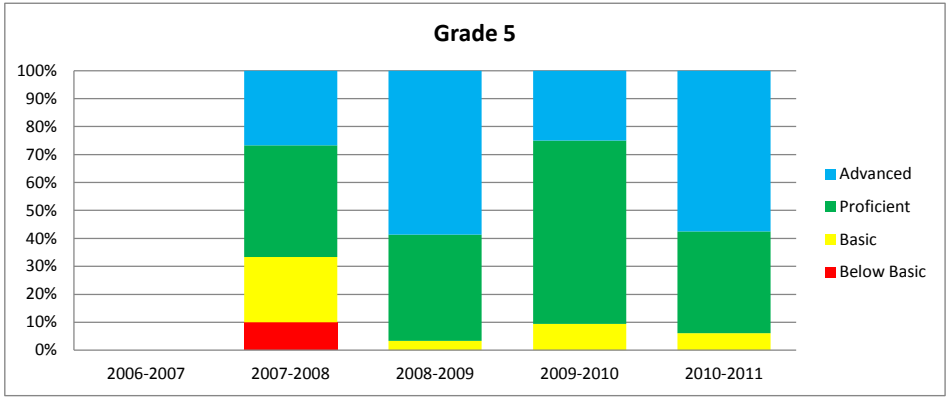
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	3.6	3.6	3.4	6.3
Basic	#N/A	21.4	3.6	10.3	15.6
Proficient	#N/A	32.1	60.7	51.7	40.6
Advanced	#N/A	42.9	32.1	34.5	37.5



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	3.3	0	9.4	1.6
Basic	#N/A	10	3.3	3.1	11.1
Proficient	#N/A	23.3	30	34.4	38.1
Advanced	#N/A	63.3	66.7	53.1	49.2

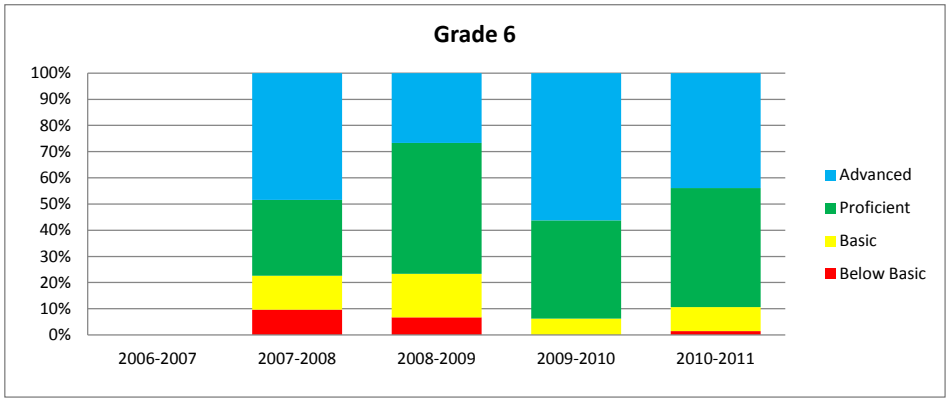


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	10	0	0	0
Basic	#N/A	23.3	3.4	9.4	6.1
Proficient	#N/A	40	37.9	65.6	36.4
Advanced	#N/A	26.7	58.6	25	57.6

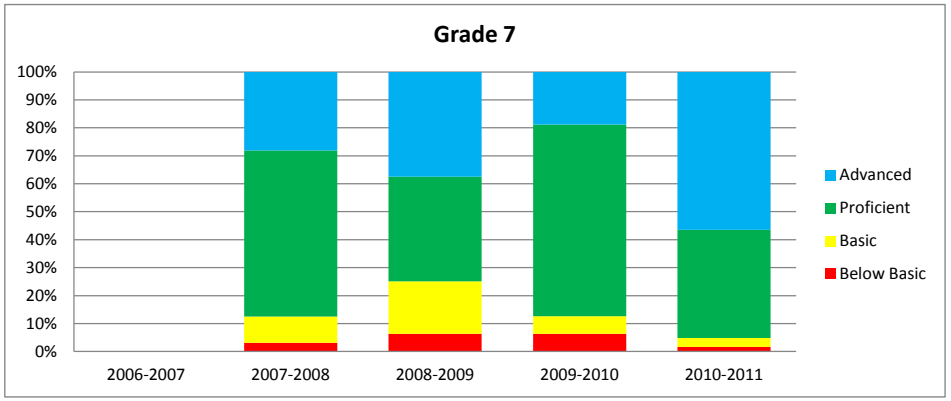


ISAT - Longitudinal Comparison - Language

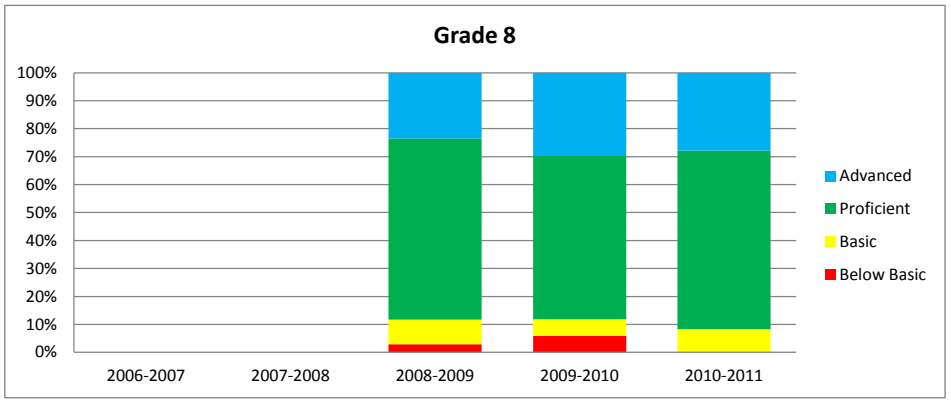
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	9.7	6.7	0	1.5
Basic	#N/A	12.9	16.7	6.3	9.1
Proficient	#N/A	29	50	37.5	45.5
Advanced	#N/A	48.4	26.7	56.3	43.9



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	3.1	6.3	6.3	1.6
Basic	#N/A	9.4	18.8	6.3	3.2
Proficient	#N/A	59.4	37.5	68.8	38.7
Advanced	#N/A	28.1	37.5	18.8	56.5

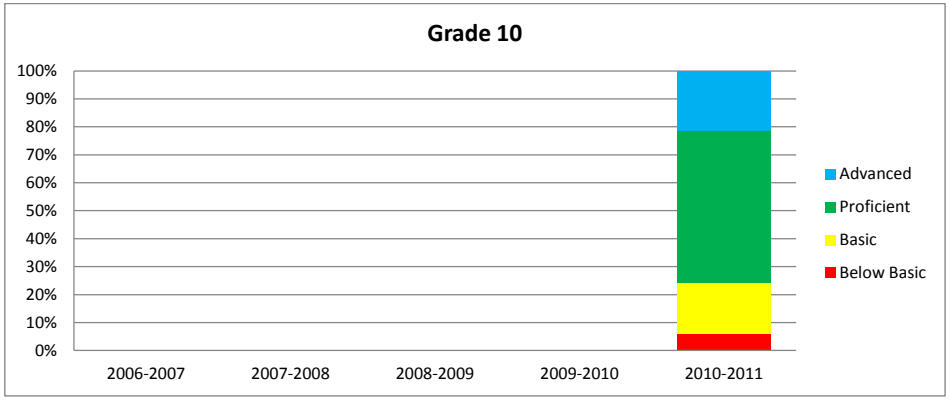


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	2.9	5.9	0
Basic	#N/A	#N/A	8.8	5.9	8.3
Proficient	#N/A	#N/A	64.7	58.8	63.9
Advanced	#N/A	#N/A	23.5	29.4	27.8



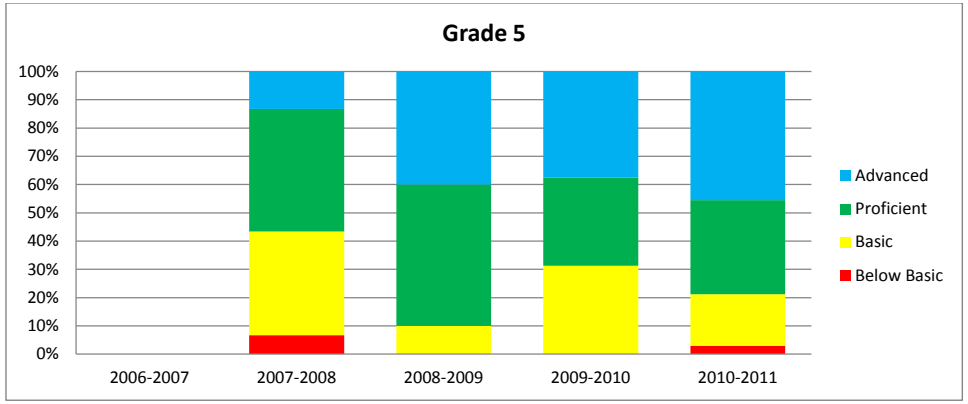
ISAT - Longitudinal Comparison - Language

Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	6.1
Basic	#N/A			#N/A	18.2
Proficient	#N/A			#N/A	54.5
Advanced	#N/A			#N/A	21.2

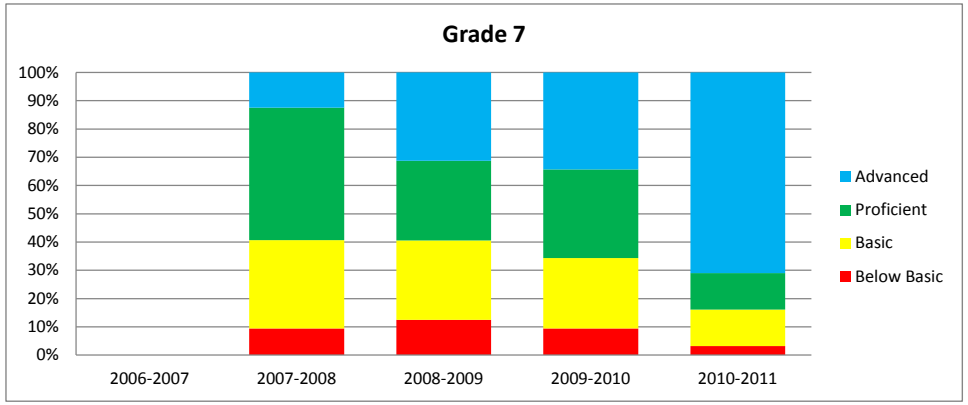


ISAT - Longitudinal Comparison - Science

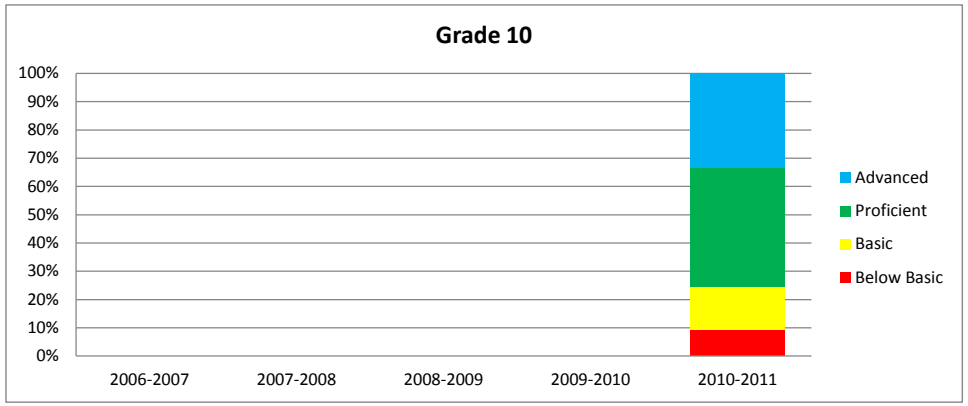
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	6.7	0	0	3
Basic	#N/A	36.7	10	31.3	18.2
Proficient	#N/A	43.3	50	31.3	33.3
Advanced	#N/A	13.3	40	37.5	45.5



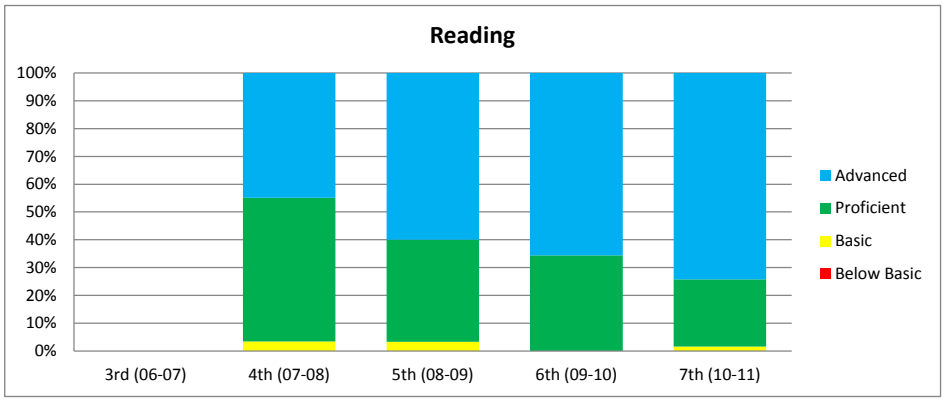
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	9.4	12.5	9.4	3.2
Basic	#N/A	31.3	28.1	25	12.9
Proficient	#N/A	46.9	28.1	31.3	12.9
Advanced	#N/A	12.5	31.3	34.4	71



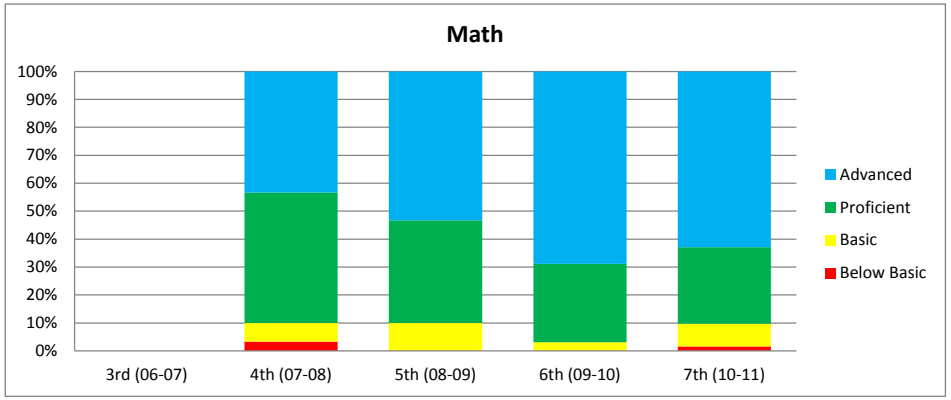
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	9.1
Basic	#N/A	#N/A		#N/A	15.2
Proficient	#N/A	#N/A		#N/A	42.4
Advanced	#N/A	#N/A		#N/A	33.3



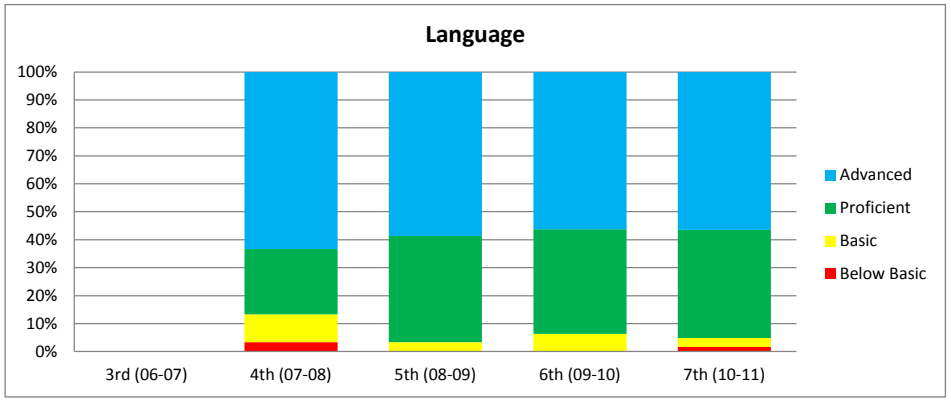
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	0	0	0	0
Basic	#N/A	3.4	3.3	0	1.6
Proficient	#N/A	51.7	36.7	34.4	24.2
Advanced	#N/A	44.8	60	65.6	74.2



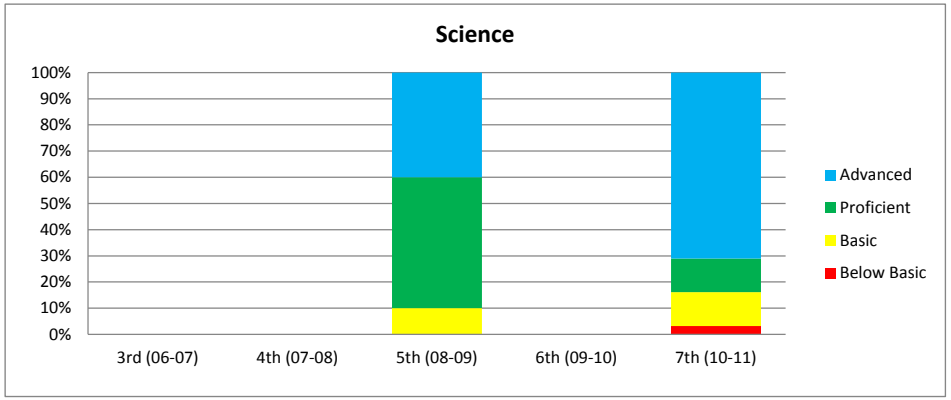
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	3.3	0	0	1.6
Basic	#N/A	6.7	10	3.1	8.1
Proficient	#N/A	46.7	36.7	28.1	27.4
Advanced	#N/A	43.3	53.3	68.8	62.9



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	3.3	0	0	1.6
Basic	#N/A	10	3.4	6.3	3.2
Proficient	#N/A	23.3	37.9	37.5	38.7
Advanced	#N/A	63.3	58.6	56.3	56.5



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	0	#N/A	3.2
Basic	#N/A	#N/A	10	#N/A	12.9
Proficient	#N/A	#N/A	50	#N/A	12.9
Advanced	#N/A	#N/A	40	#N/A	71



Vision Charter School-wide Improvement Plan 2011-2012

Students at Grade Level or Advanced on the ISATS

		3rd	*4th*	*5th*	*6th*	*7th*	*8th*	*10th*	*Overall All students enrolled*	*Overall Indexed AYP*
Language	2011	*78.1*	*87.3*	*94*	*89.4*	*95.2*	91.7	75.7	87.3	**93**
	2010	*86*	*88*	*91*	*94*	*88*	88		89	92.7
	2009	*93*	*97*	*96*	*78*	*72*	88		87	
	2008	*77*	*92*	*67*	*76*	*92*			81	
Math	2011	*100*	*92*	*94*	*87.9*	*90.3*	94.4	84.8	92	**96**
	2010	*97*	*97*	*97*	*97*	*91*	85		94	96.3
	2009	*96*	*100*	*90*	*90*	*80*	85		90	
	2008	*93*	*96*	*66*	*81*	*84*			84	
Reading	2011	*100*	*95.2*	*97*	*100*	*98.4*	100	87.9	97	**98**
	2010	*97*	*92*	*97*	*100*	*91*	94		95	97.2
	2009	*100*	*100*	*97*	*90*	*91*	97		96	
	2008	*77*	*93*	*81*	*85*	*88*			87	
Science	2011			79		83.9			81.5	**88**
	2010			*69*		*68*			68	
	2009			*90*		*58*			74	
	2008			*56*		*64*			60	

**2011 scores are especially wonderful in light of doubling 4th, 6th, 7th, and adding 10th grade.*

DMA		4th	5th	6th	7th	8th	9th
	Vision 2010	76		80		73	
	Vision 2009	78		46			
	Vision 2008	55		51			
DWA	Vision 2010		68		71		93
	Vision 2009		94		71		
	Vision 2008		41		59		

***State average in 2010 DMA 4th grade was 64, 6th was 52, 8th was 49%.*
***State average in 2010 DWA 5th grade was 69, 7th 62, 9th was 81%.*

IT IS NOTEWORTHY that students who took the DWA as fifth graders and scored 41% at grade level in 2008, scored 71% at grade level as seventh graders in 2010. The seventh graders who scored 59% at grade level in 2008 scored 93% at grade level in 2010! 55% of fourth graders were at grade level on the DWA in 2008 and two years later those kids scored 80% at grade level! Our sixth graders scored 51% at grade level in 2008 and scored 73% at grade level in 2010 as 8th graders!

IRI Results and comparison:
Spring 2011 Kindergarten 96% P/A
Spring 2010 Kindergarten 90% P/A
Spring 2009 Kindergarten 100% Proficient/Advanced
Spring 2008 Kindergarten 96% Proficient /Advanced

Spring 2011 First Grade 100% P/A
Spring 2010 First Grade 83% P/A
Spring 2009 First Grade 100% Proficient/Advanced
Spring 2008 First Grade 100% Proficient/Advanced

Spring 2011 Second Grade 93% P/A
Spring 2010 Second Grade 93% P/A
Spring 2009 Second Grade 89% Proficient/Advanced
Spring 2008 Second Grade 89% Proficient/Advanced

Spring 2011 Third Grade 97% P/A
Spring 2010 Third Grade 88% P/A
Spring 2009 Third Grade 93% Proficient/Advanced
Spring 2008 Third Grade 79% Proficient/Advanced

In k-3rd grade 96.5% are reading at grade level or above as evidenced by the IRI scores.

2010-2011 Parent Surveys

99% of parents reported that their child enjoyed being in his/her class this year.

100% of parents reported their child was treated with respect by his/her teachers.

99% of parents reported that their child felt safe at school.

99% of parents reported their child improved in his/her Language Arts skills.

99% of parents reported that their child improved in his/her Math knowledge.

98% of parents reported that their child improved in his/her Science knowledge this year.

99% of parents felt their child gained a deeper knowledge and appreciation for the arts.

97% of parents felt their child displayed positive work ethics or improved in his/her work ethic

98% their child exhibited honesty this year or improved in exhibiting honesty.

97% of parents felt their child showed initiative this year or improved in showing initiative.

97% of parents felt their child improved in the area of taking and accepting responsibility.

97% of parents felt their child was self confident or improved in his/her self-confidence.

99% of parents felt their child's classes included engaging learning experiences.

99% of parents felt their child's teachers tried to make lessons relate to real life.

97% of parents felt the school communicated effectively with them.

VCS MEASURABLE GOALS:

Show improvement or score in the top quartile on standardized tests offered at the national or state level, after a period of two consecutive academic years at Vision Charter School

- Our students scored at the top quartile in Math, Reading, and Language Arts on the ISAT.

Aim for a student absenteeism of less than 4%

- Attendance rates are at 96%.

Strive for all students to write, read, compute and solve mathematical problems at grade level

- This is our goal and we continue to make significant movement toward accomplishing this goal.

Samples of each students' work reflects acquired, integrated, extended, refined and meaningful utilization of knowledge

- Portfolios at Student Led Conference

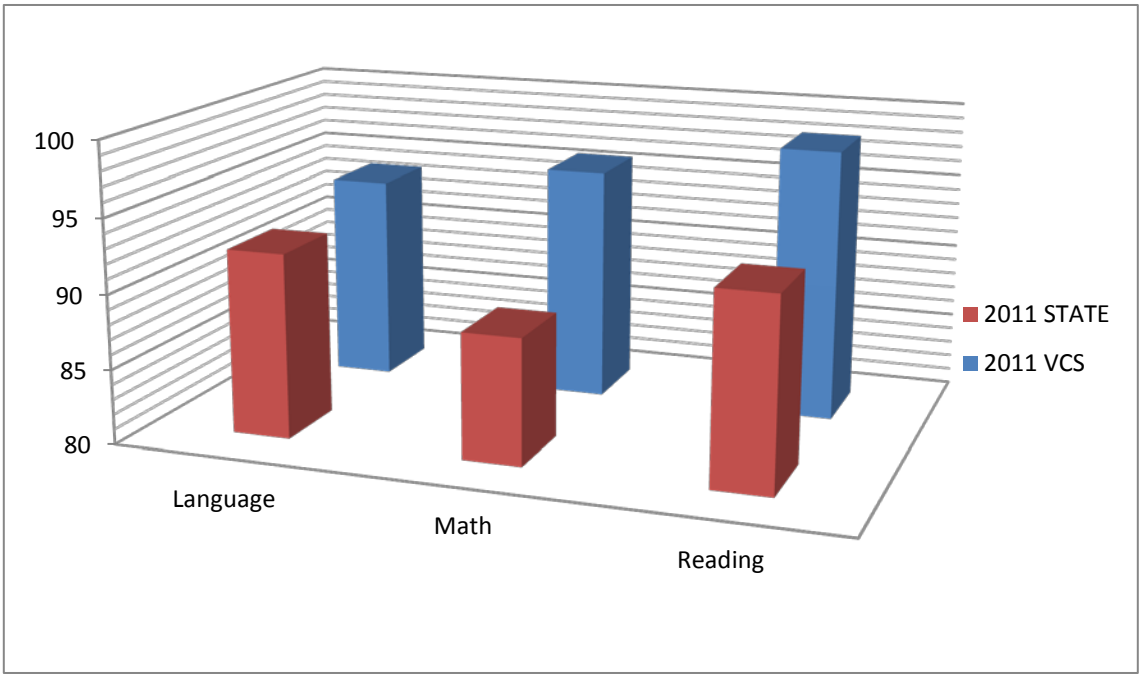
Students will show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to;

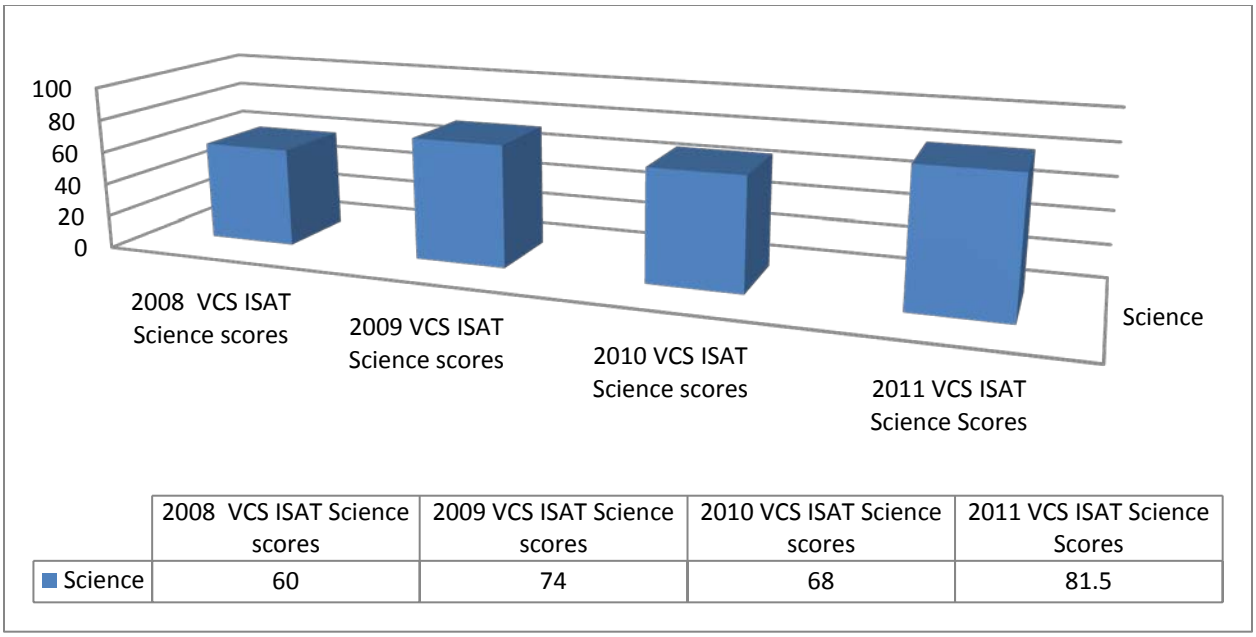
Work ethic, honesty, showing initiative, taking and accepting responsibility and self-confidence.

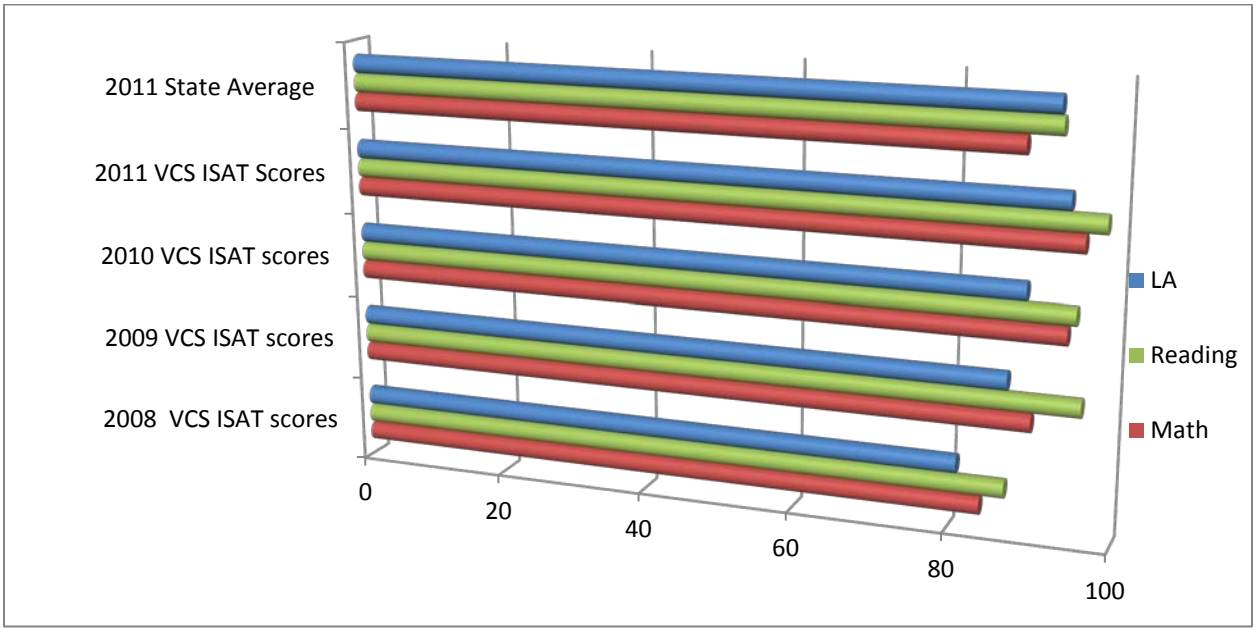
- Survey results attached.

Student assessment evaluation, reported annually, will consist of: a student baseline developed during the first year using testing results;

1. **a comparison of annual results with baseline scores to assess progress; grade-level and school composite scores;**
2. **a graph of annual results showing year-to-year change;**
3. **a graph of school scores relative to state and national averages;**
4. **sub-analysis of a variety of variables to identify areas for improvement.**







2011-2012

VCS School-wide Improvement goals based on Sub-analysis

- 1. Continue to focus on fluency and automaticity in Kindergarten through third grade.
- 2. In the area of Reading based on the ISAT's - Reading Processes is the subcategory that we have selected for improvement.
    - Specific analysis and vertical alignment of curriculum, standards, and student strengths and weakness
    - Common Core Standards rewrite in 2011-2012
    - CCS assessment alignments

- 3. In the area of Math based on the ISATs- Principles of Measurement is the subcategory that across the school would benefit from growth the most.
    - Specific analysis and vertical alignment of curriculum, standards, and student strengths and weaknesses
    - Common Core Standards rewrite in 2012-2013
    - CCS assessment alignments
- 4. In the area of Language Arts based on the ISATs - Writing Processes is the subcategory that we are focusing our improvement efforts.
    - 6 traits review and alignment
    - Shurley Language analysis for transfer to writing
- 5. Increase focus on technology staff development and integration to increase student learning.
    - Focus in Math on IXL, Apangea, Clickers, and implementation of the Elmo and Mimio
    - Focus in Reading on implementing AR, Read Naturally Software, and implementation of the clickers, elmos, and mimios.
    - Technology training to use SchoolNet, Digital Data, e-portfolios
- 6. Additional Staff Development will focus on:
    - Differentiation
    - Portfolios as an objective measure of growth
    - Best Practices in Gifted Ed
    - Effective Use of PBS, RTI, FBA's with special needs students
    - Love and Logic Staff Development
- 6. Continue to refine K-6th Science curriculum to align with National Science Standards

PROGRAMMATIC RESPONSES:

Goal One Recommendations:

• Create a plan for identifying board training needs and orientation of any new board members.

1. We are reviewing the ICSN orientation plan to add to our plan.
2. Currently a new member receives a board manual, goes to dinner with the board chairman, attends ICSN board training, and attends the summer board training.
3. Board members participate in monthly board training.
4. Board members will sign the Board Member Code of Conduct at the Annual Meeting.

• Document board self evaluation and align with training plan.

1. The board annually reviews the self evaluation questions.
2. The last board self evaluation that was sent out and completed privately and then tallied for results was completed in the summer of 2010. The board training for that summer was developed from the self-evaluation.
3. The board completed an informal self evaluation in May of 2011 as they verbally discussed the items on the self evaluation to develop the training plan.
4. Board training based upon this discussion was implemented by the board chairman monthly at the meetings. The ICSN training and ISBA trainings were a direct result of the informal self evaluation. Board members began reading chapters of Brian Carpenter's book on Strategic Planning and scheduled a Strategic Planning work session with the ISBA trainer, Liz Kilpack.

• Commit procedures of the school to an operations manual. I.e. How payroll or purchasing is completed.

1. The board will develop a plan for this to be completed within three years.

• The board has several long time members which have served the school well. The board might consider developing a succession plan so that new board members are being developed to step up when terms expire.

1. The board member's terms are staggered to increase consistency and continuity.
2. Recruiting future board members and capacity building are priorities to the board.

• Complete the development of principal evaluation tool and document its implementation.

1. The Principal Evaluation tool was utilized with our previous Vice Principal in October of 2010.
2. The board is realigning the administrative evaluation to be aligned with the strategic plan goals.

• Consider adding time frames to board minutes to reflect thoroughness of discussion on various topics. Transcription of discussion not necessary but would provide evidence of board involvement in all aspects of the school.

1. Thank you for this recommendation. The board is considering this recommendation; however, feels the minutes as they were written clearly articulate their involvement in all aspects of the school.

Goal Two Recommendations:

• Orient and support new Assistant Principal with clear job description to insure best use of the position.

1. The Administrative Intern has received a rich orientation in July and August. She continues to receive daily and weekly support in her new position. Her job description is currently being developed and defined based on the needs of the school and the strengths she exhibits.

• Continue professional development and mentoring programs.

1. We are continuing our high level of professional development and continuing to strengthen our mentoring program.

• Explore additional data system or staffing support to continue to use data to inform practice. Is your current student data system adequate and will integration with ISEE meet your needs?

1. As stated in our Programmatic Audit, we are currently exploring additional data systems to determine if the data system is adequate and will integrate with ISEE to meet the school's needs. It is currently meeting our expectations.

• Continue to develop rubrics for content and quality of portfolios. Consider how electronic portfolios could serve as long term assessment tool for students.

1. VCS staff is currently taking a class through NNU on the subject of portfolios including e-portfolios. The staff is reviewing the research. A draft rubric has been completed and the staff are in the process of aligning K-12 rubric contents. We will have this completed by the end of the class in Jan 2012

• Create a plan for alignment to Common Core Standards.

1. VCS will take a class from NNU in January on unpacking the Common Core Standards in Reading (ELA) this year. Next year we will take a class on unpacking the Common Core Standards in Math. We will need to budget funds to align the curriculum during both summers in preparation for new Common Core assessments. Three staff just attended the Common Core training by the State Department. One staff member is attending the Boise State Writing Project training for the ELA rewrite.

• Integrate new guidance for pay for performance into teacher and principal evaluations.

1. We have developed the pay for performance guidelines for this upcoming school year required by the state of Idaho. By July 1 of 2012 the Teacher and Principal Evaluations must have 50% of the evaluation tied to objective measures of growth. We will have this done and turned in to the state prior to the deadline.

Goal Three Recommendations: The team respectfully recommends to VISION that:

• Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply. Might consider utilizing outside resource to get a different perspective on stakeholder surveys or to explore more deeply the indicators you are trying to improve.

1. The board will consider adding more questions that reflect the areas they would like to look at in more depth.

• Continue to pursue community member for board development.

1. We will continue to pursue community members for board development.

• Consider additional outreach to broader community to increase the visibility of the school.

1. The administrator has spoken to the Rotary Club, the Middleton Optimist, and the Caldwell Optimist. Newspaper articles, newsletters, facebook, and the website reach the broader community and increase visibility. Recently we held a community outdoor movie night. We had over 500 attend.

• Consider opportunities for dissemination grant in the future.

1. The board will consider this option.

• Consider student surveys for upper grades.

1. We currently do student survey for upper grades.

Goal Four Recommendations:

• Continue opportunities for reflection and feedback as well as data informed decision making.

1. Thank you, we will.

• Develop a guiding document that outlines your five year strategic plan and seeks the input of all stakeholders. Plan time quarterly to review, document progress and update. Share with all stakeholders.

1. The board invited Liz Kilpack from the ISBA to assist them in learning about strategic plans. Members attended the ICSN training. The board has been reading Brian Carpenter's Board Training Manual. The board has had multiple work sessions to develop the Strategic Plan.

• Engage in open evaluation processes at all levels – board, director and teachers.

1. The board Self Evaluation will be completed at the annual meeting yearly. It will guide the training plan.
2. The Administrator evaluation will be completed in the spring yearly with the administrator being able to show evidence of meeting the measurable standards. The administrator will give updates to the board on progress towards the goals throughout the year.
3. The teachers are evaluated using an approved process for evaluations aligned to Charlotte Danielson's framework. Teachers set goals, share artifacts, self evaluate, and have multiple opportunities to meet with the administrator and discuss progress toward goals.

• Consider retaining additional personnel resources for data collection and analysis

1. The board and administration are considering additional technology and staffing as funds present themselves.

• Continuous board development plan will have positive impact school-wide as governance continues to be strengthened.

1. The board continues to implement board development.

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) *This column for state use only.*	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	$1,389,006.00	$1,389,006.00	$1,389,006.00	100.00%			
Benefit Apportionment	$158,010.00	$160,384.00	$160,384.00	101.50%			
Entitlement	$521,141.00	$550,632.00	$550,632.00	105.66%	Budgeted with SPU of 25.8 (enrollment 436) Actual SPU 26.2 (enrollment 439)		
State Transportation	$97,500.00	$139,450.00	$139,450.00	143.03%			
Lottery	$10,917.00	$20,397.00	$20,397.00	186.84%			
Other State Funds (Specify)	$6,356.00	$118,303.00	$118,303.00	1861.28%	ISEE grant, Drivers Ed Reimbursement, Remediation, IRI, Extended YR Reading		
Special Ed - Regular	$68,072.00	$65,303.00	$65,303.00	95.93%	*364 IEP SOFTWARE / 62480 allocation / 2459 carryover		
Special Ed - ARRA		$3,133.00	$3,133.00	#DIV/0!	*arra carryover		
Title I	$45,167.00	$45,167.00	$45,167.00	100.00%			
Federal Title I Funds : ARRA	$9,857.00	$9,857.00	$9,857.00	100.00%			
Medicaid Reimbursement		$17,597.74	$17,597.74	#DIV/0!			
Title IIA	$23,060.00	$23,060.00	$23,060.00	100.00%			
Local Revenue (Specify)		$1,689.01	$1,689.01	#DIV/0!	erate refund		
Federal Startup Grant		$0.00	$0.00	#DIV/0!			
Other Grants (Specify)	$100,000.00	$100,000.00	$100,000.00	100.00%	Albertsons Grant		
Fundraising		$0.00	$0.00	#DIV/0!			
Interest Earned	$3,700.00	$3,708.00	$3,708.00	100.22%			
Other (Specify)	$57,500.00	$65,309.00	$65,309.00	113.58%	contributions / donations / flow-through funds		
Other (Specify)	$26,509.00	$24,649.00	$24,649.00	92.98%	ED JOBS		
TOTAL REVENUE	$2,516,795.00	$2,737,644.75	$2,737,644.75	108.78%		$0.00	
EXPENDITURES							
100 Salaries							
Teachers	$681,600.00	$692,989.00	$692,989.00	101.67%			
Special Education	$49,579.00	$49,955.00	$49,955.00	100.76%			
Instructional Aides	$40,892.00	$40,892.00	$40,892.00	100.00%			
Classified/Office	$121,250.00	$121,041.00	$121,041.00	99.83%			
Administration	$97,000.00	$99,648.00	$99,648.00	102.73%			
Maintenance	$10,950.00	$10,139.00	$10,139.00	92.59%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	$1,001,271.00	$1,014,664.00	$1,014,664.00	101.34%			
200 Employee Benefits							
PERSI/FICA/Benefits	$365,077.00	$323,023.00	$323,023.00	88.48%			
Other (Specify)		$0.00	$0.00	#DIV/0!			
Total Benefits	$365,077.00	$323,023.00	$323,023.00	88.48%			
300 Purchased Services							
Management Services	$95,199.00	$95,652.00	$95,652.00	100.48%			
Staff Dev/Title IIA				#DIV/0!			
Legal Pub/Advertising	$500.00	$500.00	$500.00	100.00%			
Legal Services	$1,732.00	$1,732.00	$1,732.00	100.00%			
Special Education	$15,664.00	$15,886.00	$15,886.00	101.42%			
Liablity & Property Ins	$13,704.00	$13,698.00	$13,698.00	99.96%			
Substitute Teachers	$15,600.00	$14,870.00	$14,870.00	95.32%			
Board Expenses				#DIV/0!			
Computer Services	$5,469.00	$5,469.00	$5,469.00	100.00%			
Transportation	$155,928.00	$155,928.00	$155,928.00	100.00%			
Travel				#DIV/0!			
Other (Specify)	$925.00	$925.00	$925.00	100.00%	maintence / building		
Other (Specify)				#DIV/0!			
Total Services	$304,721.00	$304,660.00	$304,660.00	99.98%		$0.00	
Facilities				#DIV/0!			
Building Lease				#DIV/0!			

Land Lease	$7,798.00	$7,798.00	$7,798.00	203.72%		
Modular Lease	$123,472.00	$123,472.00	$123,472.00	100.00%		
Utilities, Phones, Lndscp	$30,005.00	$29,577.00	$29,577.00	49.56%		
Site Preparation	$358,216.00	$383,487.00	$383,487.00	0.00%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	$519,491.00	$544,334.00	$544,334.00	104.78%		$0.00
400 Supplies and Maintenance						
Textbooks	$1,859.00	$1,859.00	$1,859.00	100.00%		
School Supplies	$67,444.00	$67,278.00	$67,278.00	99.75%		
Power School				#DIV/0!		
Custodial Supplies	$11,725.00	$11,715.00	$11,715.00	99.91%		
Other (Specify)	$2,737.00	$2,722.00	$2,722.00	99.45%	grounds/building supply	
Other (Specify)				#DIV/0!		
Total Supplies	$83,765.00	$83,574.00	$83,574.00	99.77%		$0.00
500 Capital Objects						
Furniture	$2,644.00	$2,644.00	$2,644.00	100.00%		
Technical AV Equipment	$42,735.00	$42,935.00	$42,935.00	100.47%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	$45,379.00	$45,579.00	$45,579.00	100.44%		$0.00
Debt Service						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	$0.00	$0.00	$0.00	#DIV/0!		$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	$2,319,704.00	$2,315,834.00	$2,315,834.00	99.83%		
Carryover from Previous FY	$347,303.00	$347,303.00	$347,303.00	100.00%		$0.00
Reserve/(Deficit)	$544,394.00	$769,113.75	$769,113.75	141.28%		

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	$4,000.00		$2,310.99	reflects projected from "current FY"
State Revenue	$8,000.00			
Entitlement	$602,518.00	Include enrollment details on which proposed budget is based, as well as actual enrollment if lottery has been conducted.	$602,516.94	reflects State actual from "current FY"
Wages		*based on proposed budgeted enrollment of 502 with 1st reporting period at 96% (30.7) / actual current enrollment 505, ADA 97% -		
Administration	$137,048.00			
Teachers	$1,183,210.00			
Classified	$215,100.00		$1,535,357.00	reflects all salaries compared to State actual from "current FY"
Medicaid			($17,597.74)	reflects projected from "current FY"
Benefit	$189,777.00		$129,998.57	reflects State actual from "current FY"
Transportation	$130,000.00		$129,998.57	
Federal Revenue				
Title I	$60,386.00	**55308	$60,384.00	reflects State actual from "current FY"
Special Ed	$62,437.00	**61628	#DIV/0!	reflects State actual from "current FY"
Title II	$17,803.00	**16001	$17,802.00	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)				
Other Sources (Specify)				
Other Sources (Specify)				
Total Revenue before holdback	$2,610,279.00		#DIV/0!	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	$0.00		$0.00	there were no holdbacks last year
Total Revenue after holdback	$2,610,279.00		$2,610,277.91	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	$798,763.00		105,774.00	reflects projected from "current FY"
Admin	$87,000.00		(12,648.00)	reflects projected from "current FY"
Classified	$227,246.00		106,205.00	reflects projected from "current FY"
Special education	$47,208.00			
Other (Specify)				
Other (Specify)				
Total Salaries	$1,160,217.00		199,331.00	
200 Benefits				
Benefit Dollars	$159,689.00			
PERSI/Payroll taxes	$254,550.00			
Other (Specify)				
Total Benefits	$414,239.00		$91,216.00	reflects projected from "current FY"
300 Purchased Services				
Transportation	$200,000.00		$44,072.00	reflects projected from "current FY"
Special Education	$14,793.00		($1,093.00)	reflects projected from "current FY"
Proctor costs				
Legal	$6,000.00		$4,268.00	reflects projected from "current FY"
Insurance	$17,441.00		$3,743.00	reflects projected from "current FY"
Copier Lease			$0.00	
Printer Lease			$0.00	
Facility Lease	$165,000.00		$157,202.00	reflects projected from "current FY"
Utilities	$35,700.00		$6,123.00	reflects projected from "current FY"
Professional Development			$0.00	reflects projected from "current FY"
Technology			($5,469.00)	reflects projected from "current FY"

Management Services	$189,952.00	food service /general ps / building contracted services	$94,300.00	reflects projected from "current FY"
Legal Publications/Advertising			($500.00)	reflects projected from "current FY"
Substitute Teachers	$20,000.00		($34,870.00)	reflects projected from "current FY"
Board Expenses			$0.00	reflects projected from "current FY"
Other (Specify)	$7,000.00	fiscal audit		
Other (Specify)	$265,000.00	building fund / add portables		
Total Purchased Services	$920,886.00		$267,776.00	
Supplies & Materials				
Teacher/Classroom	$32,000.00		($35,278.00)	reflects projected from "current FY"
Office	$22,000.00		$22,000.00	Not in 2010 budget.
Janitorial	$11,211.00		($504.00)	reflects projected from "current FY"
Textbooks	$8,000.00		$6,141.00	reflects projected from "current FY"
Other (Specify)	$5,000.00	maintence / grounds		
Other (Specify)				
Total Supplies & Materials	$78,211.00		($7,641.00)	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	$0.00			
Capital Outlay	$47,000.00		$47,000.00	
Total Capital Outlay	$47,000.00		$47,000.00	
Debt Retirement			$0.00	
Total Debt Retirement	$0.00		$0.00	
Insurance & Judgements			$0.00	
Total Insurance & Judgements	$0.00		$0.00	
Transfers			$0.00	
Total Transfers	$0.00		$0.00	
Contingency Reserve	$116,383.00			
Building Fund	$0.00			
Total Expenditures	$2,736,936.00		$597,682.00	
Carryover from Previous FY	$769,113.75	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	$642,456.75			

Dear Commissioners,

Vision Charter School opened in the Fall of 2007 with grades Kindergarten through 7th. Each year thereafter, we have added one additional grade. In the current 2011-2012 school year, we are currently a K-11th grade school.

Upon moving to our permanent school site, which occurred over the summer of 2010, we have begun to selectively double our K-8 grades, based on the Administration and Board considering factors such as wait lists, financial issues, space requirements, and teacher placement and training needs. The Board and Administration have been using our best judgment to attempt to meet the needs of our community population and to maximize the potential for success in our high school grades.

A primary concern of the Board is not being forced into a position of having to turn current 8th grade students away from the school if they are interested in staying for high school. To ensure that this will not happen, Vision Charter School is asking the Idaho State Charter Commission to allow Vision Charter School to double 9th-12th grade based on student demand. As with the lower grades, the Board and Administration will use professional judgment to determine which, if any, high school grades will be increased in any given school year. Class size for elementary grades could range from24 – 33 students. Class size for each high school grade could range from 30 – 35 students, allowing a maximum of 70 students in each grade.

Vision Charter School purchased 22 acres of land located at 19291Ward Lane in Caldwell, Idaho and the school buildings were moved during the summer of 2010. This has increased the amount of open space available for outdoor activities significantly, allowing for the addition of a basketball court, tether ball area, enhanced playground, and a large field for team sports during PE and after school.

Sound fiscal planning and savings on the part of the school has allowed the current planning of Phase I of the permanent school facility, which will house the middle and high school classrooms, along with a common area used for the cafeteria, assemblies, and PE. The current plan is to begin construction of Phase 1 in spring/early summer of 2012 with completion in July 2013 and students occupying the permanent facilities at the start of the 2013-2014 school year.

As part of the financing for both Phase 1 and Phase 2 of the school, we purchased 8 portables. These will house the elementary students during the time between construction of Phase 1 and Phase 2. In addition, these will allow us the flexibility to add classroom space for high school classes as the demand rises and falls over the years. Because we own the land and will own the portables, this flexibility comes at a low cost to the school. Other

portables might be used to house the garden materials for our green houses, which will be constructed in the area currently occupied by some of the portable classrooms. Portables that are deemed no longer needed can be sold to finance other school needs or pay toward the financing debt of the permanent facility.

We appreciate your consideration of our request to allow Vision Charter School to double 9th-12th grade based on student demand at the discretion of the and Administration.

Sincerely,

Vision Charter School

TAB 2: Proposed Operation and Potential Effects of the Public Charter School

Target Student Population

Vision Charter School will open in the Fall of 2007 with grades Kindergarten through 7th. Each year thereafter, we plan to add one additional grade (i.e. in Year 2 we will add 8th grade). Upon moving to the permanent school site, slated for the 2010 school year, we plan to expand out K-~~8~~ 12 grades to two classes each. In the event that we do not have enough students to fill either 7th or 8th grade, the Board may decide to add those grades in subsequent years – adding a second class of 7th grade in the 2011 school year and 8th in the 2012 school year. Expansion will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Class size will range from 24 to ~~33~~ 35 students. Our long-term goal is to add one grade per year until the school serves two classes of the K – ~~8th~~ 12th grades. *Class size for each high school grade could range from 30 – 35 students, allowing a maximum of 70 students in each grade.*

Facilities to be utilized

Vision Charter School is located at 19291 Ward Lane in Caldwell, ID, 83605. This site is approximately 22 acres. This land is our permanent location and was purchased in March of 2010 and the portables were moved onto the site over the summer break in 2010. The 2010 school year opened at the permanent site.

Vision Charter School will increase the student population to two classes per grade~~s~~ ~~per class~~ K-8 and may double 9-12th over the next several years starting in the 2010 school year. This will provide the revenue necessary to finance the land purchase, site improvements, and construction loan. The projected school budget has been revised to accommodate the construction loan. These costs have been included in budget calculations and are consistent with the continuing financial planning and capabilities of the charter school.

TAB 6: Employees of the charter school

Targeted Staff Size

Vision Charter School will employ one teacher per class, with additional staff for music, physical education, and foreign language as the budget permits. The goal is to have 1 teacher per 24-~~33~~ 35 students per class. Education assistants or other adults will be considered for classes in excess of 28 students.

VISION CHARTER SCHOOL

	on new site			
PROJECTED BUDGET		**K-12th w/ 5th -8th 2x**		
		45 in 9th		
	K-11	$ 31.80	$ 36.40	$ 36.40
	5th/6th/7th/8th doubled		K-12 with K-8 doubl	K-12 with K-8 doubled
	$ 30.70		**and 45 in 9th**	**and 45 in 9th**
School Year	11/12	12/13	13/14	14/15
Year in Operation	FY02	FY02	FY02	FY02
Number of Students	**502**	**537**	**656**	**656**
	Fiscal Year 2012	**Fiscal Year 2013**	**Fiscal Year 2014**	**Fiscal Year 2015**
REVENUE				
GENERAL FUND				
State Apportionment*1				
Salary Allowance	$ 1,537,429.00	$ 1,601,200.00	$ 1,830,567.00	$ 1,830,567.00
Benefits Allowance	$ 189,777.73	$ 224,922.00	$ 270,666.00	$ 270,666.00
Discretionary Funds	$ 610,369.00	$ 624,107.00	$ 714,386.00	$ 714,386.00
	$ 2,337,575.73	$ 2,450,229.00	$ 2,815,619.00	$ 2,815,619.00
Textbook enhancement funds				
Other State (Transportation)*2	$ 130,000.00	$ 120,000.00	$ 135,000.00	$ 135,000.00
(carry forward)	$ 769,113.00			
Misc/Gifts/C Gifts/Grants *A	**$ 40,494.81**			
TOTAL GENERAL FUND	**$ 3,277,183.54**	**$ 2,570,229.00**	**$ 2,950,619.00**	**$ 2,950,619.00**
SPECIAL REVENUE FUNDS				
Classroom supplies				
State Charter Grant				
Other State	$ 8,000.00			
GT				
Title 2A	$ 16,001.00	$ 15,000.00	$ 15,000.00	$ 15,000.00
Title 1	$ 55,308.00	$ 50,000.00	$ 50,000.00	$ 60,000.00
Title 6B	$ 61,628.00	$ 62,000.00	$ 72,000.00	$ 72,000.00
TOTAL SPECIAL REVENUE FUNDS	**$ 140,937.00**	**$ 127,000.00**	**$ 137,000.00**	**$ 147,000.00**
TOTAL REVENUE	**$ 3,418,120.54**	**$ 2,697,229.00**	**$ 3,087,619.00**	**$ 3,097,619.00**
EXPENSES				
100 SALARIES				
Administration	$ 87,000.00	$ 87,000.00	$ 147,000.00	$ 147,000.00
Certified	$ 807,208.00	$ 941,489.00	$ 1,130,219.00	$ 1,130,219.00
Classified	$ 230,247.00	$ 194,000.00	$ 200,945.00	$ 200,945.00
Stipends	$ 42,459.00	$ 20,000.00	$ 25,000.00	$ 25,000.00
TOTAL SALARIES	**$ 1,166,914.00**	**$ 1,242,489.00**	**$ 1,503,164.00**	**$ 1,503,164.00**
200 EMPLOYEE BENEFITS				
PERSI, FICA, etc.	$ 230,015.00	$ 261,543.93	$ 316,416.02	$ 316,416.02
Medical/Dental/Vision	$ 169,913.00	$ 169,333.00	$ 197,093.00	$ 197,093.00
Directors Insurance	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00
TOTAL BENEFITS	**$ 403,928.00**	**$ 434,876.93**	**$ 517,509.02**	**$ 517,509.02**
300 PURCHASED SERVICES				
Services & Contracts				
Legal	$ 6,000.00	$ 6,000.00	$ 8,000.00	$ 8,000.00
Accounting (Audit)	$ 7,000.00	$ 7,000.00	$ 6,400.00	$ 6,400.00
Transportation	$ 200,000.00	$ 200,000.00	$ 225,000.00	$ 225,000.00
purchased services all	$ 57,000.00	$ 57,000.00	$ 57,000.00	$ 57,000.00
Subs/	$ 20,000.00	$ 20,000.00	$ 25,000.00	$ 25,000.00
Facilities				
Facilities Lease - Portable	$ 165,000.00	$ 163,000.00	$ 137,100.00	
Facilities Lease - Land		$ -	$ -	$ -
Facility Debt Service				

Down Payment/Land		$ -	$ -	$ -
Facility Set-Up/tear down	$ 65,000.00			
A&E/Survey, EM, land pu	**$ 200,000.00**	**$ 175,000.00**	**$ 200,000.00**	**$ 300,000.00**
Workers Compensation	$ 5,441.00	$ 8,000.00	$ 10,000.00	$ 10,000.00
Property/Liability Insuran	$ 8,000.00	$ 15,000.00	$ 20,000.00	$ 20,000.00
Building Repairs/Services	$ 3,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
Grounds Maint./Supplies	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
Utilities*3	$ 38,000.00	$ 38,000.00	$ 50,000.00	$ 50,000.00
Total Facilities	$ 489,441.00	$ 409,000.00	$ 427,100.00	$ 390,000.00
TOTAL PURCHASED SERVICES	**$ 779,441.00**	**$ 642,000.00**	**$ 691,500.00**	**$ 654,400.00**
400 SUPPLIES AND MATERIALS				
Text Books	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00
School Supplies	$ 38,000.00	$ 39,000.00	$ 42,000.00	$ 43,000.00
Custodial Supplies	$ 11,211.00	$ 11,211.00	$ 15,211.00	$ 15,211.00
Admin (copier, toners, su	$ 8,000.00	$ 15,000.00	$ 19,000.00	$ 19,000.00
Other: Ex Curr (Drama, C	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00
TOTAL SUPPLIES AND MATERIALS	$ 73,211.00	$ 81,211.00	$ 92,211.00	$ 93,211.00
500 CAPITAL OBJECTS				
Furniture	$ 20,000.00	$ 5,000.00	$ 8,000.00	$ 5,000.00
School Equipment*8	$ 10,000.00	$ 8,000.00	$ 8,000.00	$ 5,000.00
Playground Equipment	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00
Computer Technology	$ 55,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00
Music Equipment				
Portable Purchase	$ 63,000.00			
Mandatory School Building Maintenance Fu		$ 17,512.00	$ 17,512.00	$ 55,000.00
TOTAL CAPITAL OBJECTS	$ 150,000.00	$ 25,000.00	$ 28,000.00	$ 22,000.00
Cut to Salary Apportionments		$ 38,108.56	$ 84,755.25	$ 84,206.08
Contingency Reserve	$ 116,878.79	$ 122,511.45	$ 140,780.95	$ 140,780.95
TOTAL EXPENSES	**$ 2,690,372.79**	**$ 2,603,708.94**	**$ 3,075,432.22**	**$ 3,070,271.05**
Annual Reserve (Deficit)	**$ 727,747.75**	**$ 93,520.06**	**$ 12,186.78**	**$ 27,347.95**
Cummulative Reserve (Deficit)	**$ 727,747.75**	**$ 821,267.81**	**$ 833,454.58**	**$ 860,802.53**