



Idaho Public Charter School Commission

PUBLIC CHARTER SCHOOL COMMISSION MEETING

February 14, 2013
700 W. State Street, Boise, Idaho
JRW West Conference Room

Thursday, February 14, 2013 – 700 W. State Street, JRW West, 9:00 a.m.

1. Commission Work
2. Compass Public Charter School Annual Update
3. Sage International School of Boise Annual Update
4. Xavier Charter School Fiscal Status Update and Corrective Action Plan
5. DaVinci Charter School Annual Update
6. Rolling Hills Charter School Annual Update
7. Falcon Ridge Charter School Annual Update
8. The Village Charter School Annual Update
9. Commission Education: Charter Closure Process
10. Legislative Update

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.

1. Agenda Approval

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

2. Minutes Approval

COMMISSION ACTION

To approve the meeting minutes from December 4, 2012; December 18, 2012; December 31, 2012; and January 3, 2013, as submitted.

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**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
TUESDAY, DECEMBER 4, 2012
700 W. STATE STREET, BOISE, IDAHO
JRW WEST CONFERENCE ROOM**

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Tuesday, December 4, 2012, at 700 W. State Street, Boise, ID, JRW West Conference Room. Vice-Chairman Brad Corkill presided.

The following members were in attendance:

Nick Hallett Gayle O'Donahue
Wanda Quinn Brian Scigliano

Absent: Esther Van Wart
 Alan Reed

Vice-Chairman Corkill called the meeting to order at 9:00 a.m.

1. Commission Work

M/S (Hallett/O'Donahue): To approve the agenda as published. *The motion passed unanimously.*

M/S: (Quinn/O'Donahue): To approve the meeting minutes from September 20, 2012, and October 19, 2012, as submitted. *The motion passed unanimously.*

2. Vision Charter School Annual Update

Wendy Oldenkamp, Administrator; and Lee Hannah, Board Chairman, represented Vision.

Ms. Oldenkamp provided a presentation regarding the status of the school.

Commissioners Quinn, O'Donahue, and Hallett complemented the school on their successes based in hard work and an effective relationship between the board and administration.

3. Legacy Charter School Annual Update

Danny Bower, Board Member; Emily Criddle, Board Secretary/Treasurer; Niki Crow, Board Clerk; and Seth Stallcop, Administrator, represented Legacy.

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

Mr. Stallcop said recent audits have been positive. Legacy received a Star Rating of three and has been working with the State Department of Education on improving that rating. The line of credit has been paid down to \$32,000 and Legacy will end the year with a carryover.

Vice-Chairman Corkill noted that Legacy has set very high academic standards for itself.

Commissioner Quinn commended the school for their first year of operation and expressed confidence that the school will improve its Star Rating next year.

4. The Academy at Roosevelt Center (The Academy) Annual Update

Ellen Jensen, Board Chairman; Amna Rahim, Board Member; Mark Stenberg, Board Secretary; Joel Lovstedt, Principal/Superintendent; and Bina Rahim, Parent, represented The Academy.

Mr. Lovstedt provided an update regarding the status of the school. He noted that the board is considering amending the charter in 2013 to include strong, measurable student educational standards (MSES).

5. Taylor's Crossing Public Charter School (TCPCS) Annual Update

Jared Emfield, Administrator; Teresa Adelizzi, Board Clerk; and Jamie Toop, Director of Financial Services, represented TCPCS.

Mr. Emfield provided a presentation regarding the status of the school. He noted that TCPCS fell only one point short of a five Star Rating.

Commissioner Quinn expressed appreciation for the school's positive attitude and inquired regarding whether TCPCS is moving toward better aligning its program with the original Harbor Method program.

Mr. Emfield said TCPCS is striving for alignment with the Harbor Method, but although Ms. Stallcop has assisted with that alignment in the past, time commitments prohibit her assistance going forward.

6. White Pine Charter School (WPCS) Annual Update

Gina Stevenson, Board Chairman; Jeremy Clarke, Administrator; and Jeffrey Baiocco, Board Vice-Chairman, represented WPCS.

Mr. Clarke provided an update regarding the status of the school.

Commissioner Scigliano appreciated the school's emphasis on ensuring that special needs students are well served. He asked how the school is addressing faculty attrition.

Ms. Stevenson said the attrition has not been high, but when teachers left, all but one accepted administration positions at other schools.

Commissioner O'Donahue also commended the school for its care regarding special education services.

Commissioner Quinn asked PCSC staff about their concerns with the MSES.

Ms. Baysinger said WPCS met most of the MSES, but missed MSES 5 and 6. She noted that this is another case in which the school may want to consider amending its MSES to align with the new Star Rating System.

Ms. Stevenson said the school is in the process of updating the MSES.

M/S (Quinn/Hallett): To direct PCSC staff to issue White Pine Charter School a notice of defect on the grounds of failure to substantially meet MSES 5 and 6 in the approved charter.

Commissioner O'Donahue said the PCSC recognizes the success of the school, feels reluctance to issue this NOD, and is confident the school will correct the defect swiftly.

The motion passed unanimously.

7. Odyssey Charter School New Charter Petition

Karl Peterson, Board Chairman; Chris Peterson, Board Member; Lisa Nolan, Board Member; Kimberley Ross, Board Member; and Bill Sewell, Founder, represented Odyssey.

Ms. Petersen said changes to the petition were made based on a PCSC staff review and three concerns cited by the PCSC at the last hearing. She said she felt the most recent staff review cited issues not mentioned in previous reviews.

Vice-Chairman Corkill asked PCSC staff to comment on the petition review.

Ms. Baysinger said the most recent review was made by a new PCSC staff member, and did identify some recommendations that had not been made previously. She said she had discussed this with Mr. Peterson prior to the meeting and emphasized

that, in her opinion, none of the new items should be considered “deal breakers” with regard to petition approval.

Mr. Peterson said he had verified with the Albertson Foundation that the startup grant will be available to Odyssey. He said he was concerned that the petition review’s observation regarding grammatical errors gave a bad impression of Odyssey’s board.

Commissioner Scigliano inquired regarding the sufficiency of the professional development plan to effectively implement the school’s goals.

Mr. Peterson said the Buck Institute indicated that a one time, three-day seminar is insufficient. They recommended regular feedback and annual reviews. The school has found free online resources to supplement staff development, and project-based learning is integrated into the curriculum.

Commissioner Hallett clarified with Ms. Peterson that some recommendations regarding the petition were not addressed because there was not time to complete another revision prior to this meeting. Three concerns specifically cited by the PCSC during the last hearing have been addressed, in Odyssey’s opinion. He asked where the Albertson’s Grant is listed in the most likely budget.

Ms. Nolan said the Albertson grant is included in the pre-opening budget within the balance forward as part of the carryover.

Commissioner Hallett asked if, without the grant, the school would be in the red in their first year.

Mr. Peterson said that is correct.

Commissioner Hallett said the school appears to be dependent on grant revenue as part of their regular operation program.

Ms. Nolan indicated that as enrollment increases, in years two and three, reliance on grant monies will not be necessary.

Commissioner Hallett recommended revising Tab 7 to protect Odyssey from being held accountable to providing all benefits “allowed” by law. He noted that the petition did not address a plan for teacher evaluations.

Mr. Peterson indicated this was an inadvertent omission when making other revisions.

Vice-Chairman Corkill suggested Odyssey clarify the transfer rights section to indicate to whom the statement applies.

Mr. Peterson said the statement applies to teachers transferring into and out of Odyssey from other schools, since Odyssey would be its own LEA.

Commissioner O'Donahue asked if the pre-opening budget contains funds for professional development.

Ms. Nolan said the pre-opening budget expenses go through July 1st, so that expense is included in the Year One operating budget.

Commissioner O'Donahue asked about the probability that Odyssey can reach an agreement with the Broken Bow landlord.

Ms. Peterson said the landlord for Broken Bow Plaza is desperate to get the facility occupied and is willing to make concessions on the terms of the lease in order to do so, including lowering the lease rate. The confidence level is high.

Vice-Chairman Corkill said the "most likely case" budget indicates the school will have nine classes and six teachers, with a total of 180 students enrolled. He inquired about student-teacher ratio.

Mr. Peterson said the average class size will be 30. The Year One numbers were adjusted in anticipation of early attrition and possible low enrollment.

Ms. Nolan noted the budget provides for three Special Education teachers as well.

Mr. Peterson said the school budgeted on the heavy side in Special Education teachers based on experiences of other charter schools.

Commissioners Scigliano and Corkill asked for more information about the Special Education program.

Mr. Peterson said the Special Education teacher will be used to oversee the programs and the therapies or interventions will be conducted by the teachers. The project-based program lends itself well to meeting special needs and can easily be adjusted because it is an individualized program according to the abilities of each student.

Commissioner Hallett said he believes Odyssey is on the right track, but he doesn't feel this petition is ready for approval. He suggested a mutual agreement to a delay a decision on the petition.

Vice-Chairman Corkill said the original petition was submitted on October 11, 2011 and feels the petitioners have had more than adequate time to make revisions.

Commissioner O'Donahue suggested that the new comments, since they are not deal breakers, be set aside for this decision.

Commissioner Hallett disagreed, saying the PCSC is dedicated to successful charter schools regardless of who the suggestions came from and when. Many of the comments were valid and need to be addressed. He believes the PCSC has to be committed to the best petition possible to ensure the success of the school.

Mr. and Ms. Peterson said they felt Odyssey had dealt with all but the most recent recommendations.

Commissioner Hallett asked staff about a possible timeline for revisions and reconsideration.

Ms. Baysinger said it would be reasonable for PCSC staff to review the petition within a week, and the PCSC itself typically requires another week. This timeframe, given the end-of-year deadline, would permit only one more revision before PCSC consideration at a special meeting.

Commissioner Hallett suggested that a special meeting be held in six weeks to consider the petition.

After a recess to permit Odyssey's board time to discuss the situation, the PCSC and Odyssey agreed on a mutual delay of consideration of the petition until a special meeting to be held in January 2013.

Ms. Baysinger suggested that, since the petitioners will already be missing the January 1 deadline, it might be more practical for the PCSC to consider the petition at the next regular meeting on February 14, 2013, if the petitioners agreed.

The PCSC and Odyssey board indicated agreement with this suggestion.

M/S (Hallett/Scigliano): To delay the decision on the petition for Odyssey Charter School until the next scheduled Public Charter School Commission meeting, by mutual agreement with the petitioners. *The motion passed unanimously.*

8. Idaho STEM Academy DBA Bingham Academy New Charter Petition

Greg Sigerson, Board Chairman; Amber Mecham, Board Member; Diane Dodds, Board Member; and Pat Kolbet, Board Member, represented Bingham Academy.

Mr. Sigerson noted that the petitioners were awarded a national Charter Start Program grant, said the petitioners anticipate an opening enrollment of 100 students, and addressed progress in obtaining school facilities.

Ms. Kolbet reported on the proposed educational program, including STEM coursework and the colleges which may award concurrent credit.

Commissioner Hallett asked how Bingham's program would serve students who enter below grade level.

Ms. Kolbet said onsite professional development is available regarding how to modify modules based on student needs. STEM Academy 101 would work with the school's staff to make any necessary modifications to ensure no students are excluded.

Commissioner Hallett asked if Bingham has investigated whether this system has worked for low achieving students at other schools.

Ms. Kolbet said they have not, and agreed this research needs to be done.

Commissioner Scigliano asked if Bingham has spoken to other schools using the STEM Academy 101 program to determine whether the ongoing support and professional development are adequate.

Ms. Kolbet said they have spoken to North Valley Academy, which is using the middle school version of the program, and NVA reports being very happy with their results.

Commissioner Hallett requested clarification regarding Bingham's process for electing or appointing board members.

Mr. Sigerson reviewed the process as it is addressed in the bylaws.

Commissioner Hallett asked how "qualified electors" is defined.

Ms. Baysinger indicated that qualified electors are defined in section 4.3 of the bylaws.

Vice-Chairman Corkill asked for clarification regarding the school's planned expansion.

Mr. Sigerson said Bingham would increase the grade offerings as the students advance, so students who wish to remain at the school would be able to do so.

Vice-Chairman Corkill asked why Bingham missed the November 5 deadline for the mutually-agreed delay of consideration letter.

Mr. Sigerson indicated that this was result of a turnover of Bingham's board chair seat, which had not been communicated to PCSC staff.

Commissioner Hallett noted that PCSC staff had indicated further work is needed to align the MSES with the Five-Star Rating System.

Mr. Sigerson said it his understanding that a portion of the system is based on graduation rates, and since there will not be a graduating class until the fifth year of operations, this does not apply to Bingham.

Ms. Baysinger indicated that PCSC staff has provided guidance for schools and petitioners to assist them in developing applicable standards that align with the Five-Star Rating System. PCSC staff appreciates the fact that the school will not have a graduating class initially, but it appears the school does not have a complete understanding of the Five-Star Rating System. The MSES need further development, and sources of assistance have been communicated to Bingham on multiple occasions.

Ms. Kolbet said Bingham did attempt to follow PCSC staff directions. They used a Star Rating of three, since 75% of Idaho schools fall within that rating.

Commissioner Quinn asked about the items identified in the PCSC staff review regarding the description of the educational program and the focus of the school.

Ms. Kolbet said Bingham Academy will focus on STEM for all students at all achievement levels and STEM for career readiness, which are slightly separate paths of the same STEM focus.

Commissioner O'Donahue commended the school for its interest in providing dual enrollment opportunities. She asked if dual enrollment classes would be a graduation requirement for Bingham students, and whether the students could graduate without those dual credit courses, in cases where the family was unable to afford the associated tuition.

Ms. Kolbet said dual credit courses are not a graduation requirement and Bingham is looking at grants to fill the gap for students who cannot afford the dual credit tuition.

Commissioner Hallett asked if the classes are the same, but in order to receive college credits, students need to pay a dual credit enrollment fee.

Ms. Kolbet said that is correct. Some classes also have an articulation agreement requiring a minimum grade in order to receive credit.

Commissioner Quinn asked if the first year budget is actually a pre-opening budget.

Ms. Mecham said there was a labeling error. Appendix U is the Year One operations budget. Appendix X, the Charter Start Program Grant budget, is the pre-opening budget.

Commissioner Scigliano verified with Ms. Mecham and Ms. Kolbet that the STEM cost of \$45,000 is included in the budget for the wrong year.

Commissioner Hallett said a critical issue is the level of enrollment on which the budgets are based. He asked how solid the prospective student commitments are believed to be.

Mr. Sigerson said all the budgets are based on signatures representing 104 possible enrollees. Additional marketing efforts are being planned.

Commissioner Hallett noted that the budgets rely on enrollment of 140 to 200 students. He indicated discomfort with the amount of community interest document by comparison to the budgets.

Commissioner Scigliano asked where staff development is included in the budget.

Ms. Kolbet indicated that the ISTEM expenditure could be viewed in Appendix X, the Albertson grant budget.

Vice-Chairman Corkill asked what the impact on Bingham's finances would be if a significant number of the presently interested students did not choose to enroll.

Mr. Fred Ball said most of the commitments represent families attending existing public charter schools. Additional marketing has not yet taken place, and he believes that the results of future marketing efforts will generate more than enough additional interest.

A public comment from Mr. Don Keller, Administrator at Sage International School of Boise, indicated Sage's experience was that attrition can be high, at 20%-30%, as new students explore whether the school is right for them. Charter schools require substantial waiting lists. Sage has realized that many commitments do not result in actual enrollment; Sage went through its entire, long waiting list in the first year of operations.

Commissioner Hallett said he understands the frustration of marketing before a petition is approved, but indicated that the PCSC needs additional assurance that there will be sufficient interest to keep the school fiscally sound. He suggested delaying further consideration of the petition to the next regularly scheduled PCSC meeting.

Commissioner O'Donahue said she is empathetic to the effort it takes to get a petition approved. However, she feels this petition still looks like a petition that is in the beginning stages of the process. She commended the petitioners for including worst-case scenarios and stressed that the school should obtain three times as many enrollment commitments as are necessary for financial soundness, especially in the higher grades, to ensure adequate enrollment upon opening.

Vice-Chairman Corkill asked for additional information regarding the federal grant.

Mr. Sigerson said that if Bingham Academy is not approved by December 31, 2012, they will lose the \$600,000 federal Charter Start Program grant.

Vice-Chairman Corkill emphasized the need for additional enrollment interest.

Ms. Kolbet asked if there could be an opportunity to correct the outstanding concerns regarding the petition and demonstrate increased enrollment interest for the PCSC's consideration.

Vice-Chairman Corkill said the information would need to be submitted by the end of next week in order to accommodate a special meeting that could be scheduled on December 31, 2012.

Commissioner Hallett noted that the Odyssey petitioners had been before the Commissioner more times than Bingham has, and inquired whether a special meeting on December 31 would be a telephone conference.

Ms. Baysinger said the special meeting would need to be a telephone conference. She emphasized that the petitioners should make their very best effort in the final petition revision, as the PCSC would have the option of approving or denying the petition at the special meeting.

The PCSC asked the petitioners to focus on enrollment interest and strong MSES as top priorities.

Commissioner O'Donahue said she was disappointed that having a \$600,000 grant at stake did not encourage the petitioners to bring the petition to a higher level of quality than what was submitted.

Commissioner Hallett again stressed the need for high quality petitions because the school will be held accountable according to the petition approved.

M/S (Hallett/Scigliano): To delay the decision on the petition for Bingham Academy until a special meeting of the Public Charter School Commission on December 31, 2012, by mutual agreement with the petitioners.

Vice-Chairman Corkill reviewed the timeline for consideration of this petition.

Commissioner Scigliano said having a line item in the wrong year, at this point in the petitioning process, raises concern regarding the accuracy of the budget. Additionally, proposed staff development expenditures in years following the pre-opening budget may be inadequate.

The motion passed with a vote of 3-1, with Commissioner Quinn dissenting.

The PCSC emphasized that additional evidence of enrollment interest is critical.

9. Xavier Charter School (XCS) Fiscal Status Update

Debbi Burr, Board Chairman; Joan Hurlock, Board Member; Mark Lambert, Board Vice-Chairman; Thad Biggers, Head of School; Melissa Crane, Board Secretary; James Wallace, Board Treasurer; Mike Phelan, Child Nutrition Director & Part-Time Business Manager; and Mel Wiseman, Business Manager Assistant, represented XCS. Jed Stevenson of Twin Falls Development Company, XCS's landlord, was also present.

Commissioner O'Donahue recused herself from the discussion due to her employment at Legacy Charter School, which is using the same bonding firm as XCS.

Ms. Burr said they have resolved the federal funds documentation issue with the SDE. XCS will not be required to repay any of the federal funds. She said that XCS's payroll tax issue has not yet been resolved, but XCS is confident that additional taxes will not need to be paid.

Commissioner Scigliano asked about the timeline of communications with the IRS.

Ms. Burr said the IRS first contacted XCS in May, and the school responded in June. XCS's attorney was contacted and a CPA firm hired specializing in these types of issues. The CPA firm contacted the IRS at the beginning of October, again in late October, and again in November. Copies of the letters have been forwarded to PCSC staff.

Commissioner Hallett asked if there are penalties, fines, and interest involved.

Ms. Burr said these fees were included in the first letter from the IRS, but the tax attorney feels this issue will be resolved without any penalties, fines, and interest.

The PCSC confirmed with Ms. Burr that XCS does not anticipate any negative fiscal impact to result from the payroll tax concern.

Ms. Burr said XCS has entered an MOU with the landlord in order to lower the lease rate enough to keep XCS fiscally sound through FY13.

Commissioner Hallett asked if the cap on the lease rate is effective through the end of the lease.

Ms. Burr said the cap is only effective through the end of the fiscal year. If XCS is unable to purchase the building, the landlord is willing to continue lease negotiations.

Commissioner Hallett asked if the five-year budget shows the reduced lease rate or the current lease rate.

Ms. Burr said that budget does reflect the new reduction in lease costs for FY13. It also assumes this revised lease rate for all five years of the projections, though in reality negotiations are ongoing and the lease cap expires at year end. She said the board is looking at private sources of funding and there is an individual willing to offer a \$200,000 loan.

XCS said they have not had any significant fundraising success due to the "tentative" fiscal position of the school. The school is going to begin fundraising efforts if they can develop a sound, long-term plan.

Commissioner Scigliano said that, in his professional experience, obtaining a bond in these circumstances would be very problematic and, if granted, would be expensive and require extended negotiations. He advised XCS to be cautious on the purchase and suggested the school give themselves a deadline to determine viability of a purchase or lease negotiation before July 2013.

Ms. Burr said XCS is relying on Mr. Blandford's expertise. Lifting of the NOD is critical to getting any bonds issued.

Commissioner Quinn asked what XCS's Star Rating is.

XCS reported they are a four Star school and enrollment is only six students short of where it was at the beginning of this school year. A stakeholder's meeting was held last week to give a status update and parents were overwhelmingly supportive.

Commissioner Hallett commended the school for maintaining enrollment, working toward overcoming fiscal challenges, and achieving academic success despite negative publicity.

Commissioner Quinn complimented XCS's board for handling the difficult situation and maintaining academic performance. She asked what XCS is asking of the commission at this time.

Ms. Burr said XCS would like the NOD lifted and more time to work on fiscal issues.

Vice-Chairman Corkill asked PCSC's counsel what statute indicates regarding lifting a NOD.

Ms. Jennifer Swartz, PCSC counsel, said Idaho statute does not speak to lifting or withdrawing a NOD. In her opinion, the PCSC should make a decision regarding lifting the NOD solely based on whether or not the PCSC believes the defect has been cured.

Vice-Chairman Corkill suggested that XCS provide an update at the February meeting so the PCSC may further consider their request based on progress and additional information.

Mr. Mel Wiseman expressed appreciation for all the parties' careful consideration and action regarding XCS's situation.

Commissioners Quinn and Hallett clarified that XCS should focus on preparing cash flow projections and an accrual budget, dealing with the facility lease, and resolving the IRS situation prior to the February meeting.

10. Idaho Virtual Academy (IDVA) Fiscal Explanation and Proposed Charter Amendments

Dave Malnes, Board Chairman; Desiree Laughlin, Head of School; Allen Wenger, Business Manager; and Russell Roselle, Vice President of Finance at K12, represented IDVA.

The IDVA representatives reviewed the school's financials. The amount paid to K12 in 2011-2012, according to a Bailey & Company audit, was \$6,636,850. The expenses were broken out by instructional and non-instructional. A management fee of \$740,000.00 was considered non-instructional and includes nine staff positions, K12 accounting, and financial statement resources available to IDVA. Instructional costs include online services for teachers and students, student supplies, technology services, computers, and two software programs, all of which comprise 88.84% of the total expenses. Altogether, 76.95% of all expenses were instructional in nature.

Commissioner Hallett asked the amount of IDVA's total expenditures for the same year.

IDVA's total expenses for the year were approximately \$12,500,000. The difference includes rent, administrative staff, and teacher salaries.

Commissioner Hallett asked for a breakdown of the remaining expenses, including percentages.

Vice-Chairman Corkill inquired regarding the invoicing process between IDVA and K12.

IDVA's representatives explained that invoices received by IDVA are coded and approved by the board, then sent to K12 for processing through the accounting database.

Vice-Chairman Corkill asked whether IDVA writes checks to K12 for K12's services.

IDVA said they use ACH transfers for the invoices.

Vice-Chairman Corkill asked how K12 gets the money to make payments for IDVA.

IDVA said K12 uses a Wells Fargo bank account under the direction of the school's board.

11. The Village Charter School (TVCS) Proposed Charter Amendments

Rachel Smith, Board Member; Susan Hanson, Board Member; and Teresa England, Administrator/Principal, represented TVCS.

Ms. Smith presented proposed charter amendments and explained how the school will make the necessary transition.

Dr. England reported that TVCS has taken steps to become a Lighthouse School where other teachers can be trained and TVCS can be used as a model school for the Leadership Program.

Commissioner Hallett commended the school for having a dress code and asked if staff members have a dress code.

Dr. England said there is a professional dress standard at TVCS. Most teachers abide by the same dress code as the students.

Commissioner Hallett suggested minor corrections to the dress code section of the handbook.

M/S (O'Donahue/Hallett): To approve the proposed charter amendments as submitted by The Village Charter School.

The motion passed unanimously.

12. Heritage Community Charter School (HCCS) Annual Update

Javier Castaneda, Principal/Administrator; and Richard Hammond, Board Chairman, represented HCCS. Other HCCS board members were present as well.

Mr. Hammond reported regarding the school's financial and academic status. He said HCCS recently submitted a signed, amended lease agreement to PCSC staff.

Ms. Baysinger said she did receive the signed lease agreement, which appears to alleviate the school's financial concerns for the next year or two, but cannot give details because she has not had an opportunity to evaluate it thoroughly.

Mr. Hammond said the revised lease includes a \$55,000 concession with no extra costs or extensions to the contract for the coming year, as well as a \$33,600 concession for the following year. HCCS now has an expected carryover of \$88,636 over the next two years.

Mr. Hammond said enrollment is at 444, which was a decrease from last year due to the decision to discontinue the high school. HCCS expects 507 next year, growing toward the cap of 540. A highly qualified administrator has been hired and a full-time math coach has been put in place this year. HCCS is willing to amend its MSES to reflect the new Star Rating System.

Commissioner O'Donahue asked Mr. Castaneda how long he anticipates it will take for the school to improve from their present two Star Rating to where they would like to be.

Mr. Castaneda described strategies including professional development, updating curriculum, and communicating with students' families. He said the school's stakeholders share in the sense of urgency regarding the need for academic improvement.

13. Blackfoot Charter Community Learning Center (BCCLC) Annual Update

Lisa Patrick, Board Treasurer; Debbie Steele, First Grade Teacher; Mark Cornelison, Board Member; and Fred Ball, Administrator, represented BCCLC.

The BCCLC representatives provided an update regarding the status of the school, focusing on academic results and the school's facility and financial situation. BCCLC received a four Star Rating, though some MSES in the charter were not met. Stakeholder survey results are largely positive, and BCCLC was able to put \$35,000 in a reserve account last year for future facility use.

Commissioner Hallett said the school's fund balance is a concern. The projected and current fund balances are relatively low at \$40,000 and \$11,000, respectively.

The independent fiscal audit stated, that *“Management has not presented the management’s discussion and analysis information that governmental accounting principles generally accepted in the United States of America require...”*. This document is important to predict trends and the overall fiscal well being of the school, but BCCLC did not prepare the document this year or last.

Mr. Ball said the auditor indicated to him that the document is not required.

Commissioner Hallett further read from the audit that *“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”*. He feels it would be prudent for the school to complete this documentation.

Mr. Ball said the auditor informed him that none of the school districts he audits prepare the document.

Commissioner Hallett encouraged the school to prepare the MDA document because it is useful and worthwhile. In addition, Tab 13, page 60, states *“we identified a certain deficiency in internal control over financial reporting, described in the accompanying schedule of findings and responses...that we consider to be a significant deficiency in internal control over financial reporting”*. He asked for clarification of these statements and feels they indicate the PCSC cannot have confidence in BCCLC’s reporting.

Mr. Ball offered to address both of the issues with the auditor again. BCCLC lacks sufficient personnel to provide an ideal system of checks and balances. BCCLC did ask the auditor how to correct this issue. There are now two separate business managers for the two schools in Blackfoot, and a process is being set up as a cross-check between these business managers.

Commissioner Hallett feels this is a separate issue from checks and balances.

Vice-Chairman Corkill asked BCCLC if the auditor is willing to write a letter saying that the statements in the audit are not actually cause for concern.

Commissioner Hallett asked for clarification regarding the audit’s statement regarding BCCLC’s questionable ability to continue as a going concern.

Mr. Ball said the auditor recommended enrollment growth to ease the financial pressure, but BCCLC’s facility cannot accommodate the growth.

Commissioner Quinn asked if an updated CAP is in order with regard to the MSES.

Mr. Ball said BCCLC could present at the April PCSC meeting with proposed charter amendments and an updated CAP.

Commissioner Hallett requested BCCLC bring to the April meeting:

- Developed MDA (Management's Discussion and Analysis) document
- Response to auditor's comment regarding BCCLC as "a going concern"
- Response to auditor's comment regarding lack of adequate internal controls over financial reporting

14. Idaho Science and Technology Charter School (ISTCS) Annual Update

Kelly Moulton, New Board Member; Tami Dortch, Assistant Principal; Gary Larsen, Principal; and Fred Ball, Financial Consultant, represented ISTCS.

Ms. Dortch and Mr. Larsen provided an update regarding the status of the school, focusing on academic trends. They requested that the PCSC allow the school six months in which to develop revised MSES reflecting the new Star Rating System and prepare other proposed charter amendments.

Mr. Ball said enrollment, currently at 188, has grown more slowly than anticipated. Students coming from five different LEAs appear to have difficulty transitioning into ISTCS's sixth grade, and the school's limited sports offerings discourage some potential students. The school has introduced a "pals" program to assist with transitions. ISTCS is working with the landlord on lease concessions and anticipates finishing FY13 in the black, though the budget will be tight. Marketing efforts are underway to improve enrollment.

Ms. Dortch said ISTCS was rated as a three Star school. She noted that results may have been better if ISTCS hadn't missed the appeal window. The school's lowest achieving students are in a high growth percentile, and ISTCS was on the high end of the three Star Rating for student growth.

Commissioner O'Donahue thanked the school for explaining the barriers the school is facing in enrolling students in middle school grades.

Commissioner Quinn commended the school for their data driven and shared decision making processes, which are critical to academic success.

15. Another Choice Virtual School (ACVS) Annual Update

Kelsey Williams, Administrator; Donna Myers, Business Manager; Laura Sandidge, Special Education Director; and Ross Jones, Board Chairman, represented ACVS.

ACVS provided a status update including demographics, finances, academic performance, and action plans for school improvement.

Vice-Chairman Corkill asked how many teachers ACVS has.

Ms. Williams said there 16.825 FTE teachers and of those, 15 are full-time.

Commissioner Quinn asked what a priority school means.

Ms. Williams said that priority one schools must follow a required plan of action outlined by the state and ACVS met with Nick Smith at the State Department of Education.

Commissioner Hallett asked if ACVS has applied for capacity builder funds.

Ms. Michelle Clement Taylor, SDE School Choice Specialist, said there is a large need, this program has limited funding, and schools are being looked at on a case-by-case basis.

Commissioner Quinn asked the school to address the issue of Ms. Sandidge's certification.

ACVS said the Idaho System for Education Excellence (ISEE) listed Ms. Williams as Superintendent. Ms. Sandidge did complete all her coursework to obtain administrator certification, but did not complete certification paperwork. Ms. Sandidge directs Special Education and Ms. Williams acts as Principal. The school has approached administration as a leadership team.

Commissioner Quinn asked for clarification from PCSC staff.

Ms. Baysinger said it is apparent from ACVS's site visit and reporting that Ms. Sandidge is performing administrative duties. Pursuant to IDAPA 08.02.02.026, until the certification is finalized, no administrative duties should be undertaken by Ms. Sandidge. PCSC staff has verified with the SDE that a violation has occurred, though it can be readily corrected through completion of the certification process.

Vice-Chairman Corkill asked if ACVS has a curriculum provider.

Ms. Williams said ACVS has multiple curriculum providers.

M/S (Quinn/Hallett): To direct PCSC staff to issue Another Choice Virtual School a notice of defect on the grounds of material violation of any condition, standard or procedure set forth in the approved charter and a violation of a provision of law, specifically, IDAPA 08.02.02.026 regarding administrative certification.

Commissioner O'Donahue said the PCSC understands the school did not intentionally try to commit or conceal a violation, but simply got ahead of itself procedurally.

Vice-Chairman Corkill encouraged the school to resolve the matter as soon as possible.

The motion passed unanimously.

M/S (O'Donahue/Quinn): To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 3:23 p.m.

**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
TUESDAY, DECEMBER 18, 2012
650 W. STATE STREET, BOISE, IDAHO
ASSAY CONFERENCE ROOM**

A special meeting of the Idaho Public Charter School Commission (PCSC) was held Tuesday, December 18, 2012, at 650 W. State Street, Boise, ID, Assay Conference Room. Chairman Alan Reed presided via telephone.

The following members were in attendance via teleconference:

Brad Corkill Gayle O'Donahue
Brian Scigliano Esther Van Wart

Absent: Nick Hallett
 Wanda Quinn

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

1. PCSC Discussion: Odyssey Charter School New Charter Petition Request for Hearing

Lisa Nolan, Board Member; Karl Peterson, Board Chairman; Chris Peterson, Board Member; and Bill Sewell, Board Member, were present via telephone to Odyssey.

Ms. Baysinger said the purpose of this special meeting is to discuss Odyssey's request that their petition be considered at a special Commission meeting to be held on December 31, 2012.

The PCSC agreed that there was no reason not to add the petitioners to the special meeting on December 31, 2012. They advised the petitioners to carefully address all recommendations previously cited by the PCSC and its staff, as the PCSC could approve or deny the petition at the special meeting.

M/S (O'Donahue/Corkill): To mutually agree with Odyssey Charter School to consider the Odyssey Charter School petition on December 31, 2012.

The motion passed unanimously.

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

The meeting was adjourned at 9:06 a.m.

**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
MONDAY, DECEMBER 31, 2012
650 W. STATE STREET, BOISE, IDAHO
BOARD ROOM**

A special meeting of the Idaho Public Charter School Commission (PCSC) was held Monday, December 31, 2012, at 650 W. State Street, Boise, ID, Board Room. Chairman Alan Reed presided via telephone.

The following members were in attendance via teleconference:
Nick Hallett Gayle O'Donahue Wanda Quinn
Brian Scigliano Esther Van Wart

Absent: Brad Corkill

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

M/S (Hallett/O'Donahue): To approve the agenda as published. *The motion passed unanimously.*

16. Idaho STEM Academy DBA Bingham Academy New Charter Petition

Greg Sigerson, Board Chairman; Debbie Steele, Business Manager; Pat Kolbet, Board Member; and Fred Ball represented Bingham Academy.

Ms. Tamara Baysinger, PCSC Director, gave a brief overview of the history regarding the Bingham Academy charter petition. PCSC staff felt the petition is dramatically improved, though the petitioners chose not to respond to certain recommendations that were made prior to the meeting.

Mr. Sigerson reported that, over the past week, Bingham Academy has seen a 33% increase in enrollment commitments.

Commissioner Hallett said he was pleased to see the improvements to the petition. He inquired why many recommended changes were not made to the petition, particularly corrections to the budget regarding Title VI-B funds, additional curriculum details, MSES development, board training plans, and improved bookmarks. He observed that schools that have difficulty developing their petitions tend to have operational issues in the future.

Mr. Sigerson said the petitioners are awaiting a return call from the SDE regarding Title VI-B funds. The curriculum section has been substantially improved. He said that board and staff training details require input from those who will be impacted.

Commissioner Hallett said it was his understanding that Title VI-B funds are not available during the first year of operation. He asked whether it is an oversight that this revenue remains in the Year One budget.

Ms. Steele said the State Department of Education was contacted and the school is awaiting confirmation. If the \$19,000 is removed, it will not create a budget issue.

Chairman Reed asked if there was an email from Michelle Clement Taylor stating Title VI-B funds are not available during the first year.

Ms. Baysinger said PCSC staff did verify with the SDE that Title VI-B funds will not be available until Year Two. However, the budget appears sufficient to absorb the loss of those funds, if needed.

Chairman Reed noted that loss of the funds would cut the budget close.

Commissioner Hallett said a project-based program is not easy to implement. He asked if Bingham Academy has done any survey or research to determine whether the school is likely to struggle to hire a qualified principal.

Mr. Sigerson said Bingham Academy has two possible candidates, though their names were not published because they are currently employed elsewhere.

Commissioner Hallett said he was impressed with the resumes of the board of directors Bingham Academy has assembled.

Commissioner O'Donahue thanked the petitioners for their continued work toward improvement of the petition. She said the MSES seem too low, considering the focus on college readiness, even in light of the need to keep goals realistic.

Ms. Kolbet said the 25% in MSES 5 gives Bingham Academy the highest possible number of points in that category of the Star Rating System.

Commissioner O'Donahue observed that most petitioners strive not just to meet, but to exceed, state standards.

Ms. Kolbet said the petitioners realize their MSES are minimums and said those standards will be reviewed in the future.

Commissioner Quinn said both PCSC staff and SDE recommended an increase of the MSES, particularly those regarding college readiness.

Ms. Kolbet said the 25% level in MSES 5 is for juniors, who will still have 18 months prior to graduation for college preparation.

Commissioner Quinn said most college preparatory schools set a goal of 100%. She asked whether Bingham Academy expects to get the remainder of its students college ready within their senior year.

Ms. Kolbet that is correct, though this goal is not stated in the petition.

Commissioner Quinn asked how “successful completion” of post-secondary coursework is defined for purposes of MSES 6.

Ms. Kolbet said the completion standard is defined by the post-secondary institutions. Some of the institutions require a “B” to receive credit, while others require a “C” or a “D” to receive credit.

Commissioner Quinn pointed out that the Star Rating System requires a “C” grade for “successful completion.”

Ms. Kolbet said most Idaho professional-technical institutions require a “B” for earning college credit.

Commissioner Quinn asked why the school, as a college preparatory-focused school, would set such low standards.

Ms. Kolbet said Bingham Academy’s students will earn college credits dependent upon the requirements of the institutions.

Commissioner Quinn asked if there are any subsidies for tuition for students working on post-secondary credits.

Ms. Kolbet said there are no direct subsidies. Bingham will endeavor to help students find any outside assistance that may be available.

Commissioner Quinn said it appears Bingham Academy is expecting students to earn 18 post-secondary credits, which the students will need to pay for at \$60 per credit.

Ms. Kolbet said some of the credits are earned at no cost, and some professional-technical credits will cost only \$10 per credit.

Commissioner Quinn said her experience is that only one-third of students in dual credit classes actually take advantage of the credits. She asked what data Bingham has in this regard.

Ms. Kolbet said Bingham Academy will be encouraging students to obtain as many college credits as possible.

Commissioner Quinn asked whether she is correct that Bingham will not require students to earn a higher GPA because they will be earning college credit.

Dr. Ball stated there are many assistance programs available for reducing costs to students who are preparing for college. Although students may have to pay \$60 for some credits, this is still significantly less than the average of \$300 per credit for college courses taken after high school. He said Bingham would like 75% of its students earn 18 college credits prior to graduation, but they will have to see whether this proves reasonable, as he doesn't believe anyone has attempted this in Idaho. They are exploring new ground and may need to make adjustments to the MSES as they gain experience.

Commissioner Quinn asked if students can earn a high school diploma with a "D" average.

Dr. Ball said students can get a high school diploma, as well as some college diplomas, with a "D" average. He said Bingham does not want to define "successful completion" further because the requirements vary by institution.

Chairman Reed asked for clarification regarding the earlier statement that Bingham Academy is in new territory. There are many schools providing dual enrollment credits.

Dr. Ball said the goal of graduating 75% of seniors with 18 college credits is new for a charter school.

Commissioner O'Donahue said she believes several PCSC-authorized schools are graduating over 75% of their seniors with more than 18 college credits. Several offer strong mechanisms by which students may earn a year or more in college credits. She asked for additional information regarding programs available to reduce costs for students, as many families are unable to afford credits through dual enrollment classes. She said the \$65 credit option is available to all Idaho students, and she is unaware of other programs.

Dr. Ball said a local business and the County Commission are offering help. Also, INL and the Albertson Foundation previously had programs. The State of Idaho has a program for high school seniors who meet certain criteria. These programs vary from year-to-year. He said dual enrollment at Bingham Academy is not an add-on, but a foundational principle, and the petitioners are taking care not to risk setting their goals too high.

Commissioner O'Donahue noted that she does not recall other schools proposing revisions to raise their MSES. She feels Bingham's MSES are extremely low compared to the expectations for Idaho students.

Chairman Reed said there are schools graduating students with one full year of college credits. He does not understand why this is considered new ground and is concerned with the low expectations.

Commissioner Hallett confirmed with Mr. Sigerson that any student can participate in a dual enrollment class, though by doing so, they may not receive college credit.

Commissioner O'Donahue asked why Bingham Academy believes the funds allocated for professional development are sufficient.

Ms. Kolbet explained that some teacher training is included in the STEM Academy 101 line item. The other professional development line item represents training for the board of directors, as well as other faculty and staff.

Commissioner O'Donahue asked if the school will take advantage of general board training available through the Idaho School Board Association (ISBA).

Ms. Kolbet said Bingham has looked at the ISBA training, as well as that of another institution, and they intend to pursue the matter further.

Commissioner O'Donahue asked what amount of money is allocated for basic board training.

Ms. Kolbet said she does not have a specific breakdown of how much would be allocated to board training, but much of the \$9,300 allocated in Year One would be for board training.

Chairman Reed asked how many students have expressed interest in enrollment.

Ms. Kolbet said they have 156 students interested.

Chairman Reed asked if the numbers are equally distributed throughout the grades.

Ms. Kolbet said there are more freshman students than sophomores. As more names come in, the distribution is evening out. There are 10 or 11 names that have not yet been added to the list.

Commissioner O'Donahue said she is not trying to be hard on the petitioners, but the MSES are an important matter for schools as well as for the PCSC. She asked why the MSES remain grouped together rather than being separated by subject. If one target is not met, a notice of defect would be issued for all areas since they are grouped together.

Dr. Ball said Bingham did not want to have too many. They are broken out for achievement, but not for growth.

Commissioner O'Donahue asked about the enrollment and waiting list numbers for the charter middle school that Bingham anticipates will be its feeder school.

Mr. Sigerson said ISTCS has 80 eighth graders. The petitioners did not have waiting list data.

Commissioner Quinn said she struggles with this petition, but does not feel denial is in order. This petition was referred to the PCSC by the Blackfoot School District with concerns for sufficiency and ability to follow through. She expressed concern regarding the high level of assistance required to get the petition ready, as well as the low expectations contained in the MSES by comparison to what Idaho students should achieve.

Chairman Reed said the PCSC does have the option to deny the petition if there are serious concerns regarding the future operations and ability of the school to succeed. He said the amount of review required reflects on the petitioners' management ability and their ability to operate a successful school.

In response to Chairman Reed's query, Ms. Baysinger noted that Idaho law simply provides that if an authorizer chooses to deny a charter petition, they must specify the reasons for the denial.

Commissioner Hallett asked for PCSC counsel's opinion regarding whether there are legal grounds for denial of the charter petition based on the concerns expressed.

Ms. Jennifer Swartz, PCSC counsel, stated that Idaho law only requires that if a petition is denied, the reasons for the denial be provided to the petitioners in writing. The petitioners would then have the option to appeal the denial. The appeal process would be used to determine whether or not reasons for the denial were sufficient in light of the complete record. She said a denial decision would be within the PCSC's discretion.

Commissioner Hallett expressed concern that, in his experience, petitioners exhibiting difficulty bringing forward a quality petition are the same schools that have difficulty operating and meeting standards.

Commissioner Van Wart said she feels uncomfortable with this petition, particularly regarding the petitioners' ability to run a high quality charter school, the MSES, and budgetary issues.

Commissioner Scigliano echoed the same concerns, particularly regarding the MSES being set at a minimum.

At the chairman's request, Ms. Baysinger summarized that the PCSC has three options today: approve the petition; deny the petition; or, through mutual agreement

with the petitioners, delay a decision. A decision to delay would push the opening date of the school back by one year and affect the school's ability to keep its federal grant.

M (Scigliano): To approve or deny the petition for Bingham Academy.

Chairman Reed clarified with Commissioner Scigliano that Commissioner Scigliano's intent was to indicate that he believed an approval or denial decision should be made today, rather than a delay decision.

Commissioner Scigliano withdrew the motion.

M/S (Hallett/Van Wart): To deny the petition for Idaho STEM Academy DBA Bingham Academy on the following grounds: the petition contains minimal Measurable Student Education Standards; concern that the level of quality the petition has reached reflects the assistance of PCSC staff and SDE staff more than the ability of the petitioners; and concern regarding inadequacy of the budget, particularly in the absence of Year One Title VI-B funds. *The motion passed unanimously.*

At the chairman's request, Ms. Baysinger summarized the appeal process available to the petitioners. She said she will provide this information to the petitioners with references to statute and administrative rule to ensure they are aware of all requirements. She emphasized the importance that the petitioners read all the information provided and include a complete copy of the record so the hearing officer can make an informed decision.

17. Odyssey Charter School New Charter Petition

Karl Peterson, Board Chairman; Chris Peterson, Board Member; Lisa Nolan, Board Member; Kimberley Evans Ross, Board Member; and Bill Sewell, Founder, represented Odyssey.

Ms. Baysinger gave a brief overview of the history regarding the Odyssey petition. She said the most recent petition revision shows substantial improvement.

Mr. Peterson said they have worked hard to address all concerns and questions brought forward by PCSC staff and the Commission.

Commissioner O'Donahue commended the petitioners for addressing the recommendations. She asked how Odyssey's enrollment and marketing are likely to be impacted by the area's similar magnet school.

Mr. Peterson said the magnet school, Compass Academy, offers only high school grades and draws only from School District 91. Odyssey would serve a broader

area and offer middle school grades in addition to a high school. Odyssey will access web-based, lower-cost versions of curricula and programs similar to those used by the magnet school, and will also offer many extracurricular activities to attract students.

Commissioner Scigliano asked if Odyssey has done an impact study of the project-based curriculum.

Mr. Peterson observed that students who wish to attend high school at Compass Academy could benefit from exposure to project-based learning at Odyssey during the middle school grades.

Commissioner Scigliano inquired about Compass Academy's waiting list.

Mr. Peterson did not have information regarding the waiting lists, but said the school is at capacity.

Commissioner Hallett asked how Odyssey will market their school as different from the magnet school.

Mr. Peterson said Odyssey will offer smaller class sizes, integrated extra-curricular activities not usually involved in project-based learning, and a four-day school week. Also, Odyssey will be open to all students, while magnet schools may have admission requirements.

Commissioner Hallett asked whether there is a difference between Odyssey's vision of "project-based learning" and Compass's vision of the same.

Ms. Peterson said the Odyssey board has experience in the arts. She feels smaller class sizes will be a draw for students. Odyssey will use the Stephen R. Covey Method using principle-based education.

Ms. Ross emphasized the broader attendance area and the fact that project-based learning is not available in many rural areas.

Commissioner Hallett said he appreciates the need for small class sizes and arts programs. He noted that there are many variables in project-based learning and was interested in how Odyssey's offerings would differ from Compass Academy's.

Mr. and Ms. Peterson said that with the recent emphasis on STEM, arts have been ignored. Odyssey wants to incorporate the arts into projects for all subjects, which is different from the magnet school.

Mr. Sewell said Odyssey will be able to integrate social media and is supported by a group of individuals dedicated to children.

Commissioner Van Wart asked about Odyssey's math program and how the school will ensure students achieve at or above grade level in this subject.

Mr. Peterson said he is excited about using College Preparatory Math, which fits well with project-based learning and has proven successful in California schools. He said the method uses small group work, and groups may be formed according to ability.

Commissioner Van Wart cautioned that several project-based charter schools have faltered on the math component because of the group settings.

Mr. Peterson said this particular program has been successful with students in all levels. All daily lessons have a tutorial video available online for all levels. Odyssey will be using existing curriculums that do not require much adaptation for project-based learning.

Commissioner O'Donahue asked if Broken Bow Plaza remains the first facility choice and inquired whether the landlord is still committed to making necessary upgrades to the facility.

Mr. Peterson said the landlord has stated costs would be lower than quoted in the letter of intent and is very willing to work with the school to get a lease.

Commissioner O'Donahue asked if teacher salaries are based on averages.

Mr. Peterson said teacher salaries were based on the pay schedule of the state.

Commissioner O'Donahue said, in looking at the worst-case scenario budget, it appears Odyssey has made prudent use of the Albertson grant. She asked about Odyssey's backup in case of unforeseen circumstances.

Ms. Peterson Odyssey has been conservative in budgeting. The facility is brand new. Donations of furniture and a copy machine have already been received.

Mr. Peterson said they have not included in the budget any Title I funds or other monies that are not guaranteed.

Commissioner Scigliano noted that Odyssey appears to have budgeted according to starting educators' salaries.

Mr. Peterson said that if more experienced and highly educated teachers are hired, Odyssey will receive more state funding, which will cover the additional expense. The budgets reflect caution in case few students can be drawn from SD91.

Chairman Reed said the budgets appear to include just three days of training through the Buck Institute, which seems inadequate for implementation of a project-based learning model.

Mr. Peterson said that, in addition to the three days of training, the Buck Institute will also provide two weeks of training before school starts, two one-day follow ups, bi-weekly online workshops, and free online materials.

Chairman Reed noted that Mr. Peterson's resume reflects frequent career changes.

Mr. Peterson said he has many different interests. He taught at Idaho Falls High School for 16 years, was a personal care provider for 19 years, and was a property investor for 15 years.

Commissioner Hallett observed that the Year One budget is based on 180 students and six classroom teachers. This appears to divide out to an average of 30 students per classroom on average, but some classes could be much larger due to the nature of high school coursework.

Mr. Peterson said the budgets account for anticipated student attrition, and Odyssey will hire additional personnel if enrollment is higher than expected.

Commissioner Hallett cautioned it is easier to hire more teachers than to have too many teachers under contract if enrollment is low. However, if Odyssey's enrollment is as shown in the budget – 180 students with six teachers – it appears the school won't have sufficient funds to hire additional teachers.

Mr. Peterson said adjustments in hiring and budgets will be made based on actual enrollment.

Commissioner Hallett emphasized that, with a budget based on 180 enrollment and 6 teachers, the average class size will be 30. However, some classes may have 20 students while others have more than 30, which could be problematic for a project-based program.

Mr. Peterson noted that the budget provides for three Special Education teachers in addition to the six general education teachers. Another option is to have multi-grade classes.

Chairman Reed asked how the salary expenditure for a principal was determined.

Mr. Peterson said it was calculated based on a salary allocation that assumes the education and experience of a principal.

Commissioner Hallett said most school districts pay more than the administrator's salary provided in the state's matrix in order to stay competitive. He also felt a full-time business manager for 180 in enrollment is difficult to justify.

Mr. Peterson said Odyssey was advised to have a full-time business manager.

Commissioner O'Donahue said she appreciates the number of budget scenarios Odyssey provided.

M (O'Donahue): To approve the petition for Odyssey Charter School. The motion failed in the absence of a second.

Commissioner Hallett said his main concerns are the budget, specifically: average class size of 30, low allocation for administrator salary, and inclusion of a full-time business manager.

Commissioner Scigliano noted that flexibility in staffing plans is necessary. He said he was concerned about Odyssey's ability to draw enough students, particularly from SD91.

Commissioner O'Donahue asked what the expectation is for a high school administrator's salary.

Commissioner Hallett said he feels a school must offer at least \$70,000 to attract a quality administrator.

Mr. Peterson spoke with regard to the student : teacher ratio. He said special education teachers can also teach regular classes, so Odyssey has budgeted for nine teachers for 180 students, resulting in an average class size of 20. He also said Odyssey has been approached by some experienced individuals interested in the administrator position as cutbacks occur at other schools.

Commissioner Hallett said there could be merit hiring an administrator with no experience, but that is a big gamble. He remains concerned with class sizes. He asked what Odyssey used to determine the number of Special Education teachers.

Mr. Peterson said the petitioners have tried to be very conservative and budgeted for a worst-case scenario.

Chairman Reed expressed concern regarding the extensive amount of guidance the petitioners required to complete a quality petition.

Commissioner Quinn observed that the most recent PCSC staff review concludes that the petition is sufficient, though significant input from both PCSC staff and SDE was required to get the petition to this point.

The PCSC discussed the possibility of delaying a decision on the petition by mutual agreement with the petitioners.

M/S (Quinn/O'Donahue): To approve the petition for Odyssey Charter School.

The PCSC discussed how future financial problems at Odyssey would be dealt with, if such problems should arise.

Commissioner Hallett said approval would indicate the PCSC's belief that the budget is sufficient, adequate, and realistic.

Ms. Baysinger noted that all school budgets change on an annual basis. A proposed charter school budget will, by necessity, change as actual data, such as enrollment and hiring decisions, becomes available.

The motion failed 2-3, with Commissioners Hallett, Scigliano, and Van Wart voting nay.

M/S (Hallett/Scigliano): To deny the petition for Odyssey Charter School on the grounds that the budget projects an average of 30 students per classroom and includes unrealistic salary expenditures for the principal and the business manager. *The motion passed 3-2, with Commissioners O'Donahue and Quinn voting nay.*

At the chairman's request, Ms. Baysinger summarized the appeal process available to the petitioners. She said she will provide this information to the petitioners with references to statute and administrative rule to ensure they are aware of all requirements. She emphasized the importance that the petitioners read all the information provided and include a complete copy of the record so the hearing officer can make an informed decision.

M/S (Hallett/O'Donahue): To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 11:32 a.m.

**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
THURSDAY, JANUARY 3, 2013
650 W. STATE STREET, BOISE, IDAHO
LEWIS & CLARK CONFERENCE ROOM**

A special meeting of the Idaho Public Charter School Commission (PCSC) was held Thursday, January 3, 2013, at 650 W. State Street, Boise, ID, Lewis & Clark Conference Room. Chairman Alan Reed presided via teleconference.

The following members were in attendance via teleconference:

Brad Corkill	Gayle O'Donahue	Wanda Quinn
Brian Scigliano	Esther Van Wart	

Absent: Nick Hallett

Chairman Reed called the meeting to order at 1:31 p.m.

M/S (Corkill/Van Wart): To approve the agenda as published. *The motion passed unanimously.*

18. Odyssey Charter School New Charter Petition

Karl Peterson, Board Chairman and Chris Peterson, Board Member, attending in person, and Lisa Nolan, Board Member and Bill Sewell, Board Member, attending via teleconference, represented Odyssey.

Chairman Reed said he called this special meeting because staff had relayed to him concerns of other Commissioners regarding whether the right decision was made about the Odyssey petition on December 31. He said the PCSC has the option of reconsidering a motion.

M/S (Van Wart/O'Donahue): To reconsider the previous motion to approve the petition for Odyssey Charter School. *The motion passed unanimously.*

The motion (Quinn/O'Donahue) to approve the petition for Odyssey Charter School was back on the floor.

Commissioner Quinn said she believed Odyssey's petition was complete and the additional issues raised on December 31 were insufficient to warrant denial of the petition.

Commissioner O'Donahue agreed that any remaining issues were not significant enough to keep Odyssey from moving forward.

The motion to approve the petition Odyssey Charter School passed unanimously.

Chairman Reed stated that one of the PCSC's goals is to increase the number and quality of charter schools within the State of Idaho. He noted that the effective date of the approval is the date the motion was made, December 31, 2012. He further noted that the nature of this successful, approval motion renders moot the denial motion made subsequently on December 31.

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

The meeting was adjourned at 1:45 p.m.

SUBJECT

Compass Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Compass Public Charter School (Compass) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Meridian since 2005. Compass serves approximately 540 students in grades K-12.

DISCUSSION

Compass will provide an annual update on the status of the school.

Compass continues to produce stellar academic results. Compass achieved the highest [Star Rating](#) possible for the 2011-12 school year, a 5 out of 5, and the school met [AYP](#). Compass also placed in the top quartile for Excellence and Growth in the State of Idaho, thus qualifying for pay-for-performance funds.

Based on self-reporting, Compass met the Measurable Student Educational Standards (MSES) outlined in the school's charter.

The school's board continues to function in an effective manner and the school's fiscal stability is apparent.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC encourage the Compass board to review the school's MSES and consider making revisions to improve wording and better align targets with the Idaho Five Star Rating System.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

February 14, 2013

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**Idaho Public Charter School Commission
Site Visit Report**

School	Compass Public Charter School
Address	2511 West Cherry Lane, Meridian, ID 83642
Date of Site Visit	December 6, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Mike Adolf, Chair Stephen Pratt, Vice Chair Jason Hessing, Member
Administrator(s) Interviewed	Kelly Trudeau, Administrator
Business Manager / Clerk Interviewed	Cindy Stover, Business Manager
Other Stakeholder(s) Interviewed	Teachers (4) and Students (5)

Board Member(s) Interview

Mike Adolf, Board Chair, Stephen Pratt, Vice Chair, and Jason Hessing, Member, took part in the interview. They demonstrated a clear understanding of the mission of the school: to provide students with a safe environment and accelerated learning. The board has strong relationship with the administrator, Kelly Trudeau. They work well as a team, have mutual trust, and communicate regularly. The board members explained the division of roles and responsibilities between the board and administration, stating that the board has a strategic focus and sets policies, while the administrator is trusted to make daily operational decisions and keep them informed.

The board conducted a discussion-based self evaluation in spring 2012 and used the results to develop a board training plan. As a result, the board planned to have workshops every other month this school year. Board members have also attended ISBA and ICSN conferences and workshops. The board members noted that training is an area where they can continue to improve, since they have not been as diligent in implementing their plan as they had hoped.

When asked about concerns they have regarding the school's academics, operations, or finances, the board expressed no immediate concerns or significant challenges. However, they are focused on identifying ways to address facility and fundraising challenges. The school has outgrown its current space, but since charter schools cannot fund new facilities through bonds or levies, the board is planning to implement a capital campaign. Similarly, the board recognizes that they can improve the schools communication, marketing, and PR efforts, so that the community knows of the school and its successes and becomes more familiar with charter schools as a whole. The board also recognizes that because the school is strong academically and is in the maintenance phase, they must be diligent in ensuring that a strong school culture continues to be nurtured amongst the school's staff, teachers, students, and families. Finally, in an effort to ensure that the school has strong and sustainable policies and procedures, the board is in the process of reviewing and revising policies and has requested that the administrator work to identify and develop leadership among the school staff.

Administrator(s) Interview

Kelly Trudeau participated in the interview. It is clear that Ms. Trudeau has a strong understanding of the school's mission and a focus on ensuring that Compass students receive an excellent education. Ms. Trudeau spoke of the Harbor method, and the importance of having a safe, supportive culture and strong academics. She discussed the need to identify and implement specific strategies to maintain the Harbor method theories in the high school classes. At Compass,

a key practice is a group school opening time each morning that gathers all of the high school students and instills the school culture.

Ms. Trudeau measures success at the school based on a number of factors: academic performance and assessments; classroom observations and strong teaching; teacher communication, interactions, and collaboration; parent feedback; and observed school culture.

While Ms. Trudeau has no significant worries about the school, she noted that finances are always a concern, particularly in regards to balancing funding streams, school size, and facility challenges. She also recognizes that they can improve the number and types of course offering and electives (especially for high school students), but noted that funding and facilities limit their options. On the other hand, she is proud of the programming and culture they have developed at the school, particularly in the high school, where this can be more challenging.

Business Manager / Clerk Interview

A brief interview about finances was conducted with Cindy Stover, the Business Manager, and Kelly Trudeau, Administrator. At this time, neither the business manager nor administrator has concerns about the financial situation of the school. The school had a carryover of just under \$600,000 from FY12 to FY13, and revenue and expenditures year-to-date are close to where they were expected to be based on the approved budget.

The school has strong checks and balances in place for finances – duties are segregated and four people sign off on accounts payable (in addition to board review at meetings). This year (FY13) is tighter financially for Compass than the past couple years, since they have had interest only payments on their loan for the past two years, and they will now be paying on principle. Despite this, they anticipate ending the year balanced or possibly with an increased carryover. The board and administration are hoping to build (likely an add-on to the current facility) since the school has outgrown the current building, but are planning to do a capital campaign to help fund the project.

Currently, there are no concerns about the financial standing or fiscal practices / accounting at Compass.

Teacher Meeting

The PCSC staff member had the opportunity to meet with four (4) teachers. Below are the questions presented to the teachers and their summarized responses:

How can Compass improve?

- We could offer more electives; our enrollment is impacted when students leave because we don't offer classes that matter to them
- Some non-classroom things could be eliminated – there could be more dialogue between the state and authorizing entity so that duplicate work (similar reports, etc.) could be eliminated, which would give our administration more time to do their jobs
- The facility – it's cramped and we're maximizing space as well as we can, including sharing classrooms and other spaces, and we could definitely benefit from more space, but funding is a challenge
- We have some great equipment and don't know how to use it – sometimes the state provides opportunities, but not adequate training

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- Sometimes we could take longer / be more though in the process of implementing changes at the school; we move pretty quickly sometimes, and that can result in needing to address glitches, etc. that maybe could have been anticipated

Describe the professional development you receive. Is it effective?

- It's productive, valuable, and time well spent
- It aids in collaboration and is well aligned with the school philosophy
- The administration asks teachers for feedback about professional development, and our interests and needs
- Specialists are also allowed to get external training as needed to ensure that we get what we need

Do you feel prepared for Common Core implementation?

- Yes, we're ahead
- We have collaborated on horizontal and vertical alignment and are already starting to work on new types of assessments that will prepare us for the Smarter Balanced Assessment
- We're also using a new gradebook that identifies which standards (aligned with CCSS) students are meeting

What's going well? What do you like about working here?

- This is a great school; teachers work well together – we collaborate with each other and the administration
- Ms. Trudeau makes everyone feel valued – she trusts us and doesn't micromanage; she has our back
- There are higher expectations of teachers here; we are pushed and we perform at a higher level because of it
- The school culture and the students are amazing – the students are kind and helpful to each other
- We set high academic standards and the students reach them
- We get a lot of learning done because there are minimal behavior issues – it's fun to get to actually teach

Student Meeting

The PCSC staff member had the opportunity to meet with five (5) students, including two (2) high school freshman and three (3) seniors. Below are the questions presented to the students and their summarized responses:

What can the school do better?

- The laptops we use are old and don't work well (9th graders)
- When substitutes come, they don't teach us much
- The facility / space is small and cramped, especially the high school commons
- It would be nice if there was more separation between the elementary and high school spaces
- We could have more electives / class offerings

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- Inter-teacher communication could be improved (it sometimes seems like we are doing all of our large projects at once)

Are you challenged academically?

- Yes (all 5 students)

On a scale of 1-10, with 1 being really easy and 10 being way too hard, how challenged are you?

- 6 (one student); 7 (three students); 8 (one student)
- The school pushes everyone to do the best they can; the academic workload is packed and really prepares you for college

Interview note: All of the seniors are planning to go to postsecondary education, and all expressed that they feel prepared for it

Describe the school culture.

- Awesome; friendly
- There is no bullying or cliques
- It is stable – it's small enough that students learn how to deal with disputes appropriately

What do you like about going to school here?

- The ability to take so many classes for college credit starting in 11th grade (the seniors who were interviewed anticipated having between 24 and 38 credits by the time they graduated)
- There is an active student council
- The environment – it's small respectful, and students meet expectations for good behavior
- The teachers – they know who you are, treat you with respect and give you responsibility, ask for feedback from students, and go the extra mile (they give extra time and are willing to help)
- If students have an idea or identify a need, students can bring it up and the teachers and / or administration will try to address it
- Students are trusted to do what they need to do and to help set a high standard of accountability
- The administration has made real efforts to make the school feel comfortable and homey

Documents Review

Finances

The financials through 2011-2012 (FY12) and year-to-date for 2012-2013 (FY13) were reviewed. Questions were answered by Cindy Stover, Business Manager. The school had a carryover at the end of the FY12 of nearly \$600,000. The year-to-date financials appear to be in order; the budget expectations seem to fairly well aligned to actual revenues and expenditures thus far. The finances and accounting practices appear to be appropriate and there are no concerns at this time.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff for review. The files were organized, with strong documentation. All IEPs were up-to-date and accommodations pages were completed and included. Goals seemed appropriate, and there was documentation that

demonstrated communication between Compass and parents and outside providers. There were no opportunities to see special education pullout services. However, at this time, there are no concerns about the files reviewed.

Classroom Observations

The PCSC staff member observed elementary, middle school, and high school classes. Because of the time of the visit and the observations, many classes were wrapping up, and some classes were not available for observation. There appeared to be some variation among teachers in regards to implementation of the Harbor method. In certain classrooms, the environment and teaching was as anticipated (based on the PCSC staff member's observation of other Harbor schools), while in other classrooms this was less true. However, it was clear that student learning was taking place. Hallways were quiet, and students were respectful and well-behaved in and out of the classroom.

The staff member who conducted the site visit was very impressed with all observations, particularly since all were done without an administrator present, and most were drop-ins where teachers were not previously informed.

Summary

Strengths

- Strong Academics, as represented by the school's 5 Star Rating and accelerated curriculum, including significant concurrent credit options for high school students
- Strong teaching and student engagement was observed
- Solid financial situation
- Teachers report a strong relationship between teachers and administration; teachers feel supported, pushed to excel in their profession, and encouraged to collaborate with each other
- Students feel academically challenged and had primarily positive feedback regarding the school
- Strong relationship between board and administration
- The board is reviewing and revising policies to ensure the school has a strong foundation for long-term sustainability

Challenges or Areas for Improvement

- MSES are outdated, they do not meet the expectations the PCSC currently uses for new petitions and do not align with the Idaho Five Star Rating System
- The board could be more consistent in implementing their board training plan / schedule
- The facility is cramped and limits the school's ability to offer certain courses and activities

Concerns

The PCSC staff member who conducted the visit has no significant concerns about Compass Public Charter School at this time.

Possible Charter Violations

There are no apparent charter violations at this time.

Possible Charter Amendments

- Updated MSES using STAR data is a potential future amendment (identified by PCSC staff, not the Compass staff or board)
- Other amendments may come as the result of the policies audit currently being conducted by the board, though none were mentioned

Recommendations

- PCSC staff recommends that the Compass board consider amending the charter to align some or all of the MSES to the Idaho Five Star Rating System
- PCSC staff recommends that the board continues to review policies and make revisions and additions to ensure the sustainability of the schools organization, programming, and fiscal practices

* Please Note: PCSC staff member sent these recommendations to the school via e-mail (along with praise for the many things they are doing well).

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

February 14, 2013
CHARTER SCHOOL DASHBOARD

Date:12/3/12

School Name:Compass Public Charter School

School Address:2511 W. Cherry Lane, Meridian, ID 83642

School Phone:208-855-2802

Current School Year:2012-2013

School Mission:The Compass Public Charter School’s mission is to prepare each child with a personal compass that will guide them in life’s directions. We do so by developing students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Mike Adolf	Board Chairman	Management/Technology	madolf@compasscharter.org	887-7630
Rich Fairbanks	Vice-Chairman	Management	rfairbanks@compasscharter.org	
Jason Hessing	Treasurer	Systems Technology & Business Management	jhessing@compasscharter.org	888-0366
Stephen Pratt	Secretary	Computer Programer	spratt@compasscharter.org	
James Escobar	Member	Systems Technology & Business Management	jescobar@compasscharter.org	

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year’s Enrollment	Previous Year’s ADA
K	42	40	57	48	47
1	48	46	41	48	46
2	42	40	35	48	46
3	49	47	27	48	46
4	50	48	28	53	51
5	46	46	26	55	53
6	59	57	36	53	51
7	53	51	17	55	53
8	53	51	21	50	48
9	28	26	2	36	34
10	34	32	8	25	24
11	20	18	0	17	16
12	13	11	0	10	9
TOTAL	537	513	298	546	530

Student Attrition Rate:1%

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year?No

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If yes, briefly describe planned enrollment changes, including numbers and grades affected:

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	28/55	17/3%	471/87%	5/1%	7/1%	2/.36%	118/22%	11/2%
Previous	26/5%	20/4%	481/85%	10/2%	7/1%	2/.36%	152/27.89%	20/4%

FACULTY AND STAFF

Administrator Name(s):Kelly Trudeau
Administrator's Hire Date:July 2005
Administrator Email(s):ktrudeau@compasscharter.org
Current Classified Staff (# FTE):19/9.36FTE
Classified Attrition Rate: 13%
Current Faculty (# FTE):30/28.6%
Faculty Attrition Rate:15%

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 2012
Date submitted to authorizer?September 2012
Who performed your most recent programmatic audit?Idaho Charter School Network
Date of most recent fiscal audit?August 2012
Date submitted to authorizer?September 2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

Please describe the greatest successes experienced by your school in the past year:

5 Star Rating
Continued partnership with CWI with approval to teach 36 dual credits on our campus

Please describe any challenges you anticipate during the upcoming year:

Proposed budget cuts/changes that reduced our general fund and flexibility to run our program according to the original mission and charter.

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

Measurable Student Educational Standards

CPCS will obtain adequate yearly progress (AYP) on the Idaho Standards Achievement Test (ISAT). After attending Compass Public Charter School for a period of three (3) consecutive academic years, 90% of students will perform at proficient or above on the ISAT.

2010

Met AYP?		Yes	
	% Proficient-Advanced Rdg.	% Proficient-Advanced Math	% on IEP/504/Tier 2
3rd	100%	100%	0%
4th	100%	100%	0%
5th	95%	95%	5%
6th	95%	95%	5%
7th	95%	95%	4%
8th	100%	96%	4%
10th	100%	100%	0%

2011

Met AYP?		Yes	
	% Proficient-Advanced Rdg.	% Proficient-Advanced Math	% on IEP/504/Tier 2
3rd	95%	100%	0%
4th	95%	100%	0%
5th	95%	90%	10%
6th	94%	100%	0%
7th	94%	100%	0%
8th	94%	94%	5%
10th	100%	100%	0%

2012

Met AYP?		Yes	
	% Proficient-Advanced Rdg.	% Proficient-Advanced Math	% on IEP/504/Tier 2
3rd	100%	100%	0%
4th	100%	96%	4%
5th	90%	95%	9%
6th	94%	88%	12%
7th	100%	96%	8%
8th	100%	100%	0%
10th	93%	100%	6%

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Measureable Goal Attainment

Goal: Maintain a positive and safe teaching and learning climate as measured by staff, student, and parent satisfaction surveys, student and staff retention, and discipline referrals.

Our parent survey indicates that 90-95% of Compass parents feel that our program meets or exceeds their expectations.

Student retention rate is high. Our biggest attrition occurs between 8th and 9th grade, approximately 40% of our 8th grade students choose to attend a different high school. Having two 8th grade classes to “feed” in to the high school allows us to maintain a high school program.

We have minimal discipline referrals, none of which meet the Safe School requirements for reporting.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance as measured by staff, student and parent satisfaction surveys, low absentee rate, staff and student retention, and record of discipline referrals.

Our parent survey indicates that 90-95% of Compass parents feel that our program meets or exceeds their expectations. Similar results are seen in staff and student surveys.

Our attendance criterion of 96% has been reached each year.

Student retention rate is high. Our biggest attrition occurs between 8th and 9th grade, approximately 40% of our 8th grade students choose to attend a different high school. Having two 8th grade classes to “feed” in to the high school allows us to maintain a high school program.

Our staff retention was lower this past year due to “downsizing” and teachers who were not offered contracts because of performance issues.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program as evidenced by record keeping of student community service hours.

Our students have been participating in community service projects as required for graduation. During our August Academy, two high school teachers presented the topic of “Community Service Outside of Your Comfort Zone.” They followed up this lesson with an actual service activity to Farmway Village during the Thanksgiving break. Three teachers and 35 students spent the night at Farmway Village, a migrant work camp in Caldwell, Idaho. They lived in “poverty” for 24 hours and completed several service projects for the community during their stay.

Goal: Teach students a range of effective communication skills appropriate for the 21st century as measured by student performance on the Direct Writing Assessment, Classroom Writing Assessments, and Computer Curriculum Evaluations.

Our high school and middle school English teachers have been working on a Writing Handbook in conjunction with the Compass Common Core Committee to align writing and speech communication skills to the Common Core Standards.

90% of our students are proficient or advanced in the area of Language on the Idaho Standards Achievement Test.

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

On statewide testing (ISAT) in the spring of 2012, our students' performed above the overall State of Idaho as well as above the District (Meridian) where our school resides. We are preparing our students for the new SBAC assessment which will replace the ISAT in the spring of 2014.

Goal: Provide students with basic skills that prepare them for future employment. By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. This goal will be measured through career assessments and employer assessments of students who complete work related internships.

Our students take a Career Explorations course in the spring of their sophomore year. This course prepares them for resume writing, interviews, professionalism, etc. Our students also prepare for the SAT in this mandatory course.

Compass students must complete 120 hours of apprenticeship over the course of their high school career, typically completed during the junior and senior academic years.

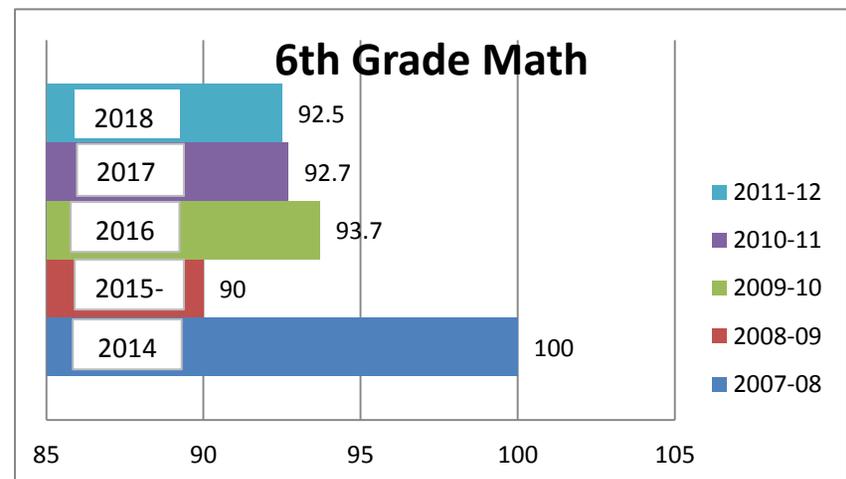
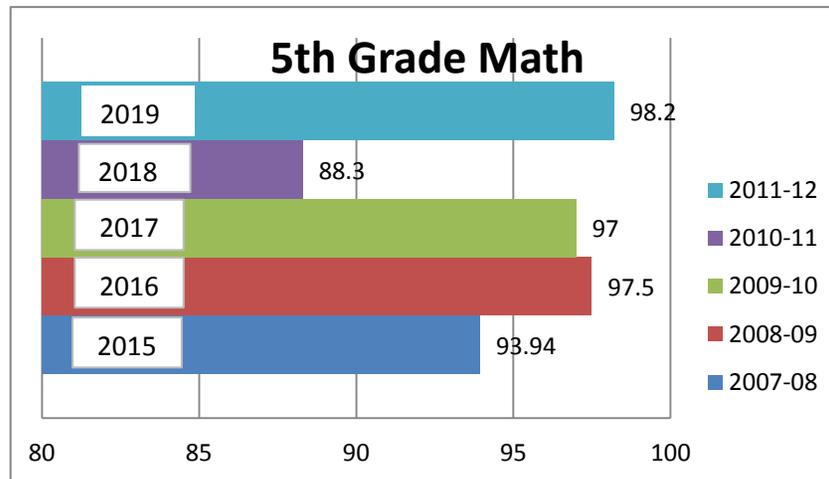
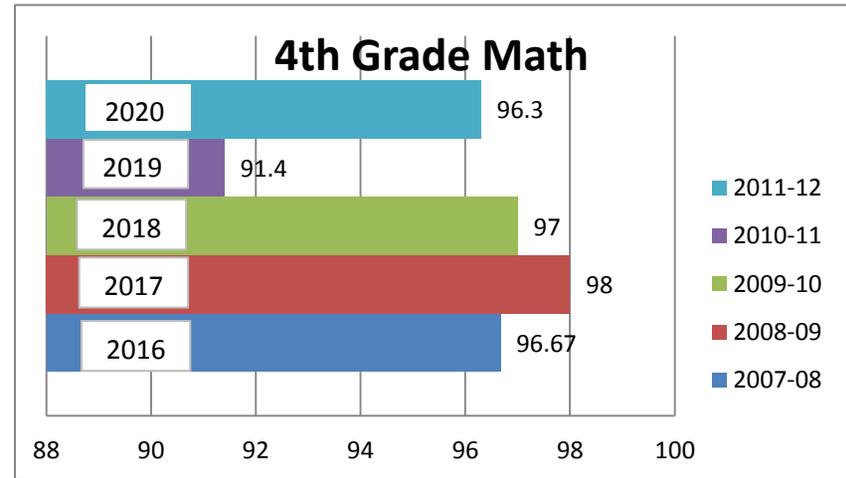
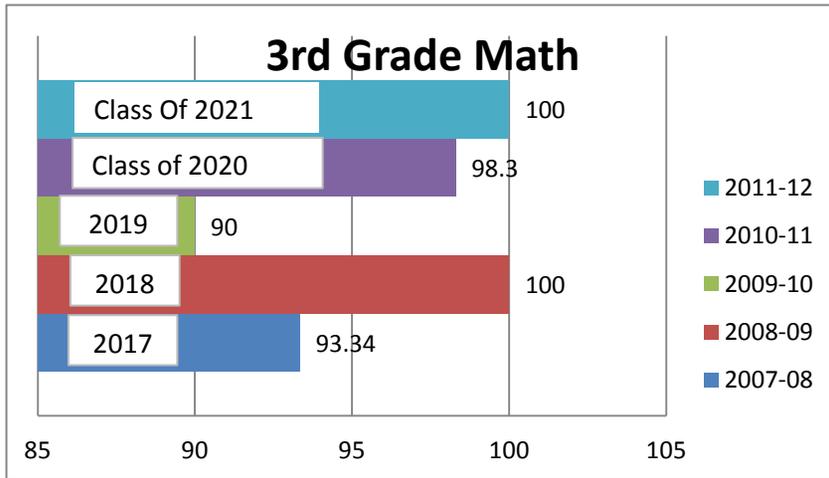
Compass students also participate in the PSAT, SAT, ASVAB, and COMPASS testing. Compass recently became a testing site for both the PSAT and SAT; we offer this opportunity to the community as a whole and have tested many private school and homeschool students as well as our own students.

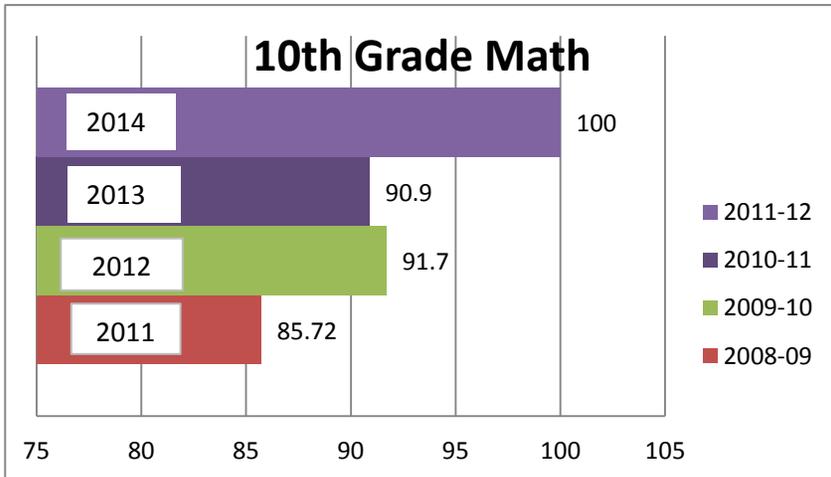
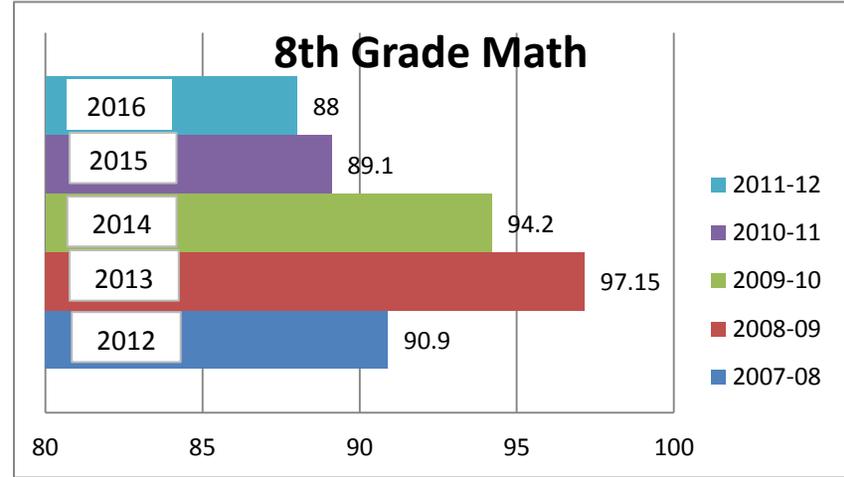
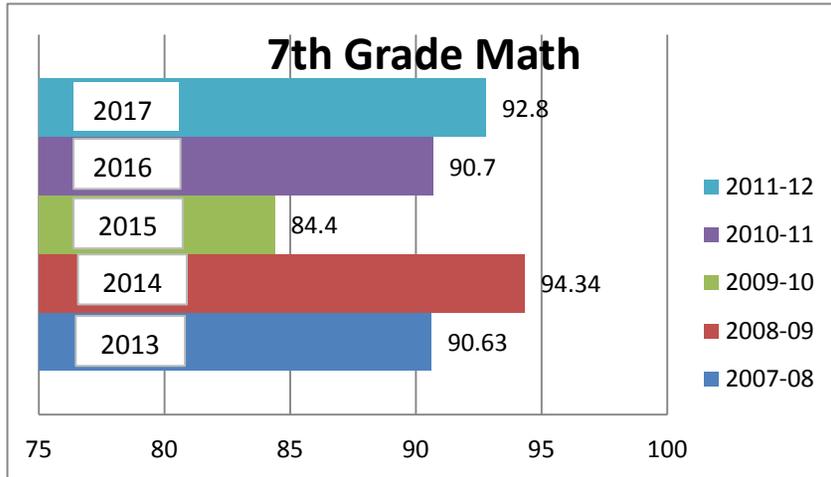
Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources. Technology skills will be measured through teacher generated assessments and demonstration of technological understanding.

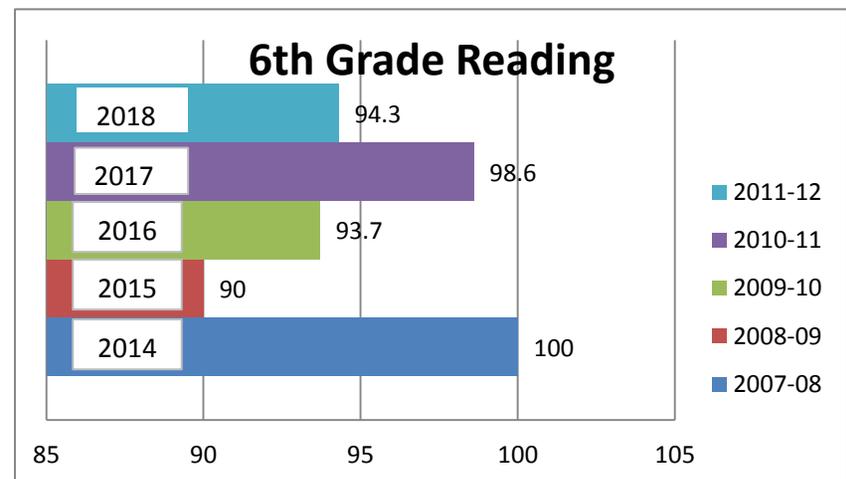
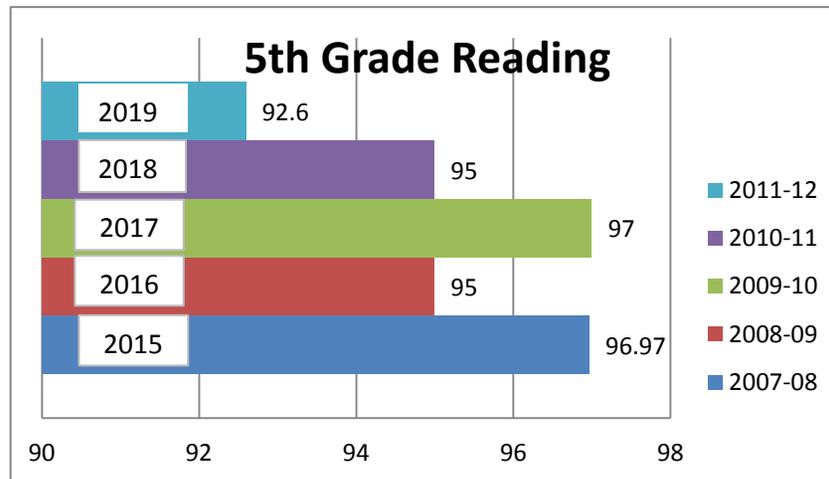
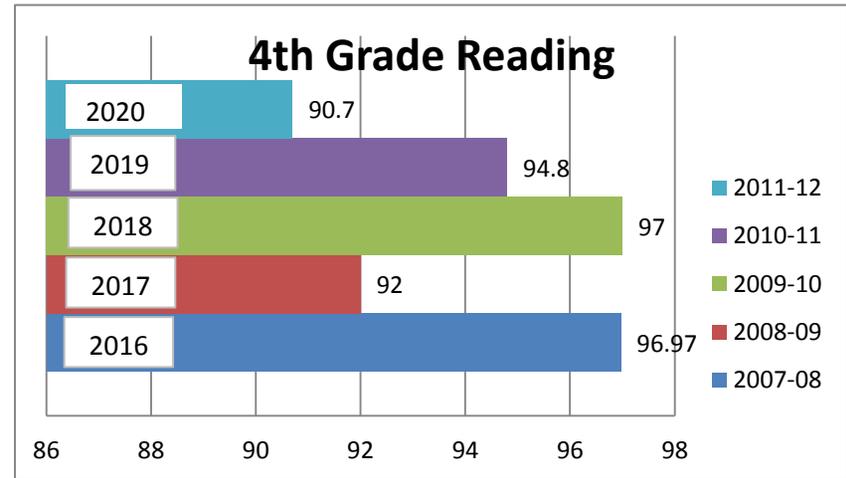
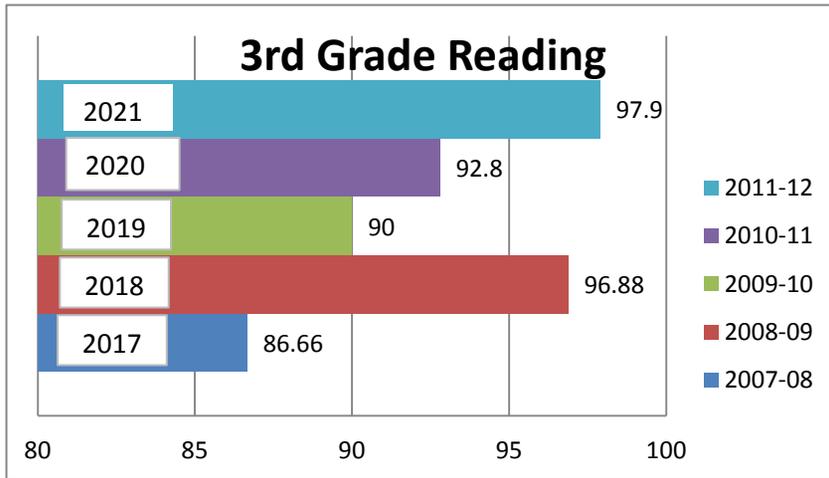
Our students have demonstrated skills in this area through PowerPoint presentations, creation of Aviator Television, and a school newspaper.

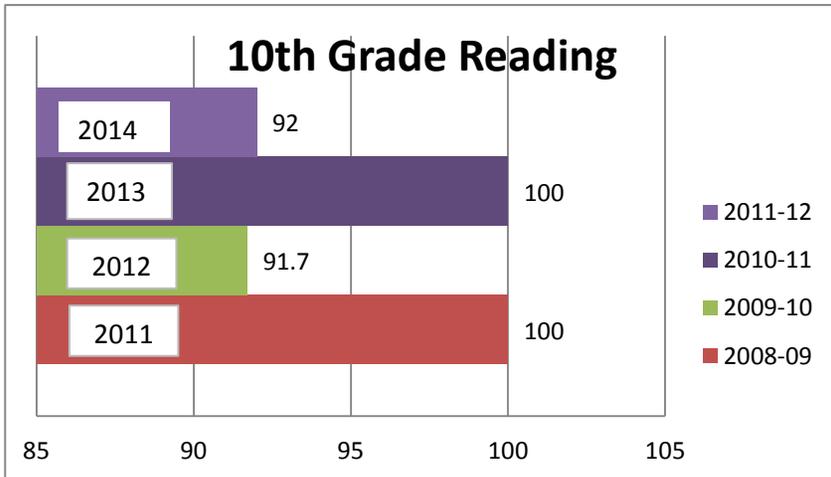
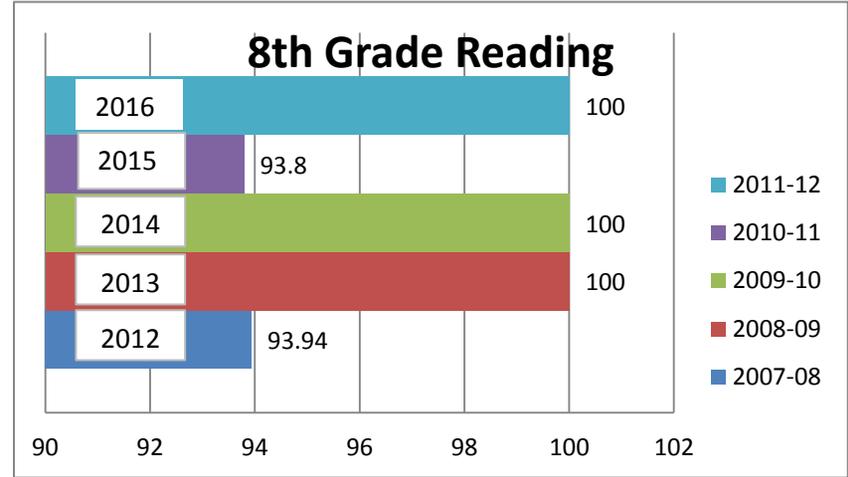
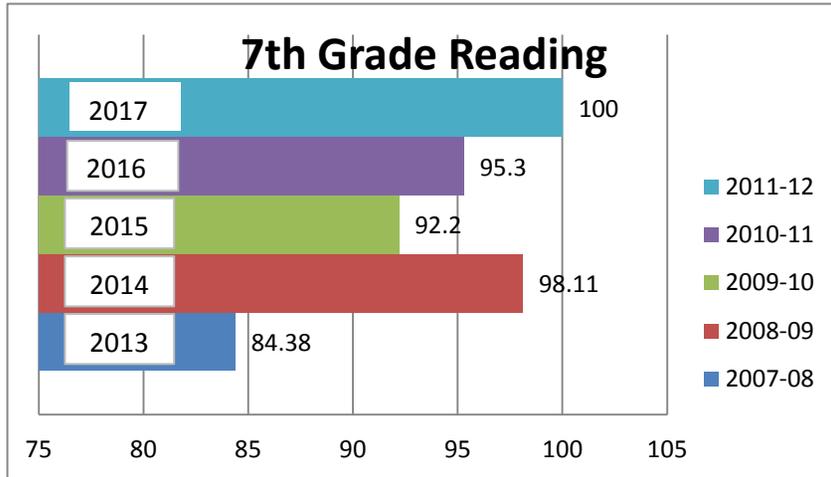
Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century. This goal will be measured through annual student focus groups and student Reflection Sheet data gathered at Student-led conferences.

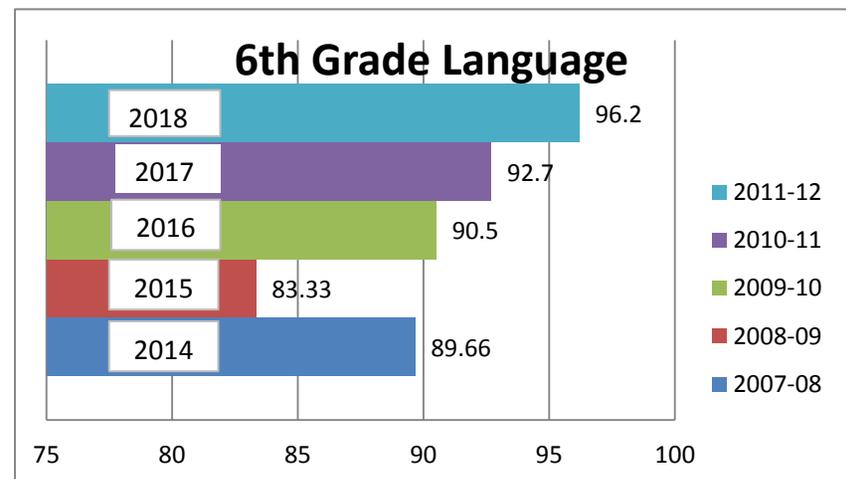
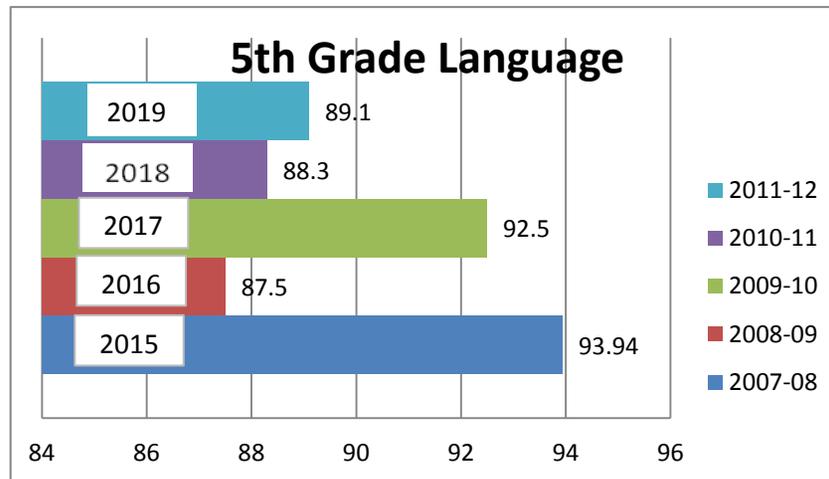
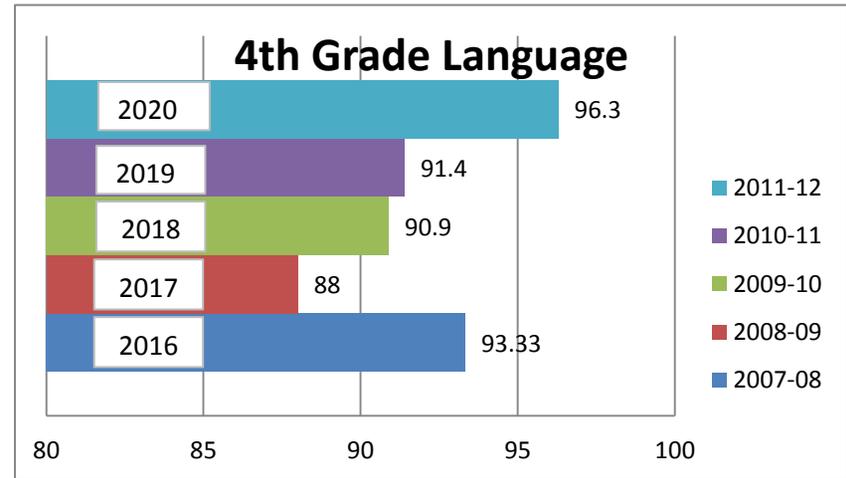
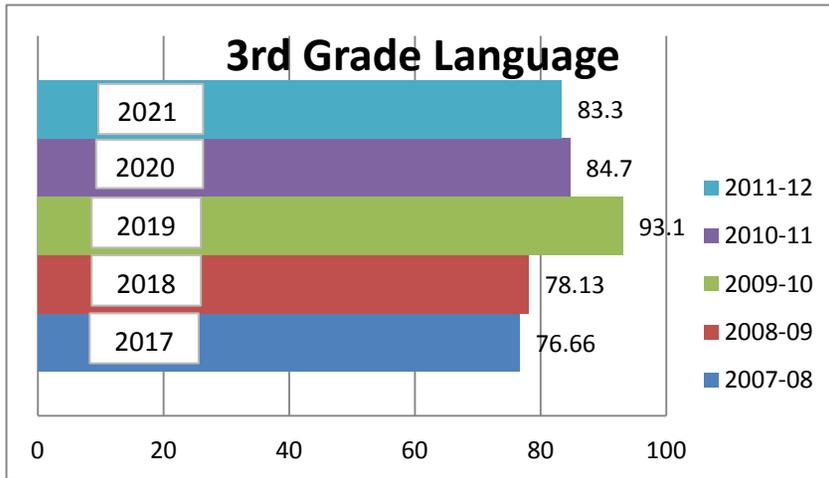
Each spring, students conduct a student-led conference for their parent(s) including reflection sheets of their work. These documents were provided in a portfolio for parents.

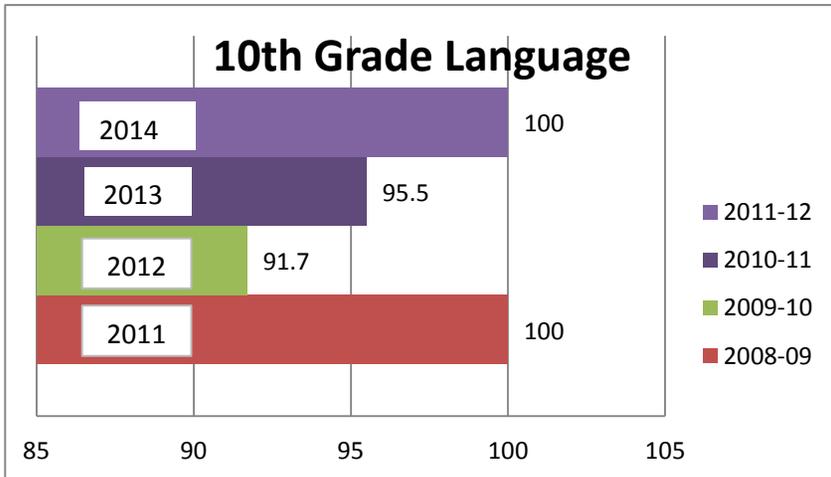
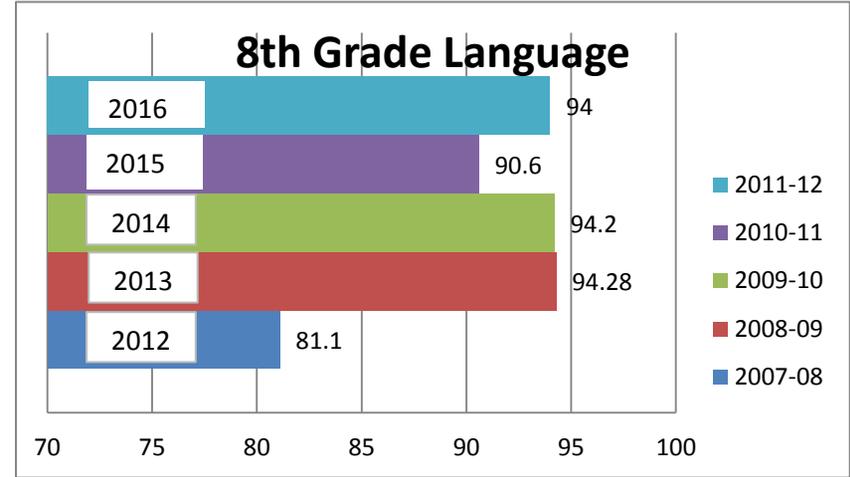
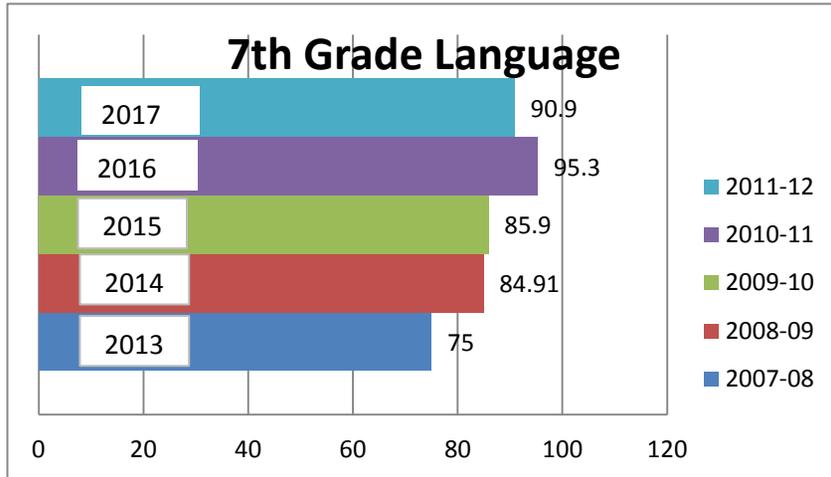


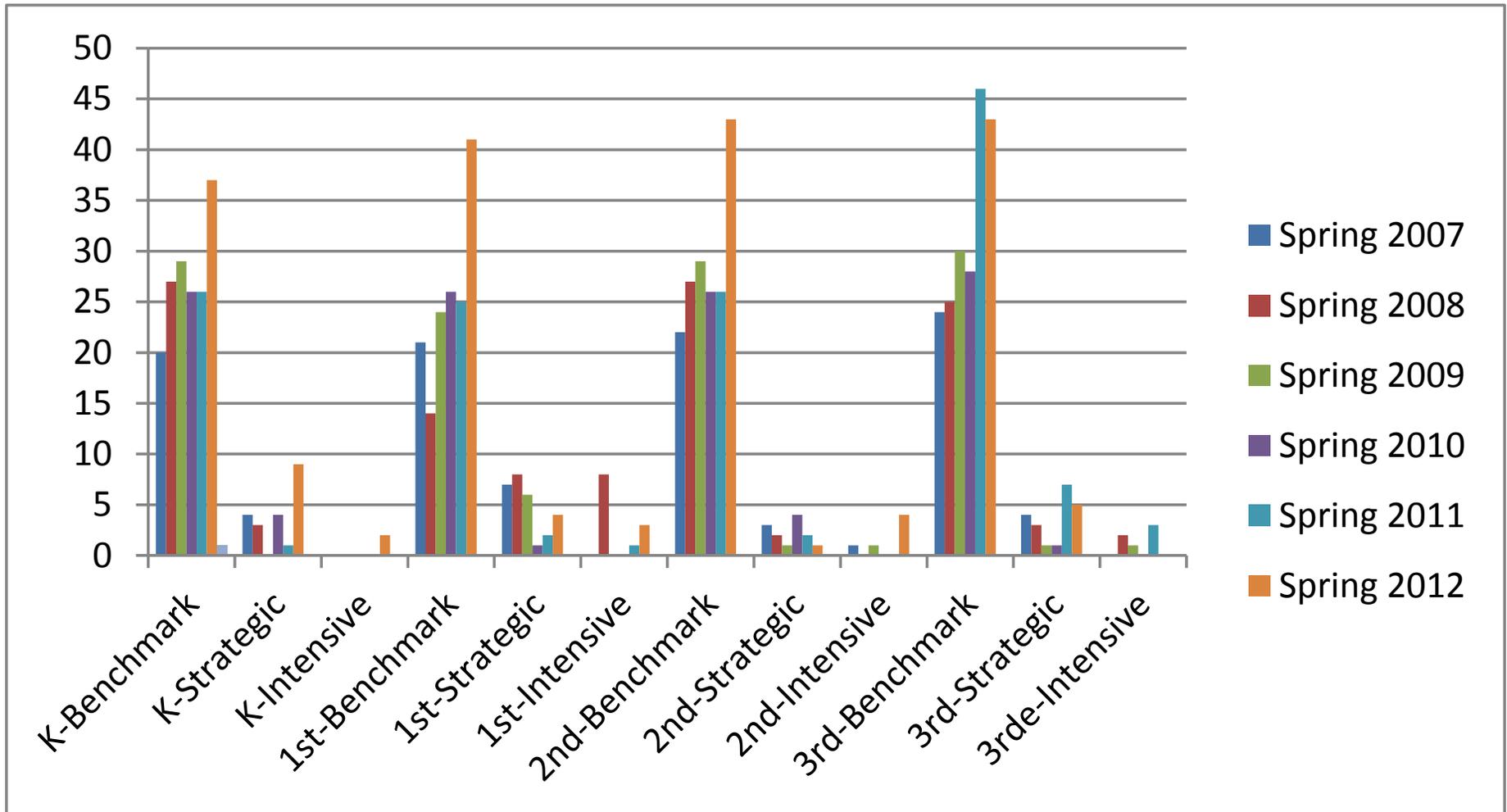












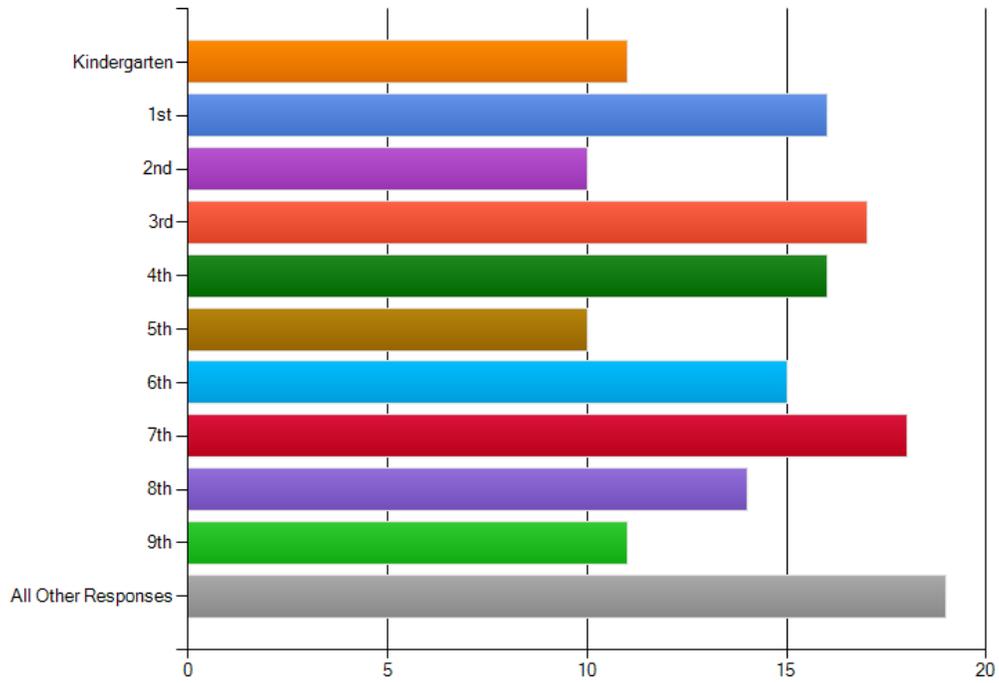
February 14, 2013



2011-12 Parent Survey Results

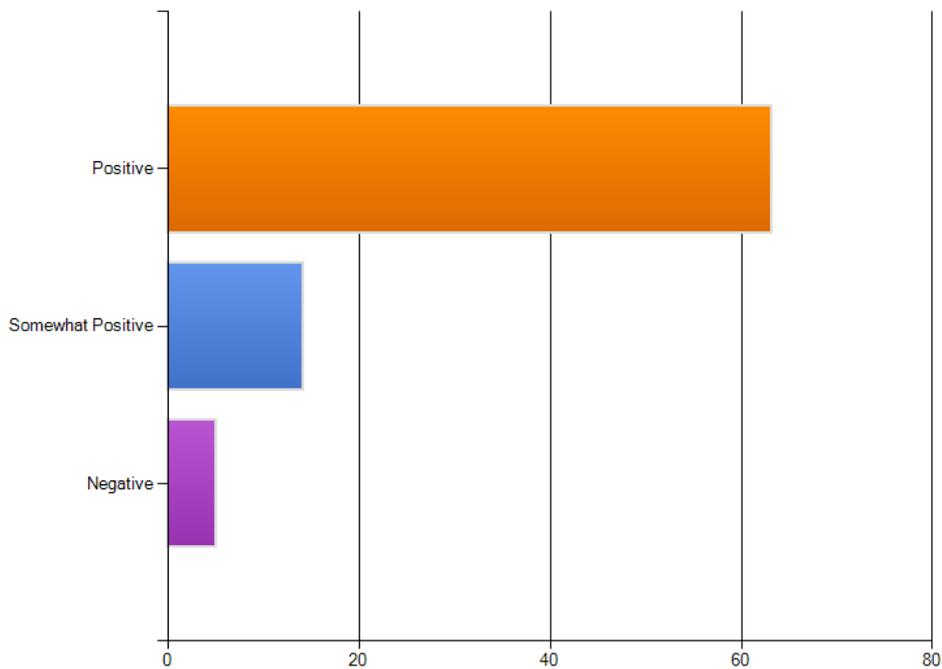
1.

What grade level are your children? (Please select all grade levels that represent your children.)



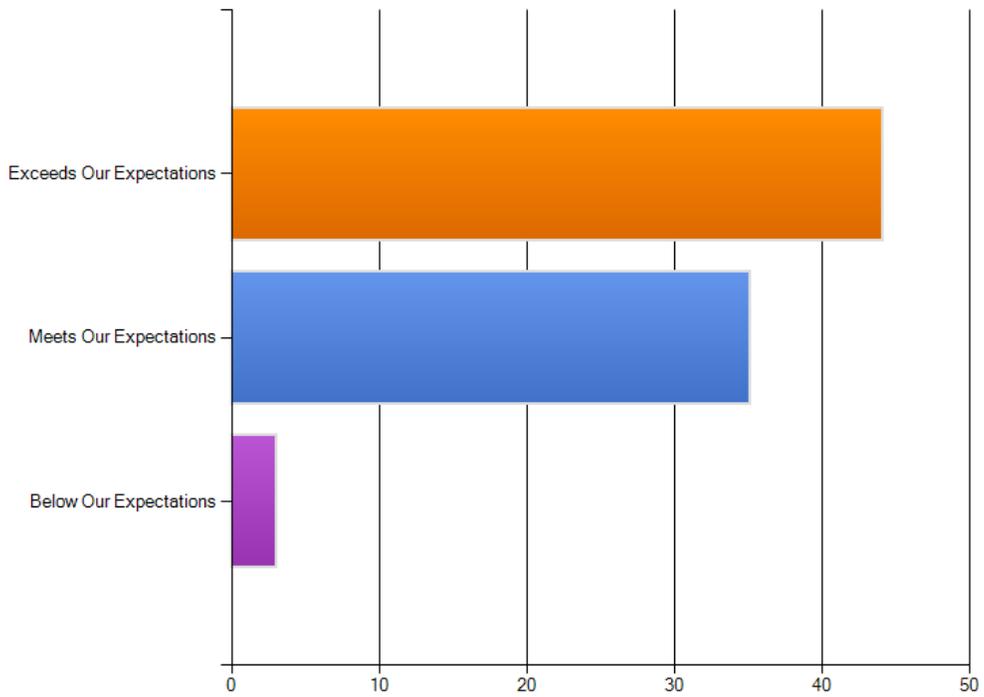
2.

Our children's attitude regarding their school.



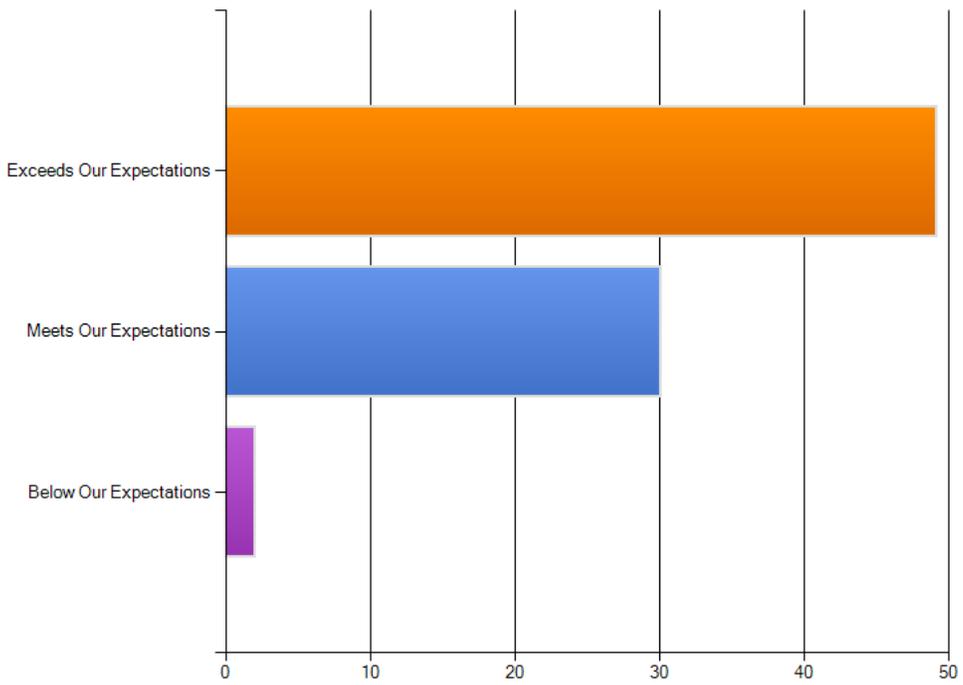
3.

Our children's learning in language arts (reading, writing, vocabulary development).

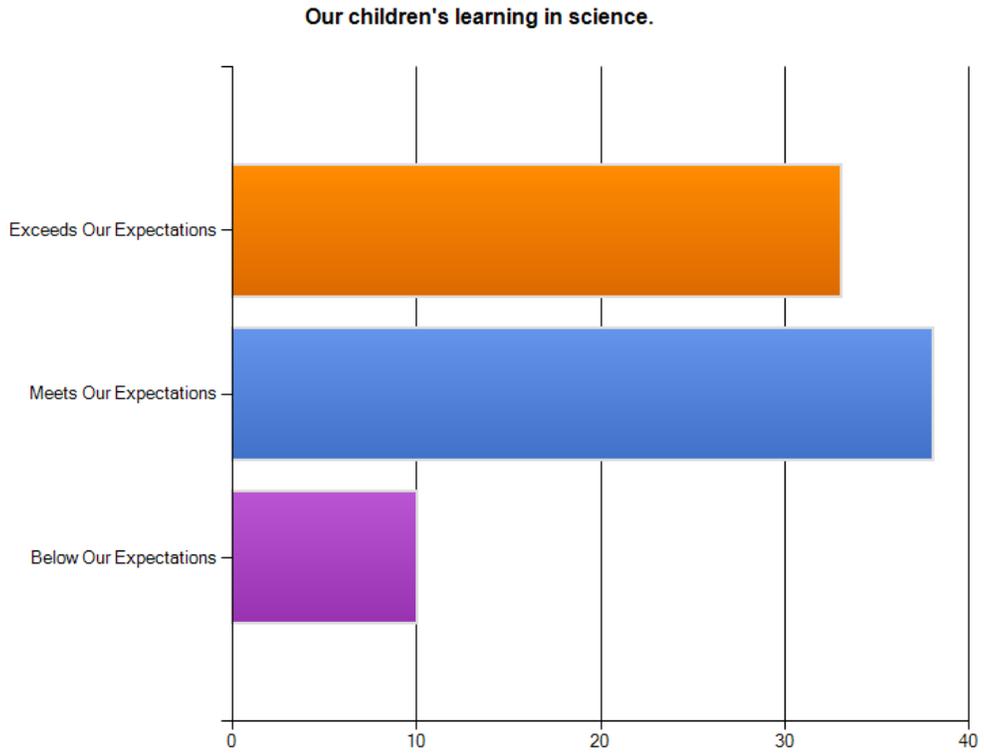


4.

Our children's learning in mathematics.

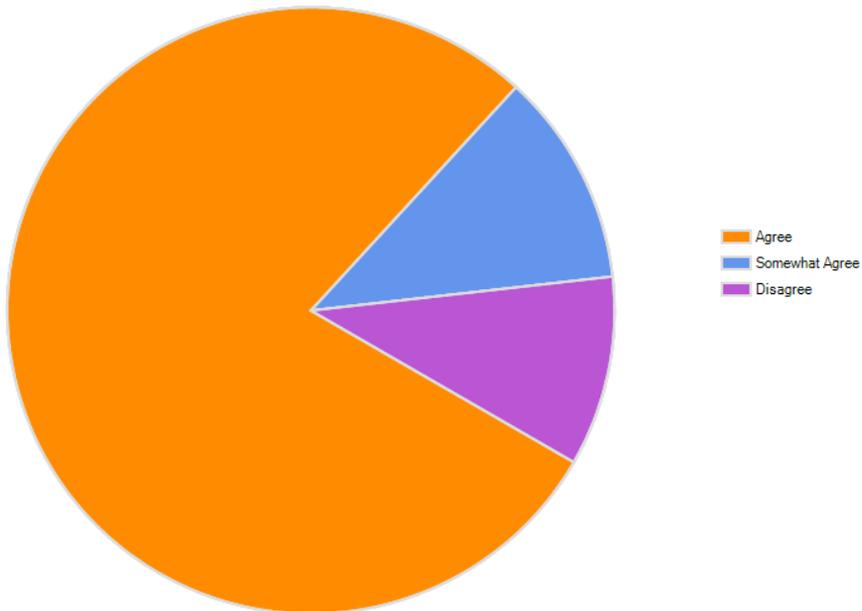


5.



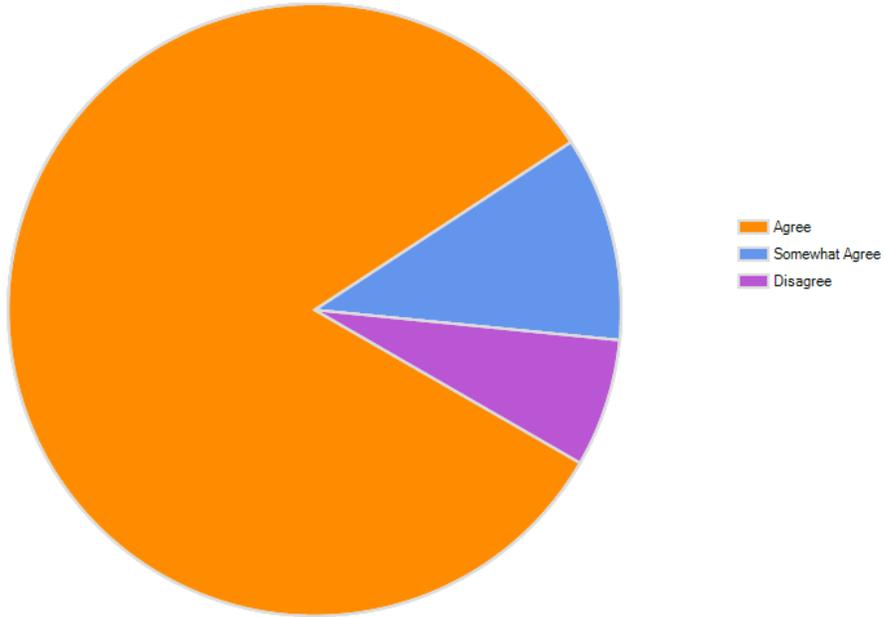
6.

Computer: The learning objective for computer class is to teach students typing skills and develop knowledge of various computer programs through assigned activities. These objectives are being met.



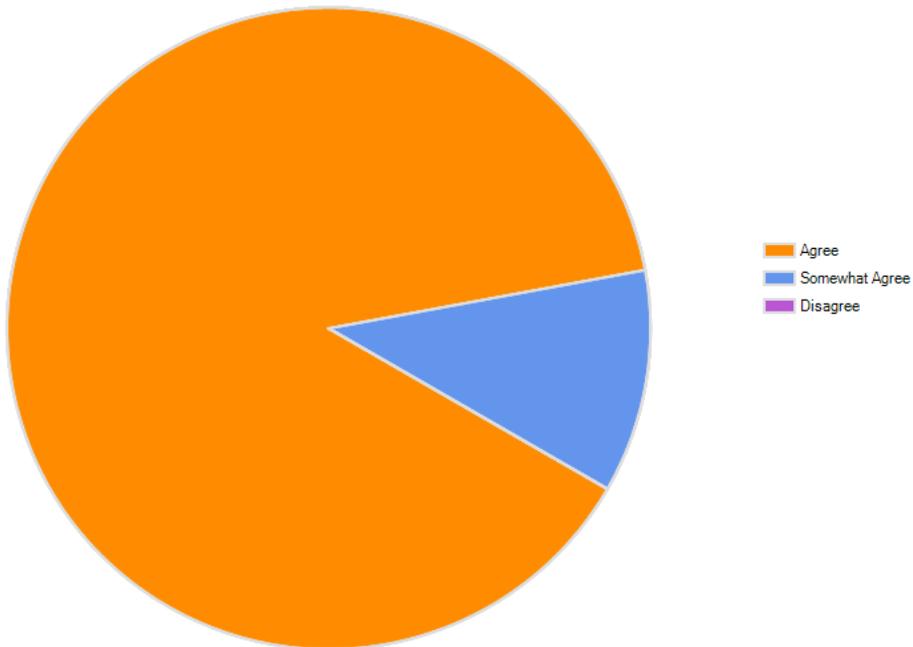
7.

Music:The learning objective for music is to teach students both keyboarding and vocal skills. Students also learn music vocabulary. Thematic songs are practiced that support our character expectations as well as seasonal topics. These objectives are being met.



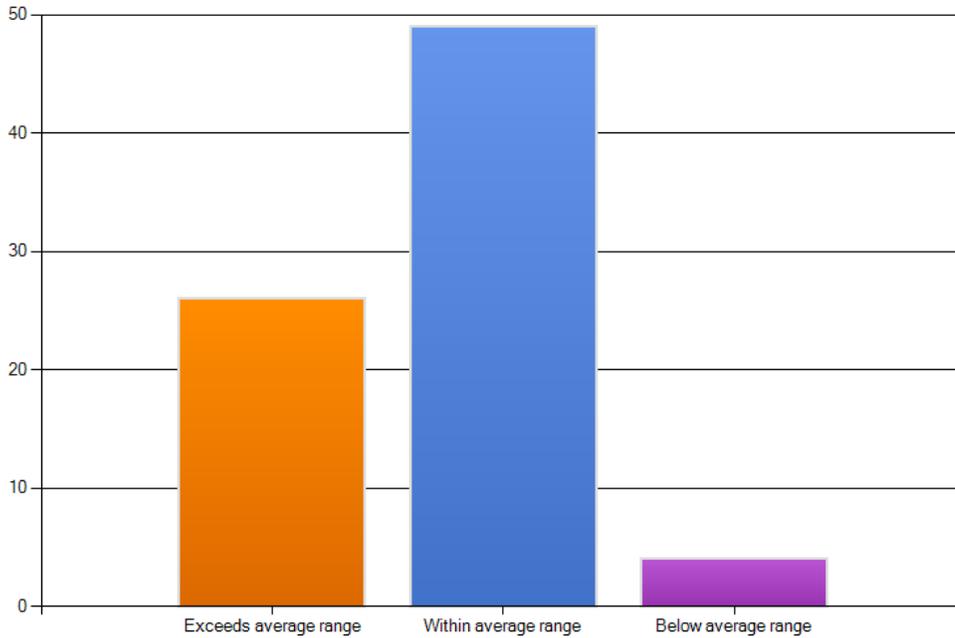
8.

P.E.:The objective for physical education is to give students healthy exercise as well as to teach them rules of games and sports. These objectives are being met.



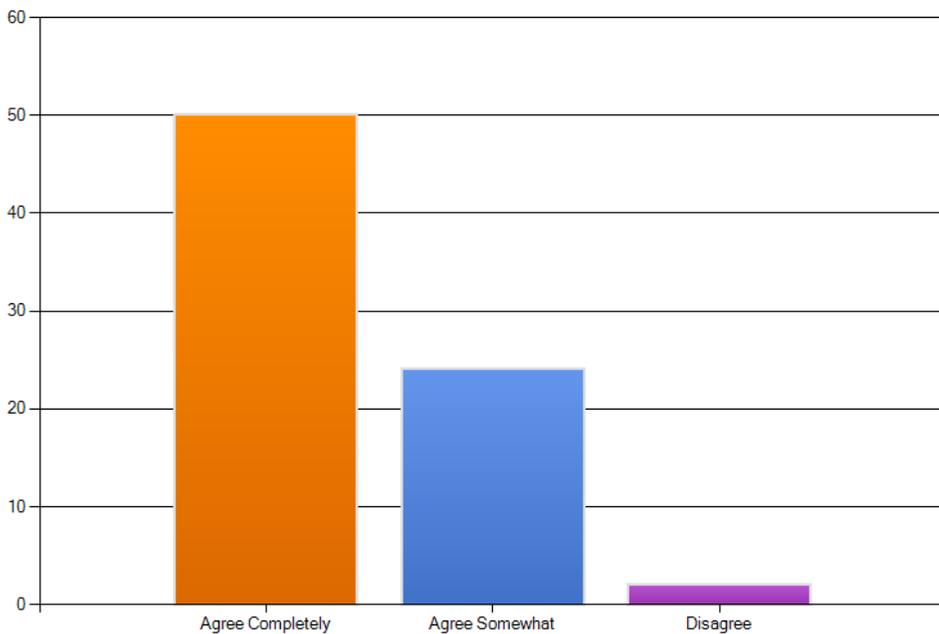
9.

Homework, on average should require 10 minutes per grade level. For example a 4th grade student should average 40 - 50 minutes of homework per night. This does not include required outside reading. The amount of homework:



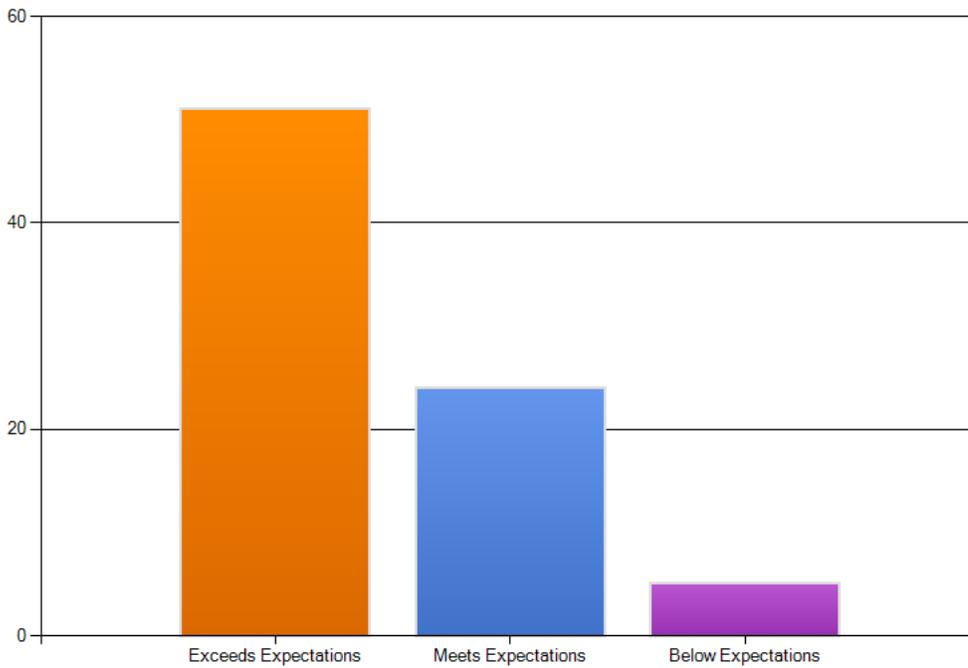
10.

At the elementary level homework is intended to be practice of concepts taught during the school day. By middle school and high school, students are using concepts learned in school to apply to outside assignments. The nature and type of homework fits the explanation above:



11.

Indicate your satisfaction with the following area: Our confidence in our children's teachers



12. Indicate your satisfaction with the following areas:

				answered question	77
				skipped question	5
Exceeds Our Expectatio	Meets Our Expectatio	Below Our Expectatio	Rating Avera ge	Respon se Count	

12. Indicate your satisfaction with the following areas:

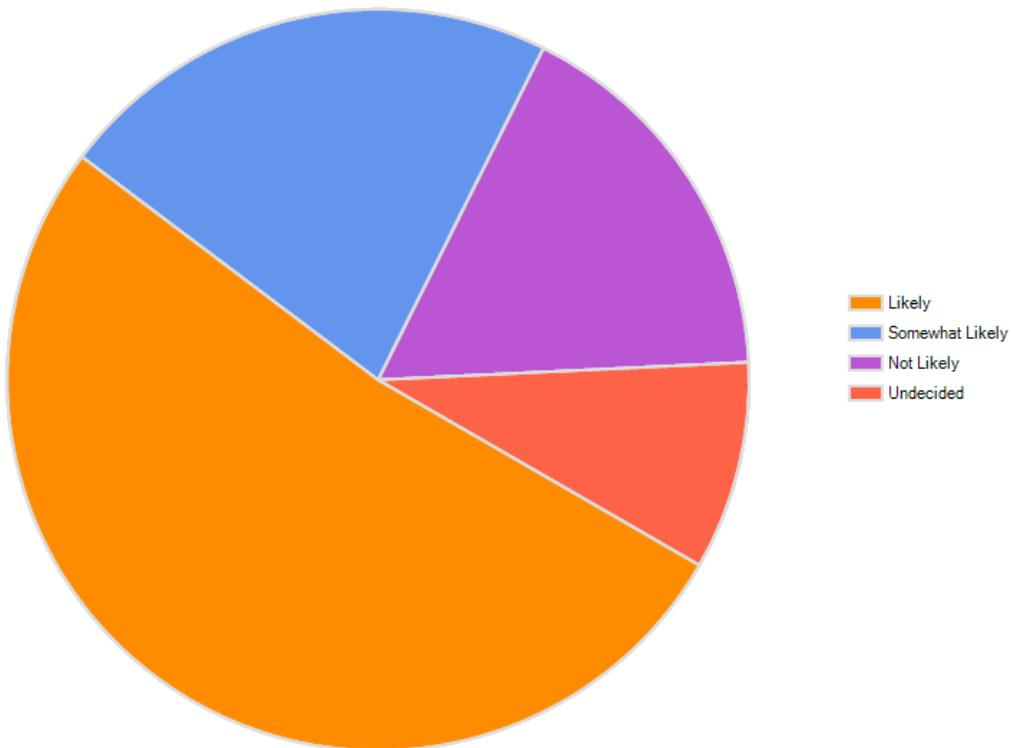
	ns	ns	ns		
Expectations for conduct are appropriately modeled by staff	50.6% (39)	44.2% (34)	5.2% (4)	1.55	77
The school's attention to behavioral expectations and character development	46.8% (36)	46.8% (36)	6.5% (5)	1.60	77
Expectations for conduct are appropriately reinforced	45.5% (35)	45.5% (35)	9.1% (7)	1.64	77
The atmosphere in the school	42.9% (33)	54.5% (42)	2.6% (2)	1.60	77
The care of my child at school	50.6% (39)	42.9% (33)	6.5% (5)	1.56	77
Opportunity to discuss my child's learning or behavior at	40.8% (31)	51.3% (39)	7.9% (6)	1.67	76

12. Indicate your satisfaction with the following areas:

school with the teacher					
Our confidence in the school's principal	44.2% (34)	42.9% (33)	13.0% (10)	1.69	77
Opportunity to discuss any concerns with principal	27.3% (21)	61.0% (47)	11.7% (9)	1.84	77
Our confidence in the school board	27.3% (21)	63.6% (49)	9.1% (7)	1.82	77
Communication with parents to keep us informed	28.6% (22)	59.7% (46)	11.7% (9)	1.83	77
Service learning opportunities	20.3% (15)	70.3% (52)	9.5% (7)	1.89	74
Extracurricular activities	16.9% (13)	64.9% (50)	18.2% (14)	2.01	77

13.

How likely will your child attend Compass through the 12th grade?



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CURRENT FISCAL YEAR BUDGET COMPARISON

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) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$1,643,048.00	\$2,117,658.49	\$2,117,658.49	128.89%	Includes pay for performance		
Benefit Apportionment	\$270,419.00	\$189,293.00	\$270,419.00	70.00%			
Entitlement	\$670,004.00	\$469,002.00	\$618,768.00	70.00%	34 units dropped to 31.4 units through typical attritior		
State Transportation	\$100,000.00	\$0.00	\$100,000.00	0.00%			
Lottery	\$0.00	\$0.00	\$0.00	#DIV/0!			
Other State Funds (Specify)	\$50,500.00	\$0.00	\$50,500.00	0.00%	Driver's Education Reimbursements, IRI,		
Special Ed - Regular	\$75,828.00	\$12,000.50	\$75,828.00	15.83%			
Special Ed - ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!			
Title I	\$0.00	\$0.00	\$0.00	#DIV/0!			
Federal Title I Funds : ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!			
Medicaid Reimbursement	\$0.00	\$0.00	\$0.00	#DIV/0!			
Title IIA	\$6,300.00	\$1,164.76	\$6,300.00	18.49%			
Local Revenue (Specify)	\$15,000.00	\$8,488.69	\$15,000.00	56.59%	Lease payments from church.		
Federal Startup Grant	\$0.00	\$0.00	\$0.00	#DIV/0!			
Other Grants (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!			
Fundraising	\$105,000.00	\$6,209.00	???	5.91%			
Interest Earned	\$1,800.00	\$553.81	\$1,800.00	30.77%			
Other (Specify)	\$28,000.00	\$2,575.09	\$28,000.00	9.20%	Booster Club /Athletic Fees		
Other (Specify)	\$151,700.00	\$74,739.99	\$151,700.00	49.27%	Child nutrition program.		
TOTAL REVENUE	\$3,117,599.00	\$2,881,685.33	\$3,435,973.49	92.43%			\$0.00
EXPENDITURES							
100 Salaries							
Teachers	\$1,195,982.00	\$241,997.90	\$1,195,982.00	20.23%			
Special Education	\$97,509.00	\$44,710.20	\$97,509.00	45.85%			
Instructional Aides	\$193,200.00	\$96,117.73	\$200,000.00	49.75%			
Classified/Office				#DIV/0!			
Administration	\$75,000.00	\$36,606.16	\$75,000.00	48.81%			
Maintenance	\$20,000.00	\$8,790.88	\$25,000.00	43.95%	"As needed" maintenance was added after budget was finalized.		
Other (Specify)	\$60,000.00	\$32,193.57	\$60,000.00	53.66%	Food Service		
Other (Specify)	\$15,000.00	\$8,358.38	\$15,000.00	55.72%	Student Athletics		
Total Salaries	\$1,656,691.00	\$468,774.82	\$1,668,491.00	28.30%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$491,490.00	\$210,620.07	\$491,490.00	42.85%			
Other (Specify)				#DIV/0!			
Total Benefits	\$491,490.00	\$210,620.07	\$491,490.00	42.85%			
300 Purchased Services							
Management Services	\$200,850.00	\$53,208.40	\$58,000.00	26.49%	Includes capital campaign and driver's education.		
Staff Dev/Title IIA	\$6,300.00	\$2,572.93	\$3,300.00	40.84%	Paid \$3000 as stipends, so it appears in salaries.		
Legal Pub/Advertising	\$750.00	\$245.00	\$750.00	32.67%			
Legal Services	\$9,000.00	\$3,750.00	\$9,000.00	41.67%			
Special Education	\$5,000.00	\$540.00	\$5,000.00	10.80%			
Liability & Property Ins	\$15,000.00	\$15,000.00	\$15,000.00	100.00%			
Substitute Teachers	\$7,500.00	\$3,197.50	\$7,500.00	42.63%			
Board Expenses	\$9,500.00	\$3,825.00	\$9,500.00	40.26%			
Computer Services	\$500.00	\$21,645.81	\$21,645.81	4329.16%	Chose to have projector installation done, instead of purchasing equipment		
Transportation	\$177,250.00	\$53,707.65	\$177,250.00	30.30%			
Travel	\$0.00	\$0.00	\$0.00	#DIV/0!			
Other (Specify)	\$13,000.00	\$5,881.00	\$13,000.00	45.24%	Worker's compensation insurance.		
Other (Specify)				#DIV/0!			
Total Services	\$444,650.00	\$163,573.29	\$319,945.81	36.79%			\$0.00
Facilities							
Building Lease				#DIV/0!			

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CURRENT FISCAL YEAR BUDGET COMPARISON

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$53,500.00	\$28,565.73	\$53,500.00	5.98%		
Site Preparation	\$47,500.00	\$61,112.90	\$62,000.00	8.05%	Maintenance Costs	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	\$101,000.00	\$89,678.63	\$115,500.00	88.79%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$15,000.00	\$17,957.96	\$18,000.00	119.72%		
School Supplies	\$114,700.00	\$58,670.95	\$114,700.00	51.15%	Includes food service purchases.	
Power School	\$2,500.00	\$2,500.00	\$2,500.00	100.00%		
Custodial Supplies	\$10,000.00	\$2,970.46	\$10,000.00	29.70%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Supplies	\$142,200.00	\$82,099.37	\$145,200.00	57.74%		\$0.00
500 Capital Objects						
Furniture	\$6,650.00	\$6,232.00	\$6,250.00	93.71%		
Technical AV Equipment	\$11,078.00	\$4,391.00	\$7,500.00	39.64%		
Other (Specify)	\$2,750.00	\$1,421.60	\$2,750.00	51.69%	Equipment for child nutrition.	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$20,478.00	\$12,044.60	\$16,500.00	58.82%		\$0.00
Debt Service						
Specify	\$50,000.00	\$49,998.83	\$50,000.00	100.00%	Principle Payments	
Specify	\$314,425.00	\$314,239.89	\$314,425.00	99.94%	Interest Payments	
Specify	\$9,200.00	\$9,193.75	\$9,200.00	99.93%	Bond Expenses	
Total Debt Service	\$373,625.00	\$373,432.47	\$373,625.00	99.95%		\$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	\$170,000.00	\$170,000.00	\$170,000.00	100.00%		
Building Fund				#DIV/0!		
Total Expenses	\$3,400,134.00	\$1,570,223.25	\$3,300,751.81	46.18%		
Carryover from Previous FY	\$596,555.00	\$596,555.00	\$596,555.00	100.00%		\$0.00
Reserve/(Deficit)	\$314,020.00	\$1,908,017.08	\$731,776.68	607.61%		

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UPCOMING FISCAL YEAR BUDGET COMPARISON

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$15,000.00		\$0.00	reflects projected from "current FY"
State Revenue				
Entitlement	\$670,004.00	34 Units	\$670,003.30	reflects State actual from "current FY"
Wages				
Administration	\$151,779.00			
Teachers	\$1,282,787.00			
				reflects all salaries compared to State actual
Classified	\$238,221.00		\$1,672,785.71	from "current FY"
Medicaid			\$0.00	reflects projected from "current FY"
Benefit	\$274,028.00		\$125,000.00	reflects State actual from "current FY"
Transportation	\$125,000.00		\$125,000.00	
Federal Revenue				
Title I	\$0.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$70,000.00		#DIV/0!	reflects State actual from "current FY"
Title II	\$6,000.00		\$5,999.82	reflects State actual from "current FY"
Startup Grant	\$0.00		#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)	\$131,000.00	Transportation		
Other Sources (Specify)	\$35,000.00	Athletic Fees & Contributions/Donations		
Other Sources (Specify)				
Total Revenue before holdback	\$2,998,819.00		#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	\$2,998,819.00		\$2,998,818.08	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$1,248,300.00		52,318.00	reflects projected from "current FY"
Admin	\$75,000.00		0.00	reflects projected from "current FY"
Classified	\$195,000.00		195,000.00	reflects projected from "current FY"
Special education	\$110,000.00			
Other (Specify)				
Other (Specify)				
Total Salaries	\$1,628,300.00		247,318.00	
200 Benefits				
Benefit Dollars	\$196,000.00			
PERSI/Payroll taxes	\$265,000.00			
Other (Specify)				
Total Benefits	\$461,000.00		(\$30,490.00)	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$175,000.00		(\$2,250.00)	reflects projected from "current FY"
Special Education	\$5,000.00		\$0.00	reflects projected from "current FY"
Proctor costs				
Legal	\$18,500.00	Includes 3rd party financial audit	\$9,500.00	reflects projected from "current FY"
Insurance	\$15,000.00		\$0.00	reflects projected from "current FY"
Copier Lease	\$4,500.00		\$4,500.00	
Printer Lease			\$0.00	
Facility Lease			\$0.00	reflects projected from "current FY"
Utilities	\$33,000.00		(\$20,500.00)	reflects projected from "current FY"
Professional Development	\$6,000.00		\$2,700.00	reflects projected from "current FY"
Technology	\$10,000.00		(\$11,645.81)	reflects projected from "current FY"

SUBJECT

Sage International School of Boise Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209(2)

BACKGROUND

Sage International School of Boise (Sage) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2010. Sage serves approximately 475 students in grades K-9. In 2013-2014, Sage will increase enrollment by adding tenth grade and making additional spaces available for ninth grade students.

DISCUSSION

Sage will provide an annual update on the status of the school.

Sage continues to produce strong academic results. Sage's [Star Rating](#) for the 2011-12 school year is 4 out of 5, and the school met [AYP](#). Sage also placed in the top quartile for Excellence and Growth in the State of Idaho, thus qualifying for pay-for-performance funds.

Based on self-reporting, Sage did not meet all of the Measurable Student Educational Standards (MSES) outlined in the school's charter. Sage met MSES 2, but did not meet all targets included in MSES 1. MSES 1 sets the goal that 80% of students in kindergarten, first, and second grade will score a three (or benchmark level) on the Idaho Reading Indicator. While this goal was achieved in kindergarten and second grade, the performance of Sage's first grade students fell slightly short, with 75.56% scoring a three. MSES 3, 4, and 5 are not measurable at this time, so they are not included in this analysis.

The school's board continues to function in an effective manner and the school's fiscal stability is apparent.

IMPACT

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: ...(b) Failed to *substantially* meet any of the student educational standards identified in the approved charter..." (emphasis added).

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC consider whether Sage has failed to substantially meet MSES 1. If the PCSC believes that the MSES was not substantially met, the PCSC should direct staff to issue to Sage International

February 14, 2013

School of Boise a notice of defect on the grounds of failure to substantially meet MSES 1 in the approved charter.

COMMISSION ACTION

A motion to direct PCSC staff to issue Sage International School of Boise a notice of defect on the grounds of failure to substantially meet MSES 1 in the approved charter.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

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Idaho Public Charter School Commission Site Visit Report

School	Sage International School of Boise
Address	Elem Campus: 457 E. Parkcenter Blvd, Boise, ID 83706 MS & HS Campus: 601 S. 9th Street, Boise, ID 83702
Date of Site Visit	December 12-13, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Suzanne Metzgar, Chair Bryan Moore, Vice Chair
Administrator(s) Interviewed	Don Keller, Administrator
Business Manager / Clerk Interviewed	Lisa Lechner, Business Manager
Other Stakeholder(s) Interviewed	None

Board Member(s) Interview

Suzanne Metzgar, Board Chair, and Bryan Moore, Vice Chair, took part in the interview. They demonstrated a clear understanding of the mission of the school: to implement the International Baccalaureate (IB) model and curriculum, which is focused on using inquiry-based teaching methods and a well-rounded, accelerated curriculum to prepare students to be academically fit for a global world. At the time of the visit, Sage was an IB candidate school for both the primary and secondary grades (shortly after the visit, Sage received official IB certification for the primary program). The board members were easily able to describe how Don Keller, Administrator, ensures that this mission is fulfilled. He has ensured that courses and curriculum are aligned to the goals of IB from kindergarten through high school and has utilized Fridays to provide teachers and staff with strong professional development and opportunities for collaboration so they have the knowledge needed to implement the curriculum well. The board members also gave a practical example of the detailed implementation of IB, pointing out that the IB learner profile and learner attitudes are posted and taught in every classroom.

The board has a strong relationship with the administrator. They work well together and have open communication. Challenges and successes are brought to the board and, as much as possible, the board utilizes available data and research to inform their decision making. The board members explained the ideal division of roles and responsibilities between the board and administration, and they are confident that they are close to this ideal.

The board has not yet done a self-evaluation, though they did request feedback from parents regarding board performance and have considered and used that feedback. The board has done some training, including having external parties speak on fundraising. They also provide new board members with a commitment document that clarifies the roles, duties, and responsibilities they will be undertaking. Additionally, the board has invited a staff member from the Idaho Nonprofit Center to provide board training in January.

When asked about concerns they have regarding the school's academics, operations, or finances, the board expressed no immediate concerns or significant challenges. However, they do recognize their need to identify the best methods for managing the school's growth, particularly in regards to making facilities decisions (which also impact finances). They want their choices to be strategic and data-driven, and are having ongoing discussions about ways to ensure the school is strong and sustainable while growing. To that end, the board is reviewing policies and procedures, to identify whether there are any needs for adjustment. They have also encouraged Mr. Keller to continue to develop leaders within the staff.

Administrator(s) Interview

Don Keller, Administrator, participated in the interview. It is clear that Mr. Keller has a strong understanding of the school's mission and vision and is working to ensure the school is strong, sustainable, and providing a high quality education to students. He described the International Baccalaureate (IB) methods and other data-based best practices that Sage uses to teach to set high academic standards. Teachers use inquiry-based discussion, hands-on learning, and other interactive approaches to teach students both the core subjects and the skills they need to be world citizens (including cultural understanding). The curriculum is well-rounded and includes French, music, art, and physical education. The school works to ensure that students who need it receive extra support so they can succeed at Sage.

Professional development is a focus for Sage. The school operates Monday-Thursday, so Friday is used to facilitate training and collaboration for staff. Administrators observe classrooms regularly, using an instructional practices checklist that allows for clear feedback to teachers. Teachers are also expected to observe other classrooms, primarily so they can reflect on what they can learn from their peers. According to Mr. Keller, the leadership team at Sage is strong, allowing him to focus more on the big picture. Mr. Keller focuses on ensuring the curriculum is working and properly aligned to IB (and state standards and expectations). He believes that the school is well-prepared for the Common Core State Standards (CCSS) and the Smarter Balanced Assessment, both because the Sage teachers are prepared and because IB is aligning their materials to the CCSS.

Mr. Keller seems to have an appropriate relationship with the Sage board. He described the board as intelligent and diverse. While Don concedes that he can sometimes be "hard-headed", the board expects him to explain his viewpoints and give information and research before they decide. They ask questions and are thorough, and Mr. Keller feels that the communication between the administration and board is strong. At each board meeting, Mr. Keller reports on academics, Lisa Lechner (Business Manager) reports on finances, and Keith Donahue (Facilities and Operations) reports on facilities and policy development.

While Mr. Keller has no significant concerns about the school, he did identify areas of focus / improvement. As Sage grows and hires new teachers, there is a lag time with student performance as the teacher adjusts to the IB approach and curriculum, so Mr. Keller is trying to find ways to get them up to speed faster. Mr. Keller's biggest area of focus relates to funding and facilities. As the school grows, finding appropriate facilities will continue to be a challenge, particularly given the level of funding the school receives. On the other hand, Mr. Keller is proud that the school is open, that teachers are happy, and that the school has strong enrollment and academic performance.

Business Manager / Clerk Interview

A brief interview about finances was conducted with Lisa Lechner, Business Manager. At this time, the business manager does not have significant concerns regarding the school's financial situation. Revenue and expenditures year-to-date are tracking as expected. In FY12, the school operated at a deficit. This year, they are working to end the year balanced so that the carryover from FY12 remains. The revenue from fundraising was budgeted for FY13 based on what was raised for FY12 and currently, the funds received through these efforts exceeds those the school had received at the same time last year. Appropriate processes appear to be in place for budgeting and fiscal monitoring. Currently, the PCSC staff member does not have significant concerns about the school's financial standing or fiscal practices.

Documents Review

Finances

The FY12 audit and FY13 financials were reviewed. Questions were answered by Lisa Lechner, Business Manager. The school had a carryover at the end of FY12 (in the general fund) of approximately \$130,000. The year-to-date financials appear to be in order; the budget expectations seem to fairly well aligned to actual revenues and expenditures thus far. The finances and accounting practices appear to be appropriate and there are no concerns at this time.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff for review. The files included all appropriate documentation. All IEPs were up-to-date and accommodations pages were complete and included. Though files were not as organized ideally, the Special Education Director was able to locate or explain documentation that was not where the PCSC member had expected.

The PCSC staff member had the opportunity to observe pullout services, which appeared to be effective and appropriate. While Sage may want to consider auditing their special education files for organization and documentation, at this time, there are no significant concerns about the reviewed files or the special education services.

Classroom Observations

The PCSC staff member observed elementary, middle school, and high school classes at both Sage campuses. Observations revealed consistently strong teaching and student engagement. There was clear and consistent implementation of Sage's mission and IB teaching methods; all observed classrooms had the IB learner profile and learner attitudes posted on the wall, and hands-on activities, real-life skills, and inquiry-based teaching were all observed. The curriculum and activities being implemented were usually reflective of above-grade-level material. Students were respectful and there were virtually no behavior issues.

The staff member who conducted the site visit was very impressed with all observations, particularly since all were done without an administrator present and were drop-ins where teachers were not previously informed.

Summary

Strengths

- Strong Academics, as represented by the school's 4 Star Rating and accelerated IB curriculum
- Strong teaching and student engagement was observed
- Consistent implementation of Sage mission / IB teaching methods was observed
- Solid financial situation
- Well-developed administrative team, with both board members and administration reporting a strong working relationship

Challenges or Areas for Improvement

- The board may want to consider developing a process for board evaluation
- Organization of special education files could be improved (all essential documents were present, but sometimes hard to find)

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- MSES in the charter could benefit from revision to ensure alignment with the Idaho Five Star Rating System

Concerns

The PCSC staff member who conducted the visit has no significant concerns about Sage International School of Boise at this time.

Possible Charter Violations

There are no apparent charter violations at this time.

Possible Charter Amendments

- Updated MSES aligned to the STAR Rating System is a potential future amendment (identified by PCSC staff, not the Sage staff or board)

Recommendations

- PCSC staff recommends that Sage do an internal review of special education files for the purposes of improving organization of documents
- PCSC staff recommends that the board develops a process for self-evaluation.
- PCSC staff recommends that the Sage board consider amending the charter to align some or all of the MSES to the Idaho Five Star Rating System

* Please Note: PCSC staff member sent these recommendations to the school via e-mail (along with praise for the many things they are doing well).

Materials or Follow-up Requested of the School

Nothing additional was requested of the school. However, after the site visit, the board chair did follow-up with the PCSC staff member for recommendations regarding self-evaluation tools that the Sage board could consider implementing.

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CHARTER SCHOOL DASHBOARD

Date: 01/03/2012

School Name: Sage International School of Boise

School Address: 457 E. Parkcenter Blvd.

School Phone: 208-343-7243

Current School Year: 2012-2013

School Mission: Sage aims to develop students who are citizens of the world. We do this by employing best practices from data collected on elementary and middle school instruction from around the globe. Sage International School of Boise is a community structured around an international inquiry based curriculum that cultivates intellectual rigor, curiosity, cultural understanding, sustainable living and passionate human beings that approach the world with intention, ready to participate and engage in local and global issues.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Suzanne Metzgar	Chair August 2014	Past Parent, President	suzanne@metzgar.net	371-0124
Bryan Moore	Vice Chair March 2015	Finance, Banking, Budgeting	bmoore@watrust.com	830-0257
Trina Segó	Member Sept. 2013	BSU Marketing Professor	trinasego@hotmail.com	426-2732
Priya Mahalingham	Treasurer Oct 2014	Accounting	savithrym@hotmail.com	283-3878
Stephanie Wicks	Secretary October 2014	Education, Board Experience	stephanie.l.wicks@hp.com	863-1476

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	45	43.47	79	43	41.92
1	46	44.44	66	45	43.74
2	48	46.37	62	46	44.60
3	50	48.30	40	41	35.81
4	48	46.37	19	44	42.66
5	48	46.37	30	31	29.64
6	52	50.23	4	52	50.71
7	62	59.89	14	33	31.96
8	47	45.40	0	14	13.84
9	30	28.98	0		
10					

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11					
12					
TOTAL	476	459.82	296	349	334.88

Student Attrition Rate: Since the start of the school year we have lost 20 students (one Kindergartener to moving, five 6th graders to traditional contained classroom settings; one 9th grader for behavioral reasons; 2 families of three siblings each for commuting/scheduling reasons; one 8th, one 5th, one 4th and one 9th grader sighting social reasons; two 9th graders citing academics that are too rigorous; one 9th grader looking for a bigger music program.) In this same time we have added 17 students (one kindergartener, one 2nd grader, two 4th graders, two 5th grader, three 6th graders, one 7th grader & seven 8th graders.) Most of the turn-over has happened in the 6th- 9th grades.

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? Yes, enrollment is increasing according to our charters planned growth.

If yes, briefly describe planned enrollment changes, including numbers and grades affected: We are adding 10th graders.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	33/7%	22/5%	388/82%	30/6.3%	3/.6%	1/.2%	59/12%	18/4%
Previous	20/5.7%	11/5%	179/84%	12/6%	1/.5%	0	18/.5%	10/5%

FACULTY AND STAFF

Administrator Name(s): Don Keller
Administrator's Hire Date: Executive Director
Administrator Email(s): mr.keller@sageinternationalschool.org
Current Classified Staff (# FTE): 4.6
Classified Attrition Rate: 0
Current Faculty (# FTE): 31.625
Faculty Attrition Rate: 3% - 1 FTE

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes
If no, please specify indicator and status: N/A
If no, please describe plan for addressing need: N/A
Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? October 22-23
Date submitted to authorizer? No, has been waiting for audit from IB organization
Who performed your most recent programmatic audit? IB Organization
Date of most recent fiscal audit? July 2012
Date submitted to authorizer? December 2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

February 14, 2013

Growth. We added 137 new students and added 9th grade. We have had to start our high school program and accreditation for both high school and the IB DP program. We had our final race to the finish line for authorization as a elementary school. We finished remodeling our downtown high school location.

Please describe the greatest successes experienced by your school in the past year:

We are still open, still increasing enrollment and have outstanding student achievement results. I believe we will be authorized as the first elementary public IB school in Idaho. ISAT reading 95.5%, Math 92.4%

Please describe any challenges you anticipate during the upcoming year:

Our enrollment has steadily increased and that has put some strain on our facilities. We are keeping ahead of the curve but not by much. We will be doing some remodeling of our downtown building to accommodate our student growth. Our special education population and scope of our IEP's increased and we increased staffing to accommodate this growth.

Please add any additional information of which you would like to make your authorizer aware :

We are working extremely hard to bring our school back up to a 5 star. We dropped to a four star in 2011-12. Having all your growth measured across K-8 grade makes it more of a challenge in the star model. We don't break out each of grade configurations.

REQUIRED ATTACHMENTS

- Most recent ISAT and IRI results (as applicable)
- Chart comparing ISAT and IRI 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
- Exit interview data for most recent school year

Sage International School Dashboard Addendum

SAGE VISION

To create global citizens by equipping our students with the ability to think across disciplines and international boundaries.

2013/14 LOTTERY - Will be held on FEBRUARY 28th

Sage began accepting lottery applications on January 3rd. Sibling commitment/application forms are not due to Sage until February 7th (no data yet). The 'Anticipated # of Spaces' column assumes a certain level of attrition in all grades and growth in our upper grade levels; grades showing '2' spaces are all full with an assumption of 2 students choosing not to return.

As of Jan. 14th (10 days since lottery opened; 48 days remaining):

Grade Level	Anticipated # of Spaces Available (New Students)	Sibling/Staff Preference Applicants	Other Applicants	Anticipated Wait List
K ½	22		28	
K Full	22		33	
1 st	2		36	
2 nd	2		18	
3 rd	2		15	
4 th	2		12	
5 th	2		14	
6 th	12		11	
7 th	15		10	
8 th	5		4	
9 th	15		6	
10 th	10		2	
TOTALS	111 New Students (44 Kinder) (67 Other)		189	

IB World School Authorization Schedule:

	Submit Application for Candidacy	Submit Application for Authorization	Authorization Visit by IBO	Authorization
PYP	Completed August 2010	Completed April 2012	Completed October 2012	Anticipated Fall 2012
MYP	On Hold	On Hold	On Hold	On Hold
DP	Completed July 2012	Anticipated October 2013	Anticipated October 2014	Anticipated Fall 2014

MIND THE GAP – 2012/13

	% PARTICIPATION	\$ CONTRIBUTED
TARGETS	100%	\$125,000 (Budgeted for \$100,000)
NOVEMBER 26th	18%	\$34,630
DECEMBER 11th	21%	\$42,220
JANUARY 7th	28%	\$71,135

SAGE COMMUNITY NETWORK

The Parent Network modified their name and focus. The group is now the ‘Sage Community Network. The web page the Network is developing identifies the Network’s focus and mission as coordinating Volunteers for: (1) help during the normal school day; Teacher/Staff Appreciation Lunches (once a month); community building events for the school wide community and each grade level; Facilities - beautification day; improved active communication (going to board meetings, talking to teachers, creating a parent directory...); organizing and holding parent education classes; and developing a contract between students, parents, and teachers.

February 14, 2013

The Network meets the 4th Monday of each month – typically at 6:30 at the Middle School. Keith Donahue will make every effort to attend the SCN meetings and is the school’s liaison to the SCN. The web page contains excellent information regarding the Network’s focus and planned activities: (<http://communitynetworkatsage.weebly.com/index.html>)

FACILITIES (75-90 SF per student is average)

Parkcenter Facility: Sage leases 11,171 SF. There are 237 students in K-4th at this facility. Sage is in Year 3 of a five year lease at the following rates:

11,171 SF	Lease Rate	Cost Per SF	Students	SF Per Student	Cost Per Student
2012/13 (Year 3) K – 4th	\$139,632	\$12.50 SF	237	47	\$590 (plus trash/cleaning)
2013/14 (Year 4) K - 4th	\$145,224	\$13.00 SF	237	47	\$612.75 (plus trash/cleaning)
2014/15 (Year 5) K – 4th	\$148,015	\$13.25 SF	237	47	\$624.50 (plus trash/cleaning)

Downtown Facility: Sage leases 22,046 SF. Currently, there are 244 students 5th-9th at this facility. Over time this facility will transition to the High School facility – assuming Sage is able to purchase/re-lease the facility. Sage is in Year 2 of a 5 year lease at the following rates (Sage pays utilities at this facility – approx. \$90/student):

Downtown 22,046 SF	Lease Rate	Cost Per SF	Students	SF Per Student	Cost Per Student
2012/13 (Year 2 of lease) 5th – 9th	\$180,000	\$8.16	244	90 SF	\$738 + \$90 util = \$828
2013/14 – 6th-10th (Year 3 of lease)	\$300,000	\$13.60	315	70 SF	\$952 + \$90 util = \$1,042
2014/15 – 7th-11th (Year 4 of lease)	\$309,000	\$14.02			
2015/16 – 9th-12th (Year 5 of lease)	\$318,000	\$14.42			

STUDENT PERFORMANCE TESTING RESULTS

ISAT - SPRING 2012 AND SPRING 2011

Idaho AYP Targets: Reading: 85% Math: 83% Lang Use: 75%

Charter Targets: 3rd to 8th: Idaho AYP 6th to 9th: 80% Meet AYP

THIRD GRADE

Spring 2012

41 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	2.4% (1)	2.4% (1)	29.3% (12)	65.9% (27)	95.2% (39)
Mathematics	4.9% (2)	7.3% (3)	9.8% (4)	78% (32)	87.8% (36)
Language Usage	2.4% (1)	7.3% (3)	36.6% (15)	53.7% (22)	90.3% (37)

Spring 2011

25 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	4% (1)	4% (1)	24% (6)	68% (17)	92% (23)
Mathematics	0% (0)	4% (1)	4% (1)	92% (23)	96% (24)
Language Usage	8% (2)	8% (2)	32% (8)	52% (13)	84% (21)

FOURTH GRADE

Spring 2012

43 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	SAGE AYP % A+P / (# of students)
Reading	4.7% (2)	4.7% (2)	20.9% (9)	69.8% (30)	90.7% (39)
Mathematics	4.7% (2)	4.7% (2)	30.2% (13)	60.5% (26)	90.7% (39)
Language Usage (44 tested)	4.5% (2)	4.5% (2)	27.3% (12)	63.6% (28)	90.9% (40)

Spring 2011

24 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	4.2% (1)	0% (0)	20.8% (5)	75% (18)	90.7% (23)
Mathematics	4.2% (1)	16.7% (4)	54.2% (13)	25% (6)	79.2% (19)
Language Usage	8.3% (2)	0% (0)	33.3% (8)	58.3% (14)	90.9% (22)

FIFTH GRADE

Spring 2012

30 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Science	0%	13.3% (11)	33% (10)	53.3% (16)	88.3% (26)
Reading	3.3% (1)	3.3% (1)	26.7% (8)	66.7% (20)	93.4% (28)
Mathematics	0%	6.7% (2)	26.7% (8)	66.7% (20)	93.4% (28)
Language Usage	3.3% (1)	10% (3)	36.7% (11)	50% (15)	86.7% (26)

Spring 2011

30 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Science	0%	20% (6)	43% (13)	36% (11)	79% (24)
Reading	3.3% (1)	0% (0)	10% (3)	86.7% (26)	96.7% (29)
Mathematics	0%	6.7% (2)	37.5% (11)	60% (18)	97.5% (29)
Language Usage	3.3% (1)	3.3% (1)	36.7% (12)	56.7% (16)	93.4% (28)

SIXTH GRADE

Spring 2012

51 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	0%	5.9% (3)	41.2% (21)	52.9% (27)	94.1% (48)
Mathematics	3.9% (2)	11.8% (6)	41.2% (21)	43.1% (22)	84.3% (43)
Language Usage	3.9% (2)	11.8% (6)	41.2% (21)	43.1% (22)	84.3% (43)

Spring 2011

20 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	5% (1)	0% (0)	10% (2)	85% (17)	95% (19)
Mathematics	5% (1)	0% (0)	35% (7)	60% (12)	95% (19)
Language Usage	5% (0)	0% (0)	40% (8)	55% (11)	95% (19)

SEVENTH GRADE

Spring 2012

32 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Science	0%	12.5% (4)	37.5% (12)	50% (16)	87.5% (28)
Reading	0%	0%	21.9% (7)	78.1% (25)	100% (32)
Mathematics	0%	12.5% (4)	53.1% (17)	34.4% (11)	87.5% (28)
Language Usage	0%	0%	43.8% (14)	56.3% (18)	100% (32)

Spring 2011 - ONLY 8 STUDENTS - NO DATA

IRI RESULTS - SPRING 2011 and SPRING 2012

Idaho Targets: Kinder: 60% 1st: 70% 2nd: 80% 3rd:85%

Charter Targets: Kinder, 1st and 2nd: 80% 3rd:85%

KINDERGARTEN

<u>SPRING 2012</u> – 42 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	40	95.24%
Strategic –formerly Near Grade Level	2	4.76%
Intensive – formerly Below Grade Level	0	0%

<u>SPRING 2011</u> – 41 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	38	92.68%
Strategic –formerly Near Grade Level	2	4.88%
Intensive – formerly Below Grade Level	1	2.44%

FIRST GRADE

<u>SPRING 2012</u> - 45 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	34	75.56%
Strategic –formerly Near Grade Level	5	11.11%
Intensive – formerly Below Grade Level	6	13.3%

<u>SPRING 2011</u> - 40 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	30	75%
Strategic –formerly Near Grade Level	7	17.5%
Intensive – formerly Below Grade Level	3	7.5%

SECOND GRADE

<u>SPRING 2012</u>-46 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	38	82.61%
Strategic –formerly Near Grade Level	4	8.7%
Intensive – formerly Below Grade Level	4	8.7%

<u>SPRING 2011</u>-21 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	14	66.67%
Strategic –formerly Near Grade Level	3	14.29%
Intensive – formerly Below Grade Level	4	19.05%

THIRD GRADE

<u>SPRING 2012-35 Students</u>	No. of Students	% of Students
Benchmark - formerly At Grade Level	32	91.43%
Strategic –formerly Near Grade Level	1	2.86%
Intensive – formerly Below Grade Level	2	5.71%

<u>SPRING 2011-25 Students</u>	No. of Students	% of Students
Benchmark - formerly At Grade Level	22	88%
Strategic –formerly Near Grade Level	2	8%
Intensive – formerly Below Grade Level	1	4%

February 14, 2013

BOISE STATE UNIVERSITY

Sage International Charter School

Marketing Research

Bobby Kuber, Zach Dorsch, Darren Koontz, Brandy Chenoweth, Kaylee Nowoj

5/3/2012

This report summarizes the statistical and managerial findings of the satisfaction survey for Sage International Charter School.

Executive Summary

Sage International Charter School is required to conduct a satisfaction survey of its board members annually. The following objectives were defined:

Primary data was collected by utilizing Qualtrics.com to develop, distribute, and collect data. Data was then transferred to SPSS to transfer data into usable knowledge. 114 stakeholders responded out of 294 equating to a 43% response rate.

Objective 1: Preferred Method of Communication

Stakeholders are satisfied with the current method of E-mail communication. 97% of respondents indicated E-mail as the preferred method of communication.

Objective 2: Satisfaction with the after-school and summer enrichment programs

74% of respondents did not participate in the after school program. The remaining 26% indicated an above average level of satisfaction. 70% of respondents did not participate in summer enrichment programs. The remaining 30% indicated an above average level of satisfaction. Due to low levels of involvement, it is recommended that further analysis be conducted to ensure that the current programs offered address the needs and offer the greatest value to stakeholders.

Objective 3: Overall Satisfaction with Quality of Education

- Respondents indicated an overall level of satisfaction with Sage International Charter and its teachers is consistently higher than average.
- French consistently received the lowest level of satisfaction throughout all grade levels
- Seventh grade teachers in the Science, Humanities, and Design Technologies courses have shown to have a direct positive effect on the overall satisfaction
- Parents satisfaction is highly influenced by satisfaction with the principal and staff

Objective 4: Perception of Fundraising

The stakeholder overall level of satisfaction with Sage International Charter is positively correlated donations to Mind the Gap.

Recommendations

- It is recommended that further analysis be conducted to ensure that the current programs offered address the needs and offer the greatest value to stakeholders.
- It is recommended that a thorough analysis be conducted in order to determine why the French teacher's satisfaction is consistently lower than the satisfaction of the other courses teachers.
- Overall satisfaction is highly influenced with the upkeep and development of facilities.

Limitations

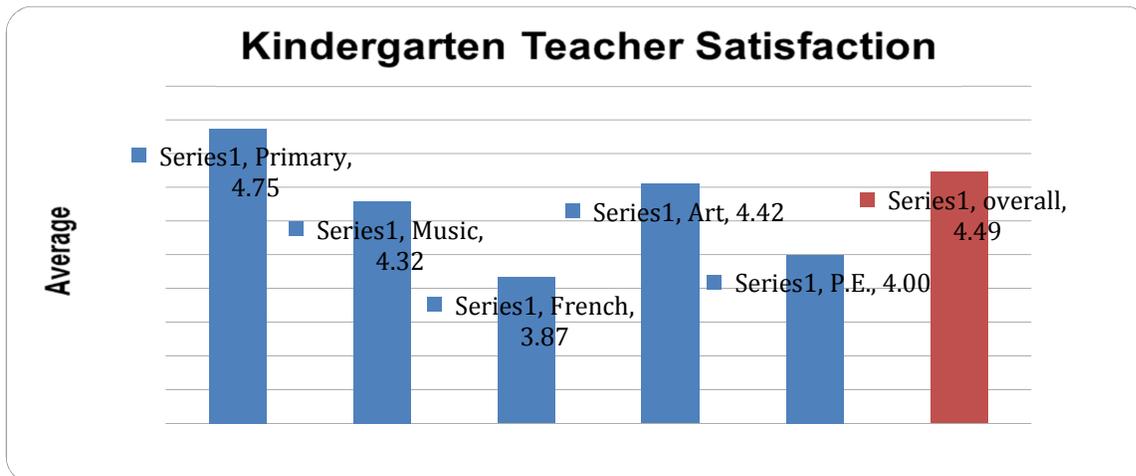
Response rates could have been negatively impacted being released during spring break vacation. Scaling issues were discovered when respondents were asked possible reasons to leave Sage International (respondents were forced to answer without the option of "none").

We found that the actual mean was 4.06, which is relatively higher than the expected mean of 3. This does not take into account the 70 percent of respondents who have not participated. Including the respondents who have not participated would have significantly skewed the data to the right due to coding.

Objective 3: Overall satisfaction with the quality of education

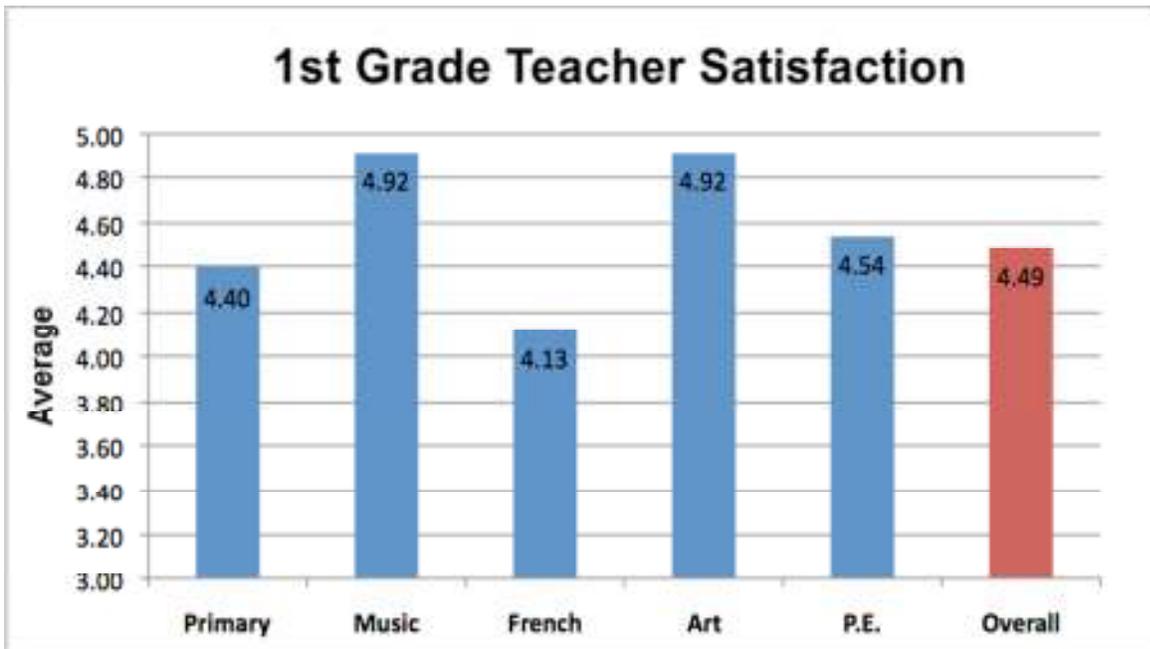
To gauge satisfaction in regard to education at Sage, parents were asked to indicate their satisfaction with the teachers in their child’s grade level. A seven-point scale was used, 1 being very dissatisfied and 7 being very satisfied; therefore the mean was expected to be approximately 4. Overall, teacher satisfaction across all grades was relatively high. Cross tabulations were run to analyze the relationship between the variables (Course teacher satisfaction by grade). Within each grade level, a non-random sample T-test was run to distinguish the level of significance between the means. The statistical findings were significant at the .000 level (See Appendix E).

Figure 3: Kindergarten Satisfaction Averages



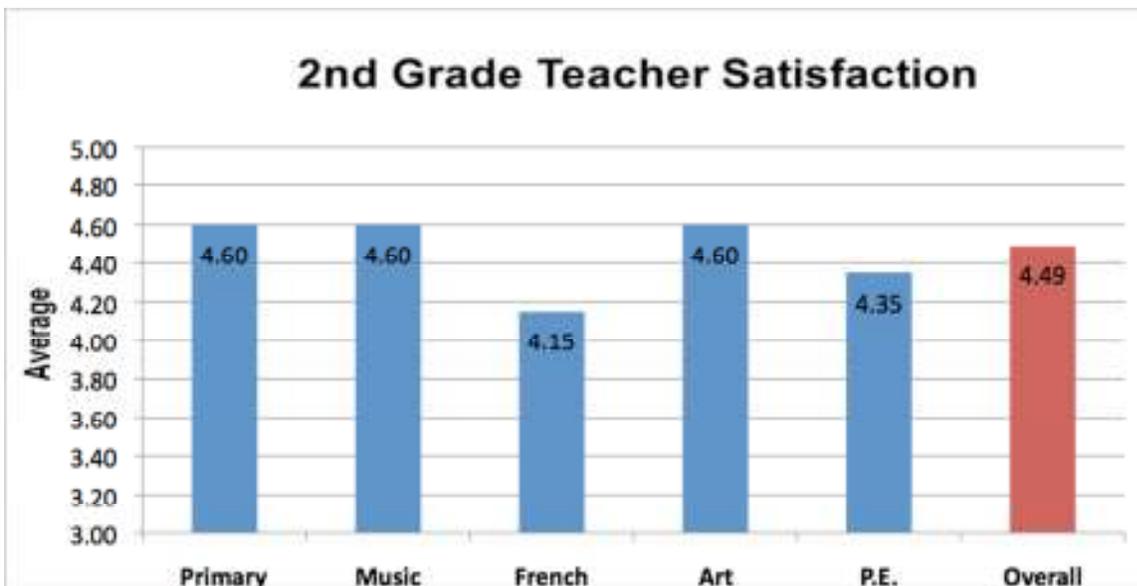
The highest level of satisfaction was associated with the primary teacher at 4.75, which is slightly above average. The satisfaction with the French teacher was the lowest and slightly below average at 3.87.

Figure 4: 1st Grade Satisfaction Averages



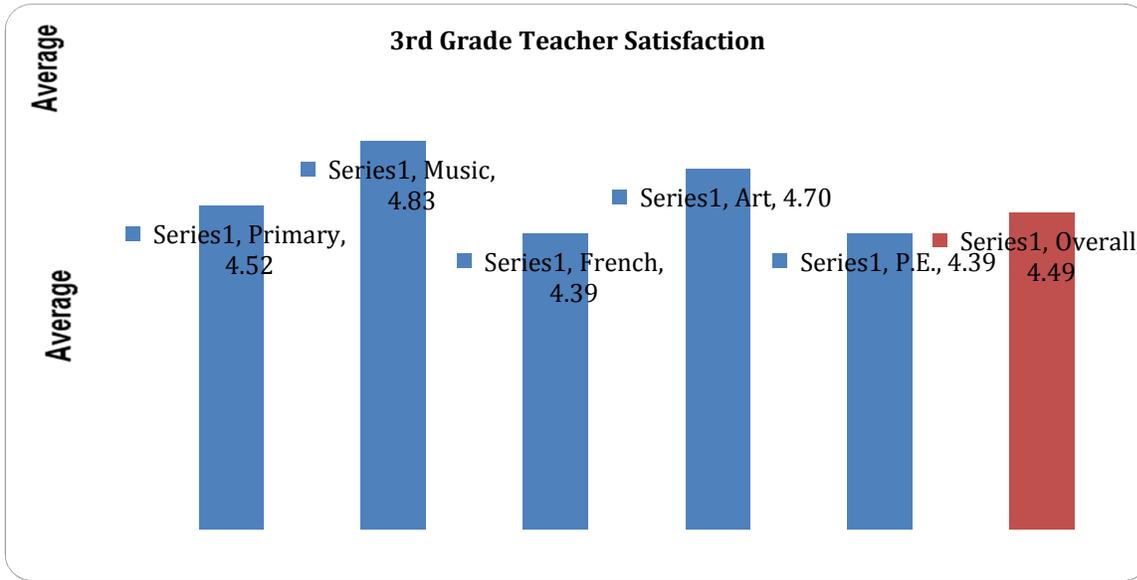
The highest level of satisfaction was associated with the music and art teachers at 4.92, which is above average. The satisfaction with the French teacher was the lowest at 4.13.

Figure 5: 2nd Grade Satisfaction Averages



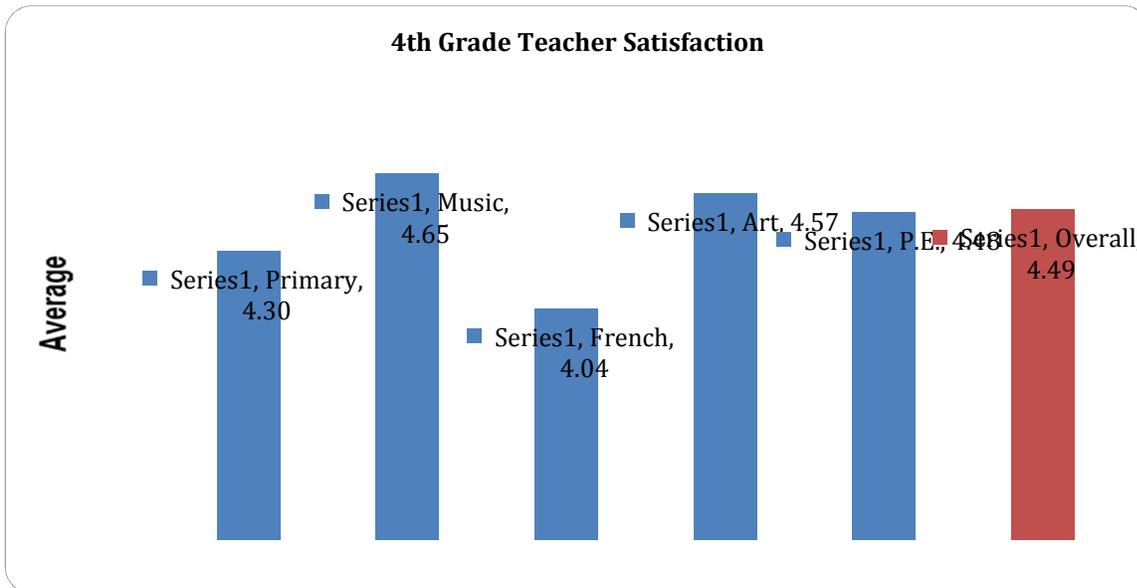
The highest level of satisfaction was associated with the primary, music, and art teachers at 4.60, which is slightly above average. The satisfaction with the French teacher was the lowest at 4.15.

Figure 6: 3rd Grade Satisfaction Averages



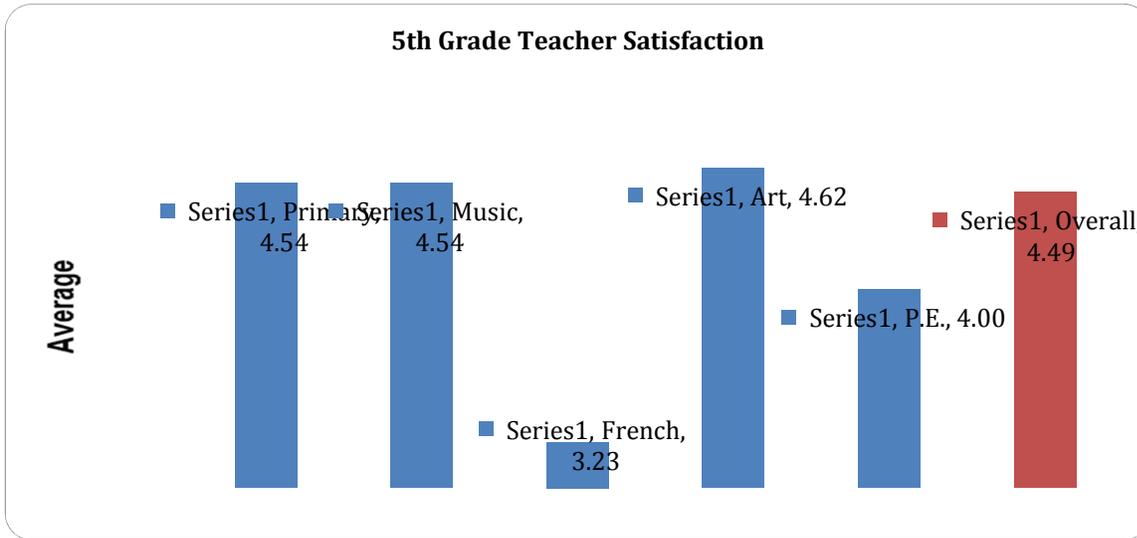
The highest level of satisfaction was associated with the music teacher at 4.83, which is slightly above average. The satisfaction with the French and P.E. teachers were the lowest at 4.39.

Figure 7: 4th Grade Satisfaction Averages



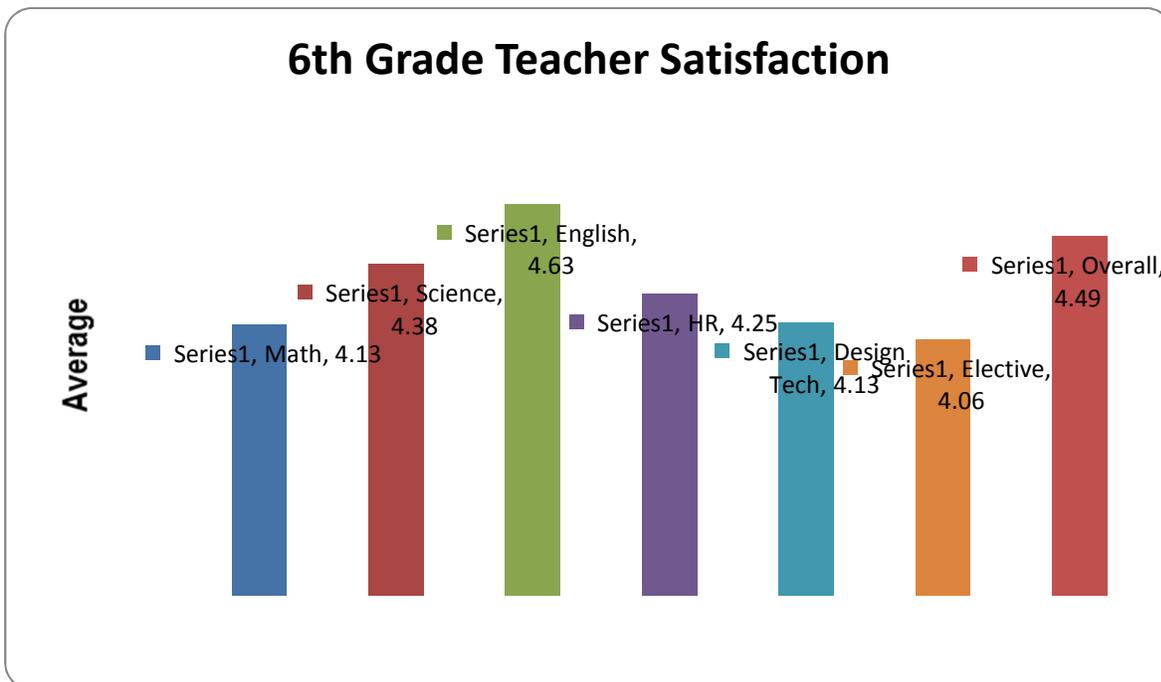
The highest level of satisfaction was associated with the music teacher at 4.65, which is slightly above average. The satisfaction with the French teacher was the lowest at 4.04.

Figure 8: 5th Grade Satisfaction Averages



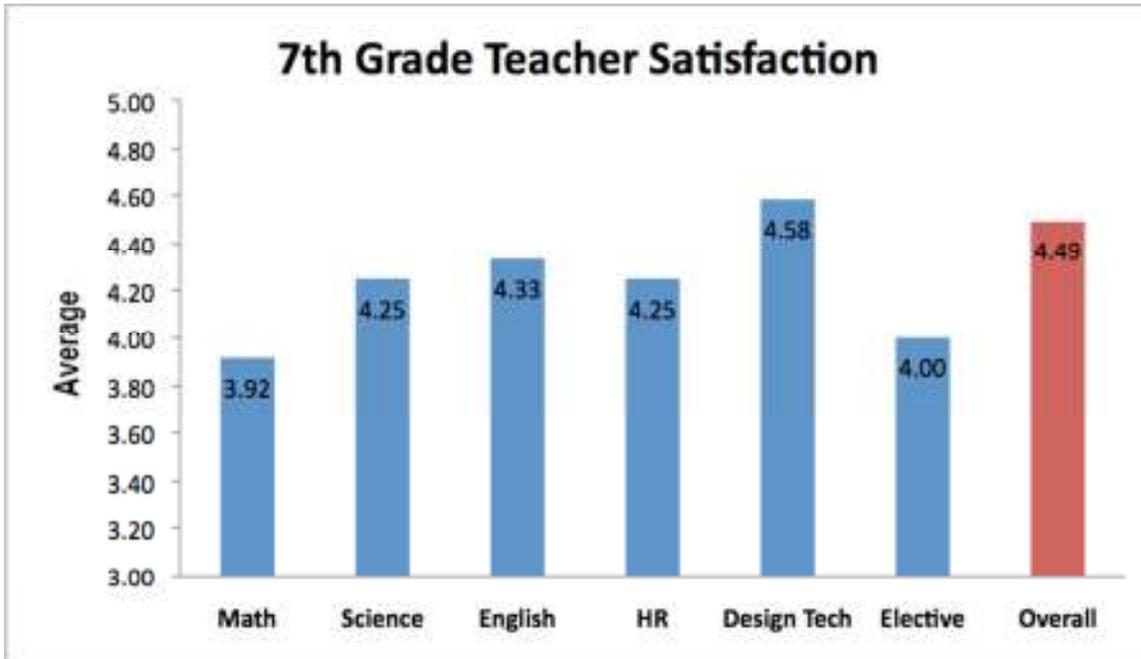
The highest level of satisfaction was associated with the art teacher at 4.62, which is slightly above average. The satisfaction with the French teacher was comparatively below average at 3.23.

Figure 9: 6th Grade Satisfaction Averages



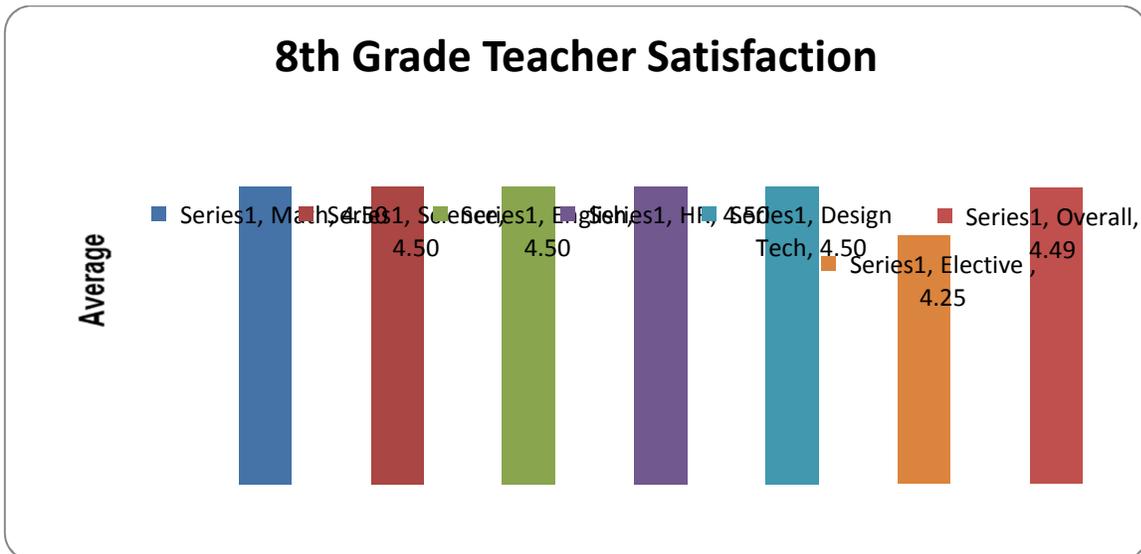
The highest level of satisfaction was associated with the English teacher at 4.63, which is slightly above average. The satisfaction with the electives teachers was the lowest at 4.06.

Figure 10: 7th Grade Satisfaction Averages



The highest level of satisfaction was associated with the Design Technology teacher at 4.58, which is slightly above average. The satisfaction with the math teacher was comparatively below average at 3.92.

Figure 11: 8th Grade Satisfaction Averages



8th grade teachers were very consistent at 4.5 with the exception of the electives teachers at 4.25.

Overall and Teacher Satisfaction Relationships

Elementary School

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) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$1,266,077.00	\$964,807.42	\$1,266,077.00	76.20%			
Benefit Apportionment	\$228,400.00	\$170,123.38	\$228,400.00	74.48%			
Entitlement	\$529,303.00	\$321,602.50	\$529,303.00	60.76%	Base on 480 students at 96% ADA = 26.86 funding units		
State Transportation	\$0.00			#DIV/0!			
Lottery	\$0.00	\$89,559.55	\$89,559.55	#DIV/0!	PAY FOR PERFORMANCE		
Other State Funds (Specify)	\$53,369.00	\$5,300.95	\$6,739.95	9.93%	Special Distribution - Math & Science HS, Reading Initiative, Math Remediation, IT Staffing, Technology		
Special Ed - Regular	\$35,000.00	\$12,672.50	\$42,000.00	36.21%	IDEA Part B		
Special Ed - ARRA				#DIV/0!			
Title I				#DIV/0!			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement				#DIV/0!			
Title IIA	\$6,500.00	\$6,056.37	\$6,551.00	93.17%			
Local Revenue (Specify)	\$55,440.00	\$23,433.20	\$57,708.00	42.27%	Full-day Kindergarten Tuition		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising	\$100,000.00	\$48,062.00	\$110,000.00	48.06%	\$75000 already in pledges, payments, matches		
Interest Earned				#DIV/0!			
Other (Specify)	\$26,000.00	\$34,451.59	\$38,000.00	132.51%	Student/School Enrichment, clubs, Boxtops for Schools etc		
Other (Specify)	\$129,958.00	\$70,195.52	\$136,000.00	54.01%	Afterschool, Fridays, Summer enrichment program (Esage) & Outdoor Expedition program tuitior		
TOTAL REVENUE	\$2,430,047.00	\$1,746,264.98	\$2,510,338.50	71.86%		\$0.00	
EXPENDITURES							
100 Salaries							
Teachers	\$1,047,889.00	\$613,005.41	\$1,139,330.20	58.50%	Includes P4P		
Special Education	\$83,511.00	\$40,244.87	\$80,450.00	48.19%	Includes P4P		
Instructional Aides	\$20,412.00	\$5,103.00	\$15,309.00	25.00%			
Classified/Office	\$148,979.00	\$65,329.76	\$141,163.00	43.85%			
Administration	\$88,000.00	\$49,388.62	\$88,000.00	56.12%	Includes P4P		
Maintenance				#DIV/0!			
Other (Specify)	\$21,491.00	\$20,276.25	\$23,828.00	94.35%	Esage salaries (includes Summer)		
Other (Specify)				#DIV/0!			
Total Salaries	\$1,410,282.00	\$793,347.91	\$1,488,080.20	56.25%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$254,636.00	\$147,848.07	\$278,508.11	58.06%	FICA/PERSI - includes P4P		
Other (Specify)	\$99,144.00	\$48,774.05	\$97,550.00	49.20%	Health		
Total Benefits	\$353,780.00	\$196,622.12	\$376,058.11	55.58%			
300 Purchased Services							
Management Services	\$18,750.00	\$12,020.50	\$18,750.00	64.11%	Audit, 2M updates, IB Program Fees		
Staff Dev/Title IIA	\$18,200.00	\$18,452.47	\$19,728.47	101.39%	PYP, DP, Woodcock Johnson, Assessment trainings		
Legal Pub/Advertising	\$19,500.00	(\$2,605.27)	\$10,526.90	-13.36%	Advertising, printing & binding, copier lease (w/ buyout credit)		
Legal Services				#DIV/0!			
Special Education	\$56,600.00	\$16,287.50	\$50,605.00	28.78%	OT & Direct Services		
Liability & Property Ins	\$10,234.00	\$10,904.00	\$10,904.00	106.55%			
Substitute Teachers	\$16,920.00	\$8,045.31	\$16,920.00	47.55%			
Board Expenses	\$4,600.00	\$2,686.62	\$5,000.00	58.40%	ICNS audit/ICSN, NAPCS, IASBO memberships, principal evaluation software, fundraising exp		
Computer Services	\$10,000.00	\$5,268.47	\$10,000.00	52.68%	IT		
Transportation				#DIV/0!			
Travel				#DIV/0!			
Other (Specify)	\$11,700.00	\$11,332.73	\$17,500.00	96.86%	Custodial & Maintenance		
Other (Specify)	\$25,085.00	\$14,221.61	\$21,000.00	56.69%	Professional Education Contracted Services - IDLA, Field Trips, Esage, Outdoor Expeditionior		
Total Services	\$191,589.00	\$96,613.94	\$180,934.37	50.43%		\$0.00	
Facilities							
Building Lease	\$302,938.00	\$163,575.52	\$302,938.00	0.00%			

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$43,200.00	\$21,393.58	\$43,200.00	18.62%	Phones, Internet, Utilities (downtown bldg only) - no utilities on Parkcenter locator	
Site Preparation				#DIV/0!		
Other (Specify)	\$450.00	\$300.00	\$450.00	1170.77%	Alarm	
Other (Specify)				#DIV/0!		
Total Facilities	\$346,588.00	\$185,269.10	\$346,588.00	53.46%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$27,200.00	\$25,241.66	\$27,200.00	92.80%		
School Supplies	\$21,940.00	\$14,128.02	\$22,400.00	64.39%	Classroom/Office supplies/Special Ed	
Power School				#DIV/0!		
Custodial Supplies	\$5,000.00	\$2,500.16	\$3,800.00	50.00%		
Other (Specify)	\$19,386.00	\$8,218.17	\$12,000.00	42.39%	Esage supplies (crafts/groceries)	
Other (Specify)	\$6,000.00	\$5,987.50	\$8,000.00	99.79%	Bus maintenance and gas	
Total Supplies	\$79,526.00	\$56,075.51	\$73,400.00	70.51%		\$0.00
500 Capital Objects						
Furniture	\$20,500.00	\$27,816.24	\$27,816.24	135.69%	Student desks/chairs, new staff furniture	
Technical AV Equipment	\$6,750.00	\$537.95	\$537.95	7.97%	New staff computers	
Other (Specify)	\$13,830.00	\$5,548.83	\$7,500.00	40.12%	Technology for students	
Other (Specify)	\$7,200.00	\$4,023.90	\$7,200.00	55.89%	Bus purchase	
Other (Specify)		\$1,250.00	\$1,250.00	#DIV/0!	Structural Assessment - Downtown Bldg.	
Other (Specify)				#DIV/0!		
Total Capital Objects	\$48,280.00	\$39,176.92	\$44,304.19	81.15%		\$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	\$2,430,045.00	\$1,367,105.50	\$2,509,364.87	56.26%		
Carryover from Previous FY	\$130,188.00	\$130,188.00	\$130,188.00	100.00%		\$0.00
Reserve/(Deficit)	\$130,190.00	\$509,347.48	\$131,161.63	391.23%		

February 14, 2013

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$55,440.00	Full-day K tuition (22 students)	(\$2,268.00)	reflects projected from "current FY"
State Revenue				
Entitlement	\$643,598.00	Lottery to be held February 27th, 2013 - expected enrollment: K - 44, 1 through 6 - 296, 7 through 10 -210; TOTAL- 550/ 32.66 (96% ADA)	\$643,597.39	reflects State actual from "current FY"
Wages				
Administration	\$154,312.00	2.4495 FTE/2.0126 index		
Teachers	\$1,139,733.00	35.926 FTE/1.23 index		
Classified	\$229,515.00	12.2475 FTE	\$1,523,559.24	reflects all salaries compared to State actual from "current FY"
Medicaid	\$0.00		\$0.00	reflects projected from "current FY"
Benefit	\$274,850.00		#DIV/0!	reflects State actual from "current FY"
Transportation	\$0.00		#DIV/0!	
Federal Revenue				
Title I			#DIV/0!	reflects State actual from "current FY"
Special Ed	\$42,000.00	Based on FY13 amount	#DIV/0!	reflects State actual from "current FY"
Title II	\$6,550.00	Based on FY13 amount	\$6,549.07	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)	\$162,530.00	Student Enrichment, Whole School Activity, Club fees		
Other Sources (Specify)	\$129,800.00	Fundraising - based on FY2011 & FY2012 data		
Other Sources (Specify)	\$1,439.00	Reading Initiative/IRI - state funding		
Total Revenue before holdback	\$2,839,767.00		#DIV/0!	
PROPOSED HOLDBACK				
Teacher Salaries		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$2,839,767.00		\$2,839,766.28	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$1,198,505.00	33.75 FTE	59,174.80	reflects projected from "current FY"
Admin	\$90,000.00	1 FTE	2,000.00	reflects projected from "current FY"
Classified	\$191,194.00	6.5 FTE	50,031.00	reflects projected from "current FY"
Special education	\$111,000.00	3 FTE		
Other (Specify)	\$24,560.00	Enrichment program (Summer & School year)		
Other (Specify)				
Total Salaries	\$1,615,259.00		111,205.80	
200 Benefits				
Benefit Dollars	\$105,000.00	Health Insurance		
PERSI/Payroll taxes	\$306,680.00			
Other (Specify)	\$8,884.00	Workers Comp Ins. (.55% of payroll)		
Total Benefits	\$420,564.00		\$44,505.89	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$6,000.00	Bus maintenance and gas	\$6,000.00	reflects projected from "current FY"
Special Education	\$49,800.00	GF & IDEA	(\$805.00)	reflects projected from "current FY"
Proctor costs				
Legal	\$5,500.00	Annual Fiscal audit	\$5,500.00	reflects projected from "current FY"
Insurance	\$9,350.00	Liability and property insurance	(\$1,554.00)	reflects projected from "current FY"
Copier Lease	\$12,216.00		\$12,216.00	
Printer Lease			\$0.00	
Facility Lease	\$414,758.00	Downtown & Parkcenter	\$414,758.00	reflects projected from "current FY"
Utilities	\$45,000.00	Utilities + Phone/internet/fax	\$1,800.00	reflects projected from "current FY"
Professional Development	\$13,750.00	GF + Title IIA	(\$5,978.47)	reflects projected from "current FY"
Technology	\$15,500.00	IT Consultant & new staff computers	\$5,500.00	reflects projected from "current FY"

February 14, 2013

UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services	\$16,000.00	IB PYP/DP program fees/ IDLA student fees	(\$2,750.00)	reflects projected from "current FY"
Legal Publications/Advertising	\$9,500.00	advertising/Fundraising expense	(\$1,026.90)	reflects projected from "current FY"
Substitute Teachers	\$15,163.00	22*9 days/each* \$65/day + FICA	(\$32,083.00)	reflects projected from "current FY"
Board Expenses	\$4,360.00	Professional memberships & principal evaluation software	(\$640.00)	reflects projected from "current FY"
Other (Specify)	\$34,743.00	Student/community/Enrichment/Outdoor expedition Activities		
Other (Specify)	\$21,450.00	Custodial & Alarm & maintenance		
Total Purchased Services	\$673,090.00		\$400,936.63	
Supplies & Materials				
Teacher/Classroom	\$14,850.00		(\$7,550.00)	reflects projected from "current FY"
Office	\$8,390.00	includes software purchase and updates	\$8,390.00	Not in 2010 budget.
Janitorial	\$3,500.00		(\$300.00)	reflects projected from "current FY"
Textbooks	\$34,500.00	K - 10/Professional Development	\$7,300.00	reflects projected from "current FY"
Other (Specify)	\$2,500.00	Special ed supplies		
Other (Specify)	\$13,818.00	Afterschool/Summer enrichment program supplies		
Total Supplies & Materials	\$77,558.00		\$7,840.00	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay	\$21,336.00	Student desks/chairs + Bus purchase + classroom furniture	\$21,336.00	
Total Capital Outlay	\$21,336.00		\$21,336.00	
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	\$0.00			
Building Fund	\$0.00			
Total Expenditures	\$2,807,807.00		\$585,824.32	
Carryover from Previous FY	\$131,161.63	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$163,121.63			

SUBJECT

Xavier Charter School Fiscal Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209

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 sixth year of operations and serves grades K-12.

In September 2012, the PCSC issued to XCS a notice of defect (NOD) on the grounds of failure to demonstrate fiscal soundness. The school's significant fiscal concerns arose from failure to properly document expenditures attached to a significant sum of federal funding for Special Education, an unsustainable facility lease situation, and improper payroll tax filings during the first quarter of 2010.

At the December 4, 2012, PCSC meeting, XCS provided documentation regarding two of these key issues: 1) a letter from the SDE confirming that the school would not be required to repay federal funds at this time; 2) a lease amendment reducing payments to a manageable sum through June 2013. Concerns regarding payroll taxes and lease payments beyond FY13 remained.

DISCUSSION

XCS reports that the payroll tax issue has been resolved. A letter from the IRS confirms that the school will not be required to pay any additional taxes, penalties, or fees.

No new information is available regarding lease negotiations for FY14 and beyond. A November 2012 lease amendment reflected a concession of \$359,000 in FY13 that reduced the school's lease payments for the year to a total of \$450,000. However, the lease is currently set to increase to \$809,000 for FY14. Negotiations with the landlord regarding the FY14 lease are ongoing and unresolved. XCS reports that these negotiations have been collaborative, and a non-binding MOU between the parties reflects the landlord's willingness to consider additional concessions if a purchase agreement cannot be reached. XCS is currently seeking to negotiate a three-year or five-year sliding scale lease with adjusted payments based on state funding.

While XCS is working to negotiate a new long-term lease with the landlord, the board and administration have indicated that they are moving forward with trying to bond and purchase the facility. However, while the bonding agent has recommended they apply, he has not expressed confidence in XCS's ability to bond. There are several factors impacting the school's ability to bond, including XCS's current cash balance and cash flow projections. Additionally, the school's ability to bond is influenced by the notice of defect that was issued in September and remains in

effect. XCS is requesting that the PCSC lift the notice of defect in order to maximize the school's opportunity to bond.

Current information indicates that XCS will be able to balance its budget through July 2013. However, cash flow projections indicate that the school will need a short-term loan or other cash influx to cover FY13 encumbered salaries until the August 2013 payment is received. XCS currently has a commitment from a stakeholder to provide the school with a short-term loan to cover this potential shortage.

XCS's long-term financial outlook remains a matter of concern. It appears the school's survival will be largely dependent on the availability of facility financing or a long-term lease concession limiting annual payments to \$450,000 for the foreseeable future.

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 lift the notice of defect on XCS in the interest of providing maximum opportunity for the school to obtain facility financing. However, the PCSC should continue careful monitoring of XCS's financial situation due to ongoing concern regarding long-term fiscal viability.

COMMISSION ACTION

A motion to lift the notice of defect issued to Xavier Charter School on the grounds of failure to demonstrate fiscal stability.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

February 14, 2013



XAVIER CHARTER SCHOOL

1218 North College Road W

Twin Falls, ID 83301

(208) 734-3947 Phone (208) 733-1348 Fax

January 15th, 2013

Idaho Public Charter School Commission
650 W. State Street
P.O. Box 83720
Boise, ID 83720-0037

Dear Public Charter School Commission,

In preparation for the PCSC meeting of February 14th, 2013, the following information is respectfully submitted:

- Amended budget – The school budget and finances continue to be diligently analyzed and examined. A budget amendment will be voted on by the Xavier Board on January 24th. This amendment reflects our new lease rate, and further refines expected revenue and expenses for the year. The enclosed budget using the PCSC template is based upon this amendment.
- Cash flow – Xavier continues to monitor cash flow closely. We are utilizing a projected cash flow statement to estimate the time when we will not be able to meet our financial obligations due to insufficient cash flow. This projected cash flow statement was created in conjunction with a local CPA who is familiar with school finance, a retired Superintendent, and school personnel. The cash flow projections reflect a reduction in our lease to \$450K for the remainder of the current fiscal year. This projection demonstrates viability through July 2013, but may require a short term loan or an influx of other money until the August 2013 payment arrives.
- Lease – The lease rate for FY 2013 was renegotiated to \$450,000. However the lease rate is presently structured to return to the previous level of approximately \$809,000 for FY 2014. The Xavier Board of Directors and attorney are negotiating with our landlord to either reduce the lease amount for FY 2014 and beyond, or purchase the building at terms that would be financially viable for Xavier. The relationship with the landlord continues to be collaborative. One of the requirements that would aid in our ability to bond would be lifting of the notice of defect.
- Federal Funds – Please see the enclosed letter from the State Department of Education dated November 27th, 2012. Repayment of Federal Funds for FY 2010 is no longer in question. While additional work is required, we continue to make steady progress on the issues expressed by the State Department of Education.

February 14, 2013

- IRS – The enclosed letter from the IRS addresses taxes from 2010. Xavier will not be required to pay additional tax, and potential penalties have been waived.

Xavier faced significant concerns and issues in the summer of 2012 after having recently put a new leadership structure in place. At the time, there was the possibility that Xavier would be required to pay back approximately \$628,000 in Federal Funds, there was the potential for a tax liability of \$81,000, the carryover figure from year to year was significantly less than expected, there were some questions concerning the set up and operation of our accounting software, Xavier personnel along with the State Department of Education had concerns about several of our Federal Programs, and the building lease rate was at an unsustainable level. While additional strides must be made, there has been significant progress on all of these issues. Long term lease abatement and or purchase of our facility at a rate that is fiscally viable still requires resolution. We will continue to work diligently on this and other challenges that face Xavier. If you have additional questions or concerns please feel free to contact us at your convenience.

Sincerely,



Deborah Burr
Board Chair



Thad Biggers
Head of Schools

February 14, 2013

XAVIER CHARTER SCHOOL
 SUMMARY GENERAL FUND CASH FLOW WORKSHEET
 FOR FISCAL YEAR ENDING JUNE 30, 2013
 Updated Jan 9th, 2013

	7-1-2012 Thru 11-30-12	Dec, 2012	Jan, 2013	Feb, 2013	Mar, 2013	Apr, 2013	May, 2013	Jun, 2013	July, 2013	August, 2013	Annual
BEGINNING CASH											
Cash & LGIP	(4,316.86)										
June Benefits Paid in July	(52,738.40)										
	<u>(57,055.26)</u>	<u>1,029,319.84</u>	<u>767,207.90</u>	<u>555,072.11</u>	<u>645,527.13</u>	<u>474,794.22</u>	<u>304,061.31</u>	<u>347,943.12</u>	<u>177,210.18</u>	<u>74,790.18</u>	<u>(57,055.26)</u>
INFLOWS											
100- General Fund	<u>2,138,573.28</u>	<u>0.00</u>	<u>0.00</u>	<u>261,188.00</u>	<u>0.00</u>	<u>0.00</u>	<u>214,614.72</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,614,376.00</u>
TOTAL INFLOWS	<u>2,138,573.28</u>	<u>0.00</u>	<u>0.00</u>	<u>261,188.00</u>	<u>0.00</u>	<u>0.00</u>	<u>214,614.72</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,614,376.00</u>
OUTFLOWS											
100- TOTAL ELEMENTARY	186,523.28	57,374.54	57,374.53	57,374.53	57,374.53	57,374.53	57,374.53	57,374.53	54,280.00	54,280.00	696,705.00
100- TOTAL SECONDARY	138,252.92	49,142.15	49,142.15	49,142.15	49,142.15	49,142.15	49,142.15	49,142.18	44,770.00	44,770.00	571,788.00
100- TOTAL EXCEPTIONAL CHILD	17,680.07	2,724.31	2,724.27	2,724.27	2,724.27	2,724.27	2,724.27	2,724.27	3,370.00	3,370.00	43,490.00
100- TOTAL INSTRUCT REL TECH	19,873.36	4,566.68	4,566.66	4,566.66	4,566.66	4,566.66	4,566.66	4,566.66			51,840.00
100- TOTAL BOARD	10,065.50	5,089.08	5,089.07	5,089.07	5,089.07	5,089.07	5,089.07	5,089.07			45,689.00
100- TOTAL DISTRICT ADMIN	27,924.69	2,287.07	2,287.04	2,287.04	2,287.04	2,287.04	2,287.04	2,287.04			43,934.00
100- TOTAL SCHOOL ADMIN	41,805.02	8,396.14	8,396.14	8,396.14	8,396.14	8,396.14	8,396.14	8,396.14			100,578.00
100- TOTAL BUSINESS OP	107,081.51	14,794.23	14,794.21	14,794.21	14,794.21	14,794.21	14,794.21	14,794.21			210,641.00
100- TOTAL ADMIN TECH	21,760.28	3,897.70	3,897.67	3,897.67	3,897.67	3,897.67	3,897.67	3,897.67			49,044.00
100- TOTAL CUSTODIAL	474,636.53	67,485.39	30,599.08 *								572,721.00
100- TOTAL MAINTENANCE	1,211.48	6,950.94	15,954.09 *	5,150.33	5,150.29	5,150.29	5,150.29	5,150.29			49,868.00
100- TOTAL GROUNDS	1,012.00	403.71	403.71	403.71	403.71	403.71	403.71	403.71			3,837.97
100- TOTAL TRANSPORTATION	556.95	39,000.00	16,907.17	16,907.20	16,907.17	16,907.17	16,907.17	16,907.17			141,000.00
100- OTHER PAYMENTS	3,814.59										3,814.59
TOTAL OUTFLOWS	<u>1,052,198.18</u>	<u>262,111.94</u>	<u>212,135.79</u>	<u>170,732.98</u>	<u>170,732.91</u>	<u>170,732.91</u>	<u>170,732.91</u>	<u>170,732.94</u>	<u>102,420.00</u>	<u>102,420.00</u>	<u>2,584,950.56</u>
ENDING CASH	<u>1,029,319.84</u>	<u>767,207.90</u>	<u>555,072.11</u>	<u>645,527.13</u>	<u>474,794.22</u>	<u>304,061.31</u>	<u>347,943.12</u>	<u>177,210.18</u>	<u>74,790.18</u>	<u>(27,629.82)</u>	<u>(27,629.82)</u>

Details/Assumptions

7-1-12 to 11-30-12 data based upon actuals

Revenue based upon actuals and estimates from SDE

Expenses based upon actuals and estimates for remainder of FY

Assumes no significant building/maintenance issues

Assumes enrollment remains stable

Assumes Federal Fund revenue matches expenses

* Final rent payment \$30,599.08 paid from Custodial & \$15,954.09 paid from Maintenance

February 14, 2013

CURRENT FISCAL YEAR BUDGET COMPARISON

Xavier Charter School 8/16/2012	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) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$1,565,265.00	\$1,249,774.00	\$1,565,265.00	79.84%			
Benefit Apportionment	\$186,123.00	\$150,221.00	\$186,123.00	80.71%			
Entitlement	\$673,798.00	\$576,266.00	\$673,798.00	85.53%			
State Transportation	\$109,000.00	\$70,525.00	\$109,000.00	64.70%			
Lottery				#DIV/0!			
Other State Funds (Specify)	\$8,029.00		\$8,029.00	0.00%	IRI, Hiring Positions, Technology		
Special Ed - Regular	\$82,488.00		\$82,488.00	0.00%			
Special Ed - ARRA				#DIV/0!			
Title I	\$91,086.00		\$91,086.00	0.00%			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement	\$10,000.00		\$10,000.00	0.00%			
Title IIA	\$13,598.00		\$13,598.00	0.00%	\$5000 was carry-over, We will receive \$8598 for FY12-13		
Local Revenue (Specify)	\$500.00	\$5,252.00	\$500.00	1050.40%	Building Rental		
Federal Startup Grant	\$90,000.00		\$90,000.00	0.00%	Fed Food Reimbursable - THIS IS NOT FEDERAL STARTUP GRANT		
Other Grants (Specify)	\$79,000.00	\$23,730.00	\$79,000.00	30.04%	Food NON-Reimbursable		
Fundraising				#DIV/0!	Misc Other		
Interest Earned	\$2,000.00	\$426.00	\$2,000.00	21.30%			
Other (Specify)	\$8,296.00		\$8,296.00	0.00%	Exceptional Child/SED Support		
Other (Specify)				#DIV/0!			
TOTAL REVENUE	\$2,919,183.00	\$2,076,194.00	\$2,919,183.00	71.12%		\$0.00	
EXPENDITURES							
100 Salaries							
Teachers	\$959,656.00	\$285,835.00	\$959,656.00	29.79%			
Special Education	\$48,271.00	\$15,241.00	\$48,271.00	31.57%			
Instructional Aides	\$82,100.00	\$21,047.00	\$82,100.00	25.64%			
Classified/Office	\$140,245.92	\$32,304.00	\$140,245.92	23.03%			
Administration	\$78,872.92	\$31,092.00	\$78,872.92	39.42%			
Maintenance	\$9,800.00	\$7,085.00	\$9,800.00	72.30%			
Other (Specify)	\$58,266.70	\$26,967.00	\$58,266.70	46.28%	Child Nutrition		
Other (Specify)	\$36,000.00	\$21,546.00	\$36,000.00	59.85%	Technology		
Total Salaries	\$1,413,212.54	\$441,117.00	\$1,413,212.54	31.21%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$353,487.00	\$101,216.00	\$353,487.00	28.63%			
Other (Specify)	\$10,926.00	\$9,382.00	\$10,926.00	85.87%	Workers Comp		
Total Benefits	\$364,413.00	\$110,598.00	\$364,413.00	30.35%			
300 Purchased Services							
Management Services	\$61,858.00	\$35,561.00	\$61,858.00	57.49%	Admin Consultant, Title IA contracted services		
Staff Dev/Title IIA	\$13,598.00	\$8,257.00	\$13,598.00	60.72%			
Legal Pub/Advertising	\$8,510.00	\$2,100.00	\$8,510.00	24.68%			
Legal Services	\$30,000.00	\$4,378.00	\$30,000.00	14.59%			
Special Education	\$28,270.97	\$18,382.00	\$28,270.97	65.02%			
Liability & Property Ins	\$6,454.00	\$6,454.00	\$6,454.00	100.00%			
Substitute Teachers	\$10,000.00	\$2,134.00	\$10,000.00	21.34%			
Board Expenses	\$17,640.00	\$8,750.00	\$17,640.00	49.60%	Audit & Memberships		
Computer Services	\$27,903.00	\$5,081.00	\$27,903.00	18.21%	One-Call, Webpage, IP Monitoring Software, Plato, IDLA		
Transportation	\$141,000.00	\$50,925.00	\$141,000.00	36.12%			
Travel	\$5,000.00	\$0.00	\$5,000.00	0.00%	Travel & Purchase Services		
Other (Specify)	\$24,610.00	\$13,375.00	\$24,610.00	54.35%	Custodial Contract & Pest Contract & Snow Removal		
Other (Specify)				#DIV/0!			
Total Services	\$374,843.97	\$155,397.00	\$374,843.97	41.46%		\$0.00	
Facilities							
Building Lease	\$450,000.00	\$450,000.00	\$450,000.00	0.97%			

February 14, 2013

CURRENT FISCAL YEAR BUDGET COMPARISON

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$75,880.00	\$10,989.00	\$75,880.00	2.81%		
Site Preparation				#DIV/0!		
Other (Specify)	\$3,623.00	\$444.00	\$3,623.00	140.24%	Fire/Security Monitoring& HVAC Contract	
Other (Specify)	\$3,816.00	\$900.00	\$3,816.00	1334.51%	Storage Rental	
Total Facilities	\$533,319.00	\$462,333.00	\$533,319.00	86.69%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$25,323.00	\$22,839.00	\$25,323.00	90.19%		
School Supplies	\$43,203.00	\$30,586.00	\$43,203.00	70.80%	Paper & Teacher Supplies	
Power School	\$3,500.00	\$3,500.00	\$3,500.00	100.00%		
Custodial Supplies	\$27,982.00	\$5,678.00	\$27,982.00	20.29%		
Other (Specify)	\$27,938.40	\$35,562.00	\$27,938.40	127.29%	Copy Machine Lease, Maintenance & Copies	
Other (Specify)	\$50,572.00	\$35,604.00	\$50,572.00	70.40%	Food Service Supplies & Food	
Total Supplies	\$178,518.40	\$133,769.00	\$178,518.40	74.93%		\$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)	\$13,820.00	\$13,820.00	\$13,820.00	100.00%	Skyward 2 of 3 payments	
Other (Specify)	\$2,838.12	\$960.00	\$2,838.12	33.83%	Lawn Mower	
Other (Specify)	\$3,798.00	\$2,160.00	\$3,798.00	56.87%	Floor Cleaning Equipment	
Other (Specify)	\$1,180.00	\$1,012.00	\$1,180.00	85.76%	Building Maintenance	
Total Capital Objects	\$21,636.12	\$17,952.00	\$21,636.12	82.97%		\$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	\$2,885,943.03	\$1,321,166.00	\$2,885,943.03	45.78%		
Carryover from Previous FY	(\$66,639.00)		(\$66,639.00)	0.00%		\$0.00
Reserve/(Deficit)	(\$33,399.03)	\$755,028.00	(\$33,399.03)	-2260.63%		

February 14, 2013

UPCOMING FISCAL YEAR BUDGET COMPARISON

Xavier Charter School 8/16/202	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$2,500.00		\$2,000.00	reflects projected from "current FY"
State Revenue				
Entitlement	\$674,985.00	Based on ADA of 640	\$674,984.14	reflects State actual from "current FY"
Wages				
Administration	\$94,672.00			
Teachers	\$1,235,247.00			
Classified	\$150,245.92		\$1,480,164.12	reflects all salaries compared to State actual from "current FY"
Medicaid	\$10,000.00		\$0.00	reflects projected from "current FY"
Benefit	\$269,479.00		\$108,999.35	reflects State actual from "current FY"
Transportation	\$109,000.00		\$108,999.35	
Federal Revenue				
Title I	\$90,000.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$82,000.00		#DIV/0!	reflects State actual from "current FY"
Title II	\$5,000.00		\$5,000.00	reflects State actual from "current FY"
Startup Grant	\$0.00		\$0.00	reflects State actual from "current FY"
Other Sources (Specify)	\$8,000.00	State SED Support		
Other Sources (Specify)				
Other Sources (Specify)	\$169,690.00	School Lunch		
Total Revenue before holdback	\$2,900,818.92		#DIV/0!	
PROPOSED HOLDBACK				
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries	\$0.00			
Classified Salaries	\$0.00			
Admin Salaries	\$0.00			
Benefits	\$0.00			
Entitlement	\$0.00			
Transportation	\$0.00			
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$2,900,818.92		\$2,900,818.21	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$968,798.00		9,142.00	reflects projected from "current FY"
Admin	\$98,872.92		20,000.00	reflects projected from "current FY"
Classified	\$160,245.92		20,000.00	reflects projected from "current FY"
Special education	\$48,271.00			
Other (Specify)				
Other (Specify)				
Total Salaries	\$1,276,187.84		49,142.00	
200 Benefits				
Benefit Dollars	\$398,487.00			
PERSI/Payroll taxes				
Other (Specify)	\$10,926.00	Workers Comp		
Total Benefits	\$409,413.00		\$45,000.00	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$109,000.00		(\$32,000.00)	reflects projected from "current FY"
Special Education	\$28,270.97		\$0.00	reflects projected from "current FY"
Proctor costs				
Legal	\$15,000.00		(\$15,000.00)	reflects projected from "current FY"
Insurance	\$6,500.00		\$46.00	reflects projected from "current FY"
Copier Lease	\$27,464.00		\$27,464.00	
Printer Lease			\$0.00	
Facility Lease	\$450,000.00		\$450,000.00	reflects projected from "current FY"
Utilities	\$75,000.00		(\$880.00)	reflects projected from "current FY"
Professional Development	\$5,000.00		(\$8,598.00)	reflects projected from "current FY"
Technology	\$25,000.00		(\$2,903.00)	reflects projected from "current FY"

February 14, 2013

UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services	\$64,275.00	Consultant, Title I & SPEDContractor	\$2,417.00	reflects projected from "current FY"
Legal Publications/Advertising	\$15,000.00		\$6,490.00	reflects projected from "current FY"
Substitute Teachers	\$10,000.00		(\$20,000.00)	reflects projected from "current FY"
Board Expenses	\$10,000.00		(\$7,640.00)	reflects projected from "current FY"
Other (Specify)	\$70,000.00	Building Maintenance and Custodial		
Other (Specify)				
Total Purchased Services	\$910,509.97		\$399,396.00	
Supplies & Materials				
Teacher/Classroom	\$40,000.00		(\$3,203.00)	reflects projected from "current FY"
Office	\$5,000.00		\$5,000.00	Not in 2010 budget.
Janitorial	\$27,000.00		(\$982.00)	reflects projected from "current FY"
Textbooks	\$12,000.00		(\$13,323.00)	reflects projected from "current FY"
Other (Specify)				
Other (Specify)	\$169,690.00	Food Service		
Total Supplies & Materials	\$253,690.00		(\$12,508.00)	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay	\$21,636.00	Lawn Mower, Skyward & Floor Scrubber	\$21,636.00	
Total Capital Outlay	\$21,636.00		\$21,636.00	
Debt Retirement			\$0.00	
Total Debt Retirement	\$0.00		\$0.00	
Insurance & Judgements	\$0.00		\$0.00	
Total Insurance & Judgements	\$0.00		\$0.00	
Transfers			\$0.00	
Total Transfers			\$0.00	
Contingency Reserve	\$0.00			
Building Fund	\$0.00			
Total Expenditures	\$2,871,436.81		\$502,666.00	
Carryover from Previous FY	(\$33,399.03)	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	(\$4,016.92)			

February 14, 2013

REVENUES	GENERAL M & O FUND								ALL OTHER FUNDS			
	Prior Year Actual 2009-2010	Prior Year Actual 2010 - 2011	Prior Year Actuals 2011 - 2012	Adopted Budget 2012 - 2013	Projected Budget 2013-2014	Projected Budget 2014-2015	Projected Budget 2015-2016	Projected Budget 2016-2017	Prior Year Actual 2009-2010	Prior Year Actual 2010 - 2011	Prior Year Actuals 2011 - 2012	Adopted Budget 2012 - 2013
Beginning Balances	*	\$ 387,177	\$ 506,278	\$ (66,639)	\$ (33,399)	\$ (159)	\$ 26,123	\$ 47,871			\$ 16,506	\$ 5,000
Local Tax Revenue												
Other Local	\$ 130,321	\$ 198,446	\$ 96,264	\$ 2,500	\$ 2,500	\$ 10,000	\$ 10,000	\$ 10,000		\$ 81,070	\$ 83,551	\$ 84,195
County Revenue												
State Revenue	\$ 2,582,760	\$ 2,941,258	\$ 2,750,455	\$ 2,611,876	\$ 2,611,876	\$ 2,651,054	\$ 2,651,876	\$ 2,691,654	\$ 878			
Federal Revenue	\$ 399,630	\$ 112,541	\$ 21,463						\$ 453,144	\$ 458,413	\$ 295,052	\$ 272,172
Other Sources												
Totals	\$3,112,711	\$3,639,422	\$3,374,461	\$ 2,547,737	\$ 2,580,977	\$2,660,895	\$2,687,999	\$2,749,525	\$454,022	\$539,483	\$ 395,109	\$ 361,367
EXPENDITURES	Prior Year Actual 2009-2010	Prior Year Actual 2010 - 2011	Prior Year Actuals 2011 - 2012	Adopted Budget 2012 - 2013	Projected Budget 2013-2014	Projected Budget 2014-2015	Projected Budget 2015-2016	Projected Budget 2016-2017	Prior Year Actual 2009-2010	Prior Year Actual 2010-2011	Prior Year Actual 2011-2012	Adopted Budget 2012-2013
Salaries	\$ 1,537,941	\$ 1,422,180	\$ 1,348,152	\$ 1,239,925	\$ 1,239,925	\$ 1,270,425	\$ 1,270,425	\$ 1,300,925	\$ 81,896	\$ 168,532	\$ 106,492	\$ 156,429
Benefits	\$ 364,934	\$ 499,748	\$ 553,511	\$ 360,446	\$ 360,446	\$ 378,468	\$ 378,468	\$ 391,468	\$ 23,122	\$ 37,645	\$ 14,997	\$ 48,967
Purchased Services	\$ 980,692	\$ 898,437	\$ 1,269,359	\$ 865,510	\$ 865,510	\$ 865,510	\$ 865,510	\$ 865,510	\$ 89,094	\$ 218,232	\$ 130,196	\$ 76,654
Supplies & Materials	\$ 65,517	\$ 243,795	\$ 185,717	\$ 93,619	\$ 93,619	\$ 98,300	\$ 103,215	\$ 108,376	\$ 162,647	\$ 96,431	\$ 110,842	\$ 75,568
Capital Outlay	\$ 1,353	\$ 68,984	\$ 84,360	\$ 21,636	\$ 21,636	\$ 22,069	\$ 22,510	\$ 22,960	\$ 97,263	\$ 2,137	\$ 14,293	
Debt Retirement											\$ 36	
Insurance & Judgments												
Transfers (net)												
Contingency Reserve												
Unappropriated Balances	\$ 162,274	\$ 506,278							\$ -	\$ 16,506	\$ 7,253	\$ -
Totals	\$3,112,711	\$3,639,422	\$ 3,441,100	\$ 2,581,136	\$2,581,136	\$2,634,772	\$2,640,128	\$2,689,239	\$454,022	\$539,483	\$ 384,109	\$ 357,618
	Excess (Deficiency) of Revenue over Expenditures & Transfers		(\$66,639)	(\$33,399)	(\$159)	\$26,123	\$47,871	\$60,286				

Assumptions

	YR	Projected ADA	
0% Increase in State Revenue	2009-2010	569.45	} Projected
0% Increase in Salary	2010-2011	609.38	
0% Increase in Benefits	2011-2012	640.17	
Additional new teacher hire in 2014 and 2016	2012-2013	640	
	2013-2014	640	
	2014-2015	650	
	2015-2016	660	
2% Increase in cost of supplies	2016-2017	670	
Lease of \$450,000 per year			

* Data Not Available
Based upon Proposed Amended Budget January 2013
Updated as of Jan 9th, 2013

February 14, 2013



IRS CAWR
Philadelphia PA 19255-0433

In reply refer to: 0583847467
Dec. 12, 2012 LTR 2057C 0
20-5009576 201012 01 0
Input Op: 0583847467 00007021
BODC: TE

XAVIER CHARTER SCHOOL INC
1218 N COLLEGE RD W
TWIN FALLS ID 83301-5651

Taxpayer Identification Number: 20-5009576
Tax Period(s): Dec. 31, 2010

Form: 941

Dear Taxpayer:

Thank you for your reply dated Aug. 13, 2012, to our letter regarding the discrepancy between your Forms 941 and your Forms W-2, Wage and Tax Statement, for 2010.

Based on your reply, we reversed our adjustment of \$105,411.04 on your Form 941 for the tax period Dec. 31, 2010. Within the next few weeks, we'll send you a notice explaining the changes to your account.

If you have any questions, please call us toll free at 1-800-829-0115.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include a copy of this letter with your response. Use the space below to indicate a telephone number and the best time for us to call you should we need more information. Keep a copy of this letter and any information that you send to us for your records.

Telephone number () _____ Hours _____

Thank you for your cooperation.
A copy of this letter and any referenced enclosures have been forwarded to your authorized representative(s).

February 14, 2013

0583847467

Dec. 12, 2012 LTR 2057C 0

20-5009576 201012 01 0

Input Op: 0583847467 00007022

XAVIER CHARTER SCHOOL INC
1218 N COLLEGE RD W
TWIN FALLS ID 83301-5651

Sincerely yours,



Lisa Parker
Document Matching Operation Manager

Enclosures:
Copy of this letter
Envelope
Publication 3498-A

February 14, 2013



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

November 27, 2012

Xavier Charter School
Mr. Thad Biggers, Head of School
1218 North College Road West
Twin Falls, ID 83301

Dear Mr. Biggers:

In accordance with the technical assistance plan outlined in my letter dated June 5, 2012, the State Department of Education staff recently completed an onsite review and technical assistance visit of Xavier Charter School's Federal Programs and related financials. While it is apparent that Xavier has made significant strides in addressing their financial issues, the State Department of Education maintains some significant concerns moving forward.

Areas of improvement:

- The State Department of Education is encouraged by the fact that Xavier Charter School has been able to justify and document their expenditures for the \$620,297 in Federal Funds that were in question as outlined in my May 29, 2012 letter. Since Xavier was able to provide documentation of these expenses, Xavier will not be required to pay any of those funds back to the State Department of Education.
- The State Department of Education is also encouraged by the news that Xavier Charter School was able to renegotiate their building lease. This is a step in the right direction of financial stability.
- The accounting procedures and processes that had been identified as concerns by the State Department of Education have been addressed.

Remaining concerns:

- While the State Department of Education is encouraged by the progress that has been made by Xavier to remedy their financial situation, we are greatly concerned about the departure of the schools Business Manager, Justin Lanting. The new Business Manager, while having a background in accounting, has a lack of experience in School Finance and is being asked to split his time between serving as the Business Manager and the Child Nutrition Program Director, both of which are very challenging positions and require a great deal of time and dedication.
- We understand that Xavier has made progress in dealing with the Internal Revenue Service's demand for payment due to understated payroll but that the issue remains unresolved.
- Your Child Nutrition Program was found to be out of compliance in the following areas:
 - An accurate count of reimbursable meals by eligibility category must be taken at Point of Service (POS). The system must be based on an actual count of students and must consistently yield accurate results. During the review, the teachers in grades 1-6 were handing the cashier the student's meal identification cards in

February 14, 2013

batches and the cashier was not assuring each child was leaving the line with a reimbursable meal. The reviewer did not observe any non-compliant meals leaving the lunch line. However, in order to be a compliant system for reimbursement, each child must be identified at the POS with a reimbursable meal in order to be counted.

- Production Records, which are the records of what foods were served to each student were not completed correctly, and in two instances were missing an entire food group (vegetables on breakfast Tuesday). The State Agency staff gave Technical assistance on completing production records in their entirety.
- Verification needed to include the correct letter to students and needs to be completed in a timely manner. Currently they have not completed Phase 3 (due on November 15th) and are supposed to send in a Corrective Action Plan of how they will meet the deadline in future years. Incidentally Child Nutrition Staff was there on November 15th and helped Mr. Phelan fill out Phase 3 and advised him to submit it by the end of the day, which he has yet to do.
- The Child Nutrition division is currently waiting to see the financials that show the transfer back into Fund 290 of the \$11,000 taken out from the annual audit as indirect costs. Xavier did not have an Indirect Cost rate and was only charging the Child Nutrition program. Mr. Biggers and Mr. Lanting were advised that this could not be the case.

Next Steps:

- Any drawdowns of federal funds, including Title I, Title II and Special Education, must be accompanied by detailed documentation of the expenditure prior to the release of funds.
- As a result of the ongoing Child Nutrition Program concerns, we are asking that Xavier Charter School continue to provide monthly reports on fund 290 financials showing the details of expenses charged to the Nutrition Account for validity of charges. These reports can be sent directly to Lynda Westphal in the Child Nutrition Program no later than the 15th day following the end of each month.
- Xavier Charter School is highly encouraged to develop written procedures for managing their financials to ensure that the progress that was made in addressing accounting procedures and processes that had been identified as concerns by the State Department of Education is not lost as you transition between staff members.

At this time, Xavier Charter School no longer needs to submit monthly financial reports to the State Department of Education with the exception of the above mentioned Child Nutrition reports. Our hope is that Xavier Charter School will continue to make strides towards improving their financial situation by addressing the lingering financial issues that still exist and by following the above mentioned next steps. The State Department of Education stands ready to assist Xavier Charter School in this effort and wish you the best of luck in addressing your lingering financial issues. If you have any questions, or if I can be of any assistance, please do not hesitate to contact me.

Sincerely,



Nick Smith, Deputy Superintendent
Division of Federal Programs
Idaho State Department of Education

cc: Idaho Public Charter School Commission
Tom Luna, Superintendent of Public Instruction

SUBJECT

DaVinci Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209(2)
IDAPA 08.02.04.303

BACKGROUND

DaVinci Charter School (DaVinci) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Garden City since 2006. DaVinci currently enrolls approximately 130 students in grades K-8.

In June 2012, the PCSC was notified by DaVinci's Board Chair that the school was facing a fiscal deficit and cash flow issues. At the July 24, 2012, PCSC meeting, DaVinci received a Notice of Defect (NOD) on the grounds of inability to demonstrate fiscal soundness. Since that time, the PCSC and staff have monitored DaVinci's financial status with increasing concern.

On January 28, 2013, DaVinci informed PCSC staff of the likelihood that the school will need to close at the end of February 2013 because the school lacks sufficient funds to continue operations.

DISCUSSION

DaVinci's board has not yet made an official decision regarding closure of the school. However, a January 28 board meeting was followed by a January 30 town hall meeting held for the purpose of informing stakeholders that it is likely the school will relinquish its charter and close at the end of February. DaVinci estimates that the school would need to raise \$150,000 to complete the 2012-2013 school year with a balanced budget. Approximately \$300,000 in donations would be necessary to regain long-term stability.

DaVinci reports that, upon receiving its February 15 payment from the state, the school will be able to meet most of its outstanding financial obligations if it closes in February. However, DaVinci projects having a shortfall of approximately \$28,000 including outstanding bills that will need to be paid by the end of March. School staff will be paid through the closure date. The portable classrooms are on a month-to-month lease that can be terminated at any time, and the land on which they sit can be vacated without penalty. With DaVinci's board and administration have begun discussion of dissolution procedures, and SDE and PCSC staff have extended offers of assistance with the closure process.

If the school's board elects to proceed with closure, DaVinci's 130 students are likely to return primarily to traditional public schools in the Boise School District and surrounding areas including Meridian, Eagle, and Kuna. Some of the students may choose to home school or attend other public charter schools in the

area. Idaho statute provides for receiving schools to obtain funding for these students for the remainder of the year.

DaVinci's academic history has been mixed, though school officials report that they feel the school has recently shown positive change. In 2011-2012, DaVinci met [AYP](#) in language arts, but did not meet AYP for reading or math. DaVinci is in School Improvement Year Four and has been identified by the SDE as a Focus school. The school's [Star Rating](#) for the 2011-12 school year is 2 out of 5.

IMPACT

No official action is required of the PCSC in response to the possible relinquishment of DaVinci's charter. Although the PCSC could issue a notice of intent to revoke the charter pursuant to IDAPA 08.02.04.303.01, permitting DaVinci's board the opportunity to choose relinquishment represents a less tumultuous course for all parties.

Should DaVinci proceed with mid-year closure, responsibility for dissolution of the school resides with the board of directors. However, SDE and PCSC staff are prepared to provide continued guidance and support throughout the process.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC encourage DaVinci to maintain regular contact with PCSC staff regarding the board's final decision and, if applicable, throughout the dissolution process.

In the event that DaVinci's board elects not to proceed with charter relinquishment and closure at the end of February, the PCSC may need to convene for the purpose of considering whether proceeding toward revocation is appropriate to protect student and taxpayer interests.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

February 14, 2013



5655 N. Glenwood St, Boise, ID 83714

February 4, 2013

Dear Idaho Public Charter School Commission,

Due to a series of unanticipated financial situations, our school board is discussing realistic options for the school's future. They want to do what's best for the children, but also be fiscally responsible. All stakeholders have been involved with this process and the final options available to the school at this time include:

- 1) closing the school at the end of February 2013 in order to pay staff's February salaries and pay off bills through that time.
- 2) receiving \$150,000 to enable us to complete the 2012-2013 school year.
- 3) receiving \$300,000 to enable us to solidly continue the school into the future.

We cannot make this decision until February 15, 2013 as that is when our February state payment should arrive. However, the board feels strongly that this closure – short of a generous donation within the next few weeks -will likely be inevitable.

We are currently running on almost 50% less revenue the school had when it opened. It appears unexpected moves/costs, facility expenditures, legislative cuts to the education budget, lower state revenue than expected, having a school smaller than 200 students enrolled and running out of resources for fund raising and donations will require we close early. We appreciate the guidance the IPCSC has given us over the school's seven year history.

Sincerely,

Cindy Hoovel, Administrator
Cindy.hoovel@davincicharterschools.org
(208) 377-0011, school
(208) 377-0502, fax

Enc: plans for possible closing of DaVinci Charter School

February 14, 2013
Internal Register

Draft as of 2/1/13

January

Income			
Checking	\$ 38,745.12		
Savings	\$ 100.00		
Cash on hand		\$ 38,845.12	
Anticipated Income			
Medicaid			
Title I			
Title II			
IDEA	\$ 758.98		
Supt. Ass. Grant			
Total anticipated	\$ 758.98		
Total Income			\$ 39,604.10

Expenses			
Payroll		\$ 34,199.07	
Outstanding Checks		\$ 17,854.85	
Outstanding Bills		\$ 4,555.58	
Total Expenses			\$ 56,609.50

Ending balance **Shortfall** **\$ (17,005.40)**

February

Income			
Cash Carry Over from January	\$ (17,005.40)		
Cash on hand		\$ (17,005.40)	
Anticipated Income			
State payment	\$ 100,000.00	February 15 payment	
Medicaid	\$ 1,685.35		
Title I	\$ 5,353.86		These items did not come in January but are approved to come Feb. 11
Title II	\$ 2,718.37		
IDEA			
Lunch reimbursement	\$ 1,891.41		
Supt. Ass. Grant	\$ 500.00		
Total anticipated	\$ 112,148.99		
Total Income			\$ 95,143.59

Expenses			
Payroll	Feb. payroll	\$ 47,000.00	
Outstanding Checks		\$ 26,656.04	
Outstanding Bills		\$ 21,580.92	
Paying Personal Days		\$ 2,025.00	
Total Expenses			\$ 97,261.96

Ending balance **\$ (2,118.37)**

This balance has to last until our next state payment on May 15

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March		
Income		
Cash Carry Over from February	\$ (2,118.37)	
Cash on hand		\$ (2,118.37)
Anticipated Income		
Medicaid		
Title I		
Title II		
IDEA		
Lunch	\$ 1,000.00	
Total anticipated	\$ 1,000.00	
Cash on hand by Feb 1.		\$ (1,118.37)

Expenses		
Payroll		
Outstanding Checks		
Outstanding Bills		\$ 27,473.46
Total Expenses		\$ 27,473.46

Shortfall	\$ (28,591.83)
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Bills		
Breakdown of Modulars	\$ 13,000.00	Estimate
Audit	\$ 4,500.00	Estimate
Garden City	\$ 239.09	
PODS	\$ 304.20	
Century Link	\$ 59.35	
Idaho Power	\$ 2,349.80	
Integra	\$ 119.48	
Pacific Modularts	\$ 6,691.00	
Fishers	\$ 210.54	
March staffing needs	??	
Total Bills		\$ 27,473.46

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DaVinci Charter School
Process for Potential Early School Closure
2013

This basic plan has been developed in chronological order with the assistance of the Colorado Charter School "Sample Closure Framework" regarding the steps which apply in Idaho and to DaVinci Charter School.

1. Many board meetings held – both open and executive sessions to problem solve
2. Budget visual developed through March 2013 showing projected revenue and expenditures
3. Staff information meeting – including proposal for salary cuts to help budget (declined)
4. Board met with staff to answer questions
5. Contacted the following to inform what is happening and discuss the situation:
 - a. Michelle Taylor, SDE School Choice
 - b. Tamara Baysinger, IPCSC Manager
 - c. Alison Henken, IPCSC Program Manager
 - d. Tim Hill, SDE Finances
 - e. Tom Luna, Idaho State Department Instructional Superintendent
 - f. Melissa McGrath, Communications Director for SDE
6. Town Hall Meeting with school families, staff and board to present information and options, answer questions and brainstorm solutions
7. Developed three options
 - a. closing the school at the end of February 2013 in order to pay staff's February salaries and pay off bills through that time.
 - b. receiving \$150,000 to enable us to complete the 2012-2013 school year.
 - c. receiving \$300,000 to enable us to solidly continue the school into the future.
8. Informational letter to all DaVinci Families including:
 - a. Summary of Town Hall meeting
 - b. Contact list of all area schools to find new place to enroll their child
 - c. "Helping Children Deal with Change" information
9. E-mail sent to all areas school administrators explaining situation and asking for their help with allowing enrollment and understanding the stress caused to families and children
10. All vendors have been notified of situation. Any overdue payments to be made Feb 15 after payment have been received.
11. Administrator and staff preparing personal letters to new administrators and teachers about each of the students to be included with the electronic student files being sent.

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12. Parents are being kept informed regarding final day for students – if this is determined to be necessary after state payment is received.
13. SDE & Commission to be updated regularly.
14. All leases, contracts, records will be maintained and discussed with vendors.
15. Employee benefit providers to be notified (insurance, PERSI, etc)
16. Student's records are being copied electronically to lower cost to send and speed up transition of information. All final report cards will reflect end of second trimester grades. These will be sent to parents and the child's next school.
17. Inventory lists reviewed for accuracy and determined how they were purchased to decide legal way to dispose. Make arrangements for this process.
18. All teachers given time to pack and label room equipment to prepare for disbursement
19. Prepare final financial statements when all revenue received and bills paid. This has been developed to end with a balanced budget. Determine if other financial information is required by state.
20. Attorney to dissolve the non-profit corporation.
21. Secretary of State will be notified
22. IRS to be notified.

**Detailed Background Regarding the Financial Status of DaVinci Charter School
June 2012-January 2013**

In June 2012, the PCSC was notified by DaVinci's Board Chair that the school was facing a fiscal deficit and cash flow issues.

DaVinci secured \$23,222 in short-term loans from their stakeholders and a \$50,000 line of credit with Zion's Bank. These loans were used in FY12 to help address cash flow issues.

At the July 24, 2012, PCSC meeting, DaVinci received a Notice of Defect (NOD) on the grounds of inability to demonstrate fiscal soundness. The PCSC requested submission of monthly fiscal updates, including cash flow statements, from DaVinci until further notice.

The loans acquired in FY12 were repaid in FY13 (stakeholders in August 2012 and the line of credit in October 2012), and were at least partially covered using funds from the FY13 advanced payment.

In response to their Notice of Defect, DaVinci presented their Corrective Action Plan (CAP) at the September 20, 2012, PCSC meeting.

Though submission of monthly fiscal updates was an ongoing expectation for DaVinci from September through December, some budget format confusion limited the PCSC staff's ability to determine the exact financial status of the school.

On December 12, 2012, the PCSC staff was notified by the State Department of Education (SDE) that DaVinci had not received a November 2012 payment because the school's estimated support units for the summer 2012 advanced payment exceeded the actual support units calculated in November. PCSC staff contacted the school to request cash flow projections and clarifications regarding the school's financial outlook.

On December 14, 2012, the PCSC Program Manager visited DaVinci, and the school's financial situation was discussed at length. The Administrator and Business Manager communicated that there had been errors in the ISEE data used to determine their ineligibility for payment in November, and they anticipated some corrective funds from the state. They indicated that, depending on the amount of funding received as a result of this correction, the school could face cash flow shortages as early as January or February 2013.

After the site visit, PCSC staff maintained regular communication with DaVinci (including the Administrator, Business Manager, and Board Chair) and the State Department of Education (SDE) regarding DaVinci's financial status.

On January 17, 2013, DaVinci clarified via e-mail that as of that day, the school had \$39,040.32 cash on hand and expected an additional \$9,331.21 in federal fund reimbursements by January 25, 2013. The school also confirmed that their monthly payroll (including benefits and taxes) is approximately \$51,000, an amount in excess of the available cash. Additionally, the e-mail stated that DaVinci had not taken out any loans at that time.

On January 28, 2013, DaVinci contacted the PCSC Director to notify her that the board was considering relinquishing the school's charter and closing the school at the end of February 2013 due to inadequate funds for continued operation.

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For logistical and legal purposes, the school was advised by the SDE that it would be in their best interest to delay making an official closure decision until after the February 15 payment is received.

The school held a board meeting on January 28, 2013, and a town hall meeting with stakeholders on January 30, 2013. At both meetings, the potential relinquishment of the charter was a key discussion item.

The DaVinci Administrator has expressed a belief that DaVinci is likely to be able to meet their outstanding financial obligations after the February state apportionment payment is received.

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Idaho Public Charter School Commission Site Visit Report

School	DaVinci Charter School (formerly Garden City Charter School)
Address	5655 Glenwood Street, Garden City, ID 83714
Date of Site Visit	December 14, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Darin Vickery, Chair
Administrator(s) Interviewed	Cindy Hoovel, Administrator
Business Manager / Clerk Interviewed	Michelle Roth, Business Manager
Other Stakeholder(s) Interviewed	Teachers (2)

Board Member(s) Interview

Darin Vickery, Board Chair, participated in the interview. Mr. Vickery has been on the board since April 2012 and has been the board chair since July 2012. Mr. Vickery described the school's mission to provide a safe environment for students to learn and to provide structure but also a place that encourages free thought and individualism. He feels that Cindy Hoovel, as administrator, encourages the implementation of the mission through ensuring that everyone is on the same page and on board with the charter and the curriculum. The flow of communication is generally between the board and administrator and then from the administrator to the teachers and staff. Mr. Vickery feels that the board has a pretty good relationship with the administrator and says that they are still improving the relationship as they get to know each other (this is particularly true for the board chair and one other board member who both joined the board within the last year). He feels that there is a good amount of trust between the board and the administration.

Mr. Vickery described the ideal division of roles and responsibilities between the two entities, with the board being responsible for "protecting the charter" and ensuring that what is happening at the school is aligned to the charter, while the administrator is responsible for daily activities in the school and ensuring that these are in accordance with the mission and charter. He feels that DaVinci is pretty close to that ideal, though he also stated that they could be better since "Cindy knows the charter better" than he does at this point. Ms. Hoovel provides a report at each board meeting, which includes updates on the school's academic performance overall, current test scores, and sometimes individual student information.

The DaVinci board conducts self-evaluations annually and is slated for its next evaluation in January. The board does not have a formal training plan, but members are encouraged to attend meetings and conferences offered through the state and other entities. Mr. Vickery also believes that the board has held retreats and strategic planning sessions in the past, prior to his time on the board.

When asked about concerns they have for the school, Mr. Vickery stated that the school's financial situation is the board's highest priority. The board has not engaged in much fundraising in the past, but they are working to build those efforts. They are also discussing ways to ensure that the school has strong enrollment, since that will increase revenue. Additionally, the board is trying to build a reserve in an effort to move the school out of portables and into a permanent facility. Additionally, Mr. Vickery is concerned about the school's Star Rating; though the school's academics have improved, they need to move to the next level. Mr. Vickery feels they have appropriate plans in place to do so. Finally, the board has recognized and discussed the need to review and revise policies that will aid in sustainability and transitions.

Administrator(s) Interview

Cindy Hoovel, Administrator, participated in the interview. Ms. Hoovel described the school's mission and vision as focused on creating lifelong learners by teaching standards while integrating the arts. The curriculum includes dance, movement, music, drama, connections to real-life experiences and inquiry-based teaching.

While Ms. Hoovel stated that although the relationship between the board and administration has varied over the years, she characterizes the current relationship as very respectful. She feels that the board and administration are fairly close to the ideal division of roles.

When asked how she defines success at DaVinci, Ms. Hoovel said that she feels the school is successful if children are learning, feel safe, love coming to school, and are making progress. She also wants the staff to enjoy the challenge of working there and to care about individual students and for parents and the community to view the school as a great option for students. She stated that it has taken two years to build the school culture and rapport and trust with teachers, but that she feels they are moving in the right direction.

Finances and enrollment are key areas of concern for the administrator. Ms. Hoovel recognizes that finances are tight. She feels that the staff is doing well and again reiterated that she feels the school is headed in the right direction.

Business Manager / Clerk Interview

[Note: This report provides only information available at the time of the site visit. Updated detail regarding the school's fiscal status is provided elsewhere in these materials.]

Michelle Roth, Business Manager, and Cindy Hoovel, Administrator, participated in the interview. Michelle is in her fifth year as the Business Manager at DaVinci. According to Ms. Roth, the process of building the school's budget for FY13, including estimating revenue, was simple since the school utilized the forms provided by the State Department of Education (SDE). The budget was based on actual revenues and expenditures from last year, but the school overestimated enrollment (i.e. their estimated enrollment was higher than last year's actual enrollment and the school has not reached their estimated enrollment to date).

In regards to monitoring finances, the Business Manager reviews bills to ensure they are as expected, then passes them to the Administrator for processing. The school also has a Finance Committee, including the Administrator, Business Manager, and board member(s); this committee is focused on looking at the finances from a macro level and doing budget analysis.

When asked where they believe the school is financially, Ms. Roth and Ms. Hoovel said they are hoping to break even this year and stated that the board has become more willing to engage in fundraising efforts. In FY12, the school incurred an operating loss of over \$100,000 and therefore spent its carryover from FY11. The school requested and received an advance payment for FY13 in the summer of 2012, and they began FY13 with a carryover of \$46,000. The Administrator and Business Manager attribute last year's deficit spending primarily to transportation and a change in facilities / location. The school is leasing its new property at a very inexpensive rate and the board and administration are discussing the possibility of constructing a building.

The Administrator and Business Manager are concerned with the need to balance the budget this year and build reserves. Enrollment is a related concern, since the school has approximately 130 students but needs to have closer to 200 students in order to be fiscally stable. They are trying to

improve marketing as funds allow and are working to bring their standardized test scores up to attract more families.

The PCSC staff member spoke with Ms. Hoovel and Ms. Roth about the fact that the school did not receive a November payment from the SDE. [According to the SDE, this was because DaVinci requested and received an advance payment in the summer of 2012. The support units that the school used to calculate their request for the advance payment were higher than actual enrollment once the school year was underway. As a result, the school was overpaid initially and therefore ineligible for a November payment.] When asked about the situation, Ms. Hoovel and Ms. Roth stated that the information in ISEE used to calculate their payment amount for November was not correct and did not match their records. They were providing additional information and documentation to the SDE so that corrections could be made, stating that they believed they would get some money back in the corrections process (i.e. that the SDE would find that they should have received a November payment).

The Administrator and Business Manager stated that cash flow is a concern. The school has a line of credit as a back-up measure, and they anticipate needing to use it. While they hope to not need the line of credit until the end of the fiscal year, they may have to use it sooner if the SDE's review of their ISEE data does not result in a funding correction by the state. When asked how soon they would need the situation to be resolved to prevent cash flow issues, they admitted that they were hoping for a payment from the SDE in January in order to avoid needing to use a line of credit. DaVinci was hoping to receive approximately \$100,000 from the SDE due to a correction on the calculations for the November payment, and said they would need to receive at least \$70,000 in order to avoid cash flow issues. They also stated that even if they were to receive that amount, the school may still have a cash flow problem toward the end of the school year unless enrollment increases.

Teacher Meeting

The PCSC staff member had the opportunity to meet with two (2) DaVinci teachers. Below are the questions presented to the teachers and their summarized responses:

How can DaVinci improve?

- We have already started the process of improving. We are working on RTI and have a new person to help with math. It's time for collaboration and alignment to standards, though this also has already improved. We are being given more professional development, and people are diligent and working hard.
- We could benefit from follow-up after professional development to ensure implementation is strong and that teachers are on the same page.
- While we are getting better at using benchmark assessments and data, we lack a consistent template or database for entering and reporting results. This would make the data more useful and useable for teachers. Right now, teachers are building their own templates this takes a lot of time and limits the ability for the data to be reported well.
- Facilities could be better – a building would help us get more students. Right now, only Kindergarten and grades 5-6 are full.
- Additional support staff in classrooms would help; communicating and inviting involvement from those we have would engage them more in our work and let us benefit from them more.

What's working?

- We have done more curriculum development and vertical alignment recently; we expect to see scores go up.

- The benchmark assessments were difficult to adjust to, but we see the benefit now – they are helping teachers identify students who need more support.
- Individualized learning – we help kids who struggled in other environments.
- Students are happy at school.
- Student-led conferences with their parents are really effective.
- We don't have fancy equipment but we think outside of the box and are creative to get kids involved and learning.
- Arts integration – students love it and it has improved over the years.
- There is mutual respect between teachers and students; the school is a community.

Documents Review

Finances

The finances through the 2011-2012 year and 2012-2013 through October 31, 2012, were reviewed. Questions were answered by Michelle Roth. The financial situation at DaVinci is very tenuous. Based on the year-end financial statement provided to the PCSC staff member at the time of the visit, in FY12, the school's expenditures exceeded revenue in the general fund by approximately \$140,000. Based on the school's financial statement for FY13 year-to-date (through October), DaVinci began the FY13 year with a carryover of \$46,000. In reviewing the FY12 approved budget and FY13 budget, the PCSC staff member found that the state support revenue was increased from \$506,211 in FY12 to \$553,747 in FY13, confirming that the school overestimated their support units during the budgeting process. After the site visit, the PCSC staff member conducted a more thorough review of the school's financial audit. The review of this document supported staff's concerns regarding DaVinci's financial situation. Additionally, it was noted that the auditors found a "significant deficiency" in the area of segregation of duties over financial reporting, which could prevent timely identification and correction of errors. Overall, it is clear from the discussion with staff and the review of the school's financial documentation that the financial situation at DaVinci is critical.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. All IEPs were up-to-date and included accommodations and LRE documentation. Additionally, the files included documentation that demonstrated at least some communication with parents and other agencies / providers. Two of the three files included eligibility documentation that was appropriately up-to-date. The third file had an initial eligibility document from a traditional district, but since the documentation was from 2006, the file should have included additional documentation, since the triennial evaluations were due in both 2009 and 2012. The PCSC staff member spoke briefly with the Special Education Director about this issue, and while she stated that the school has the documentation, she was unable to locate it at the time of the visit.

The PCSC staff member was able to observe special education pull out services briefly and had no significant concerns about the interactions that were observed. It may be beneficial for DaVinci to do an internal audit of special education files and services to ensure that strong services are being provided and documentation is up-to-date and accurate.

Classroom Observations

The PCSC staff member visited seven (7) classes. Quality of teaching, classroom management, and student engagement appeared generally strong, though there was variance among the

classes. Quality teaching and high levels of student engagement were apparent in five of the seven classes that were visited; the remaining two classes included students who were not participating in learning activities and were not re-directed during the observation time. Closer observation of individual students during activities seem to reflect that a) some students struggling with presented material may not be receiving adequate support, since their disengagement appeared to be because they were unable to do the activity, and 2) some students who are excelling academically had already completed their work and had not been given additional activities. Behavioral issues were only an issue in one of the classes, and were not severe. Several classes were engaged in hands-on learning activities, while others included discussion that utilized inquiry-based teaching methods. Overall, the classroom observations revealed that while many of the teachers are doing well at engaging students and managing their classrooms, some may benefit from additional professional development and/or mentoring.

Summary

Strengths

- The board and administration both stated that they have a strong relationship.
- Classroom observations revealed strong teaching and engaged students in the majority of classrooms.
- Teachers feel that curricular improvements and new benchmark tests are helping them individualize instruction, and they believe scores will go up.
- Teachers, administration, and board feel that the school is a positive environment for students who have struggled elsewhere.

Challenges or Areas for Improvement

- Finances are very concerning and enrollment is lower than necessary to regain stability.
- Academics could be improved, as reflected in the school's 2 Star Rating.
- Board training could be improved.
- One of the special education files reviewed contained incomplete documentation.
- MSES could use updating to align with the Star Rating system.

Concerns

- The school's finances are extremely tight and cash flow is likely to become a problem.

Possible Charter Violations

- The school is not financially stable.
- No other charter violations were noted at this time, though MSES results will need to be reviewed prior to the school's annual update

Possible Charter Amendments

- The school may want to consider amending the charter to update / include MSES that are aligned with the Idaho Star Rating System (identified by PCSC staff, not the DaVinci staff or board).

Recommendations

- PCSC staff recommends that the administrators, business manager, and board all remain diligent in monitoring their finances to give them the best possible chance of ending the year balanced.
- PCSC staff recommends that the school continue to implement plans to improve academic outcomes.
- PCSC staff recommends that the school consider doing an internal audit of their Special Education files and services.
- PCSC staff recommends that the charter be amended to update MSES to align with the ID Five-Star Rating System.

Materials or Follow-up Requested of the School

Cash flow projections and additional information about cash on hand and payroll were requested from the school.

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CHARTER SCHOOL DASHBOARD

Date: 1/7/13

School Name: DaVinci Charter School

School Address: 5655 N. Glenwood St., Boise, ID 83714

School Phone: 377-0011

Current School Year: 2012-13

School Mission: DaVinci Charter School facilitates a dynamic, learner-based education fostering responsibility, respect, responsiveness, resourcefulness and resiliency among all learners.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Darin Vickery	President 2012-15	entrepreneur, insurance, mediation	darin.vickery@gmail.com	(208) 602-5628
Matthew Shapiro	Secretary 2012-15	Educational Philosophy, entrepreneur	mshapiro21@gmail.com	(208) 246-0025
Andrea Dearden Holmes	Parent Rep/Treasurer 2011-2014	Public Relations & Communications	andreadearden@gmail.com	(208) 870-7837
John Davidson	Parent Rep 2012-2015	Entrepreneur, property management	john@alohapros.com	(208) 473-0238

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	20	19.78	3	22	20.58
1	19			19	
2	13			17	
3	15	95.75		20	95.04
4	16			19	
5	16			17	
6	14		1	9	
7	10	13.04	2	8	13.43
8	7			6	
9					
10					
11					

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12					
TOTAL	130			137	

Student Attrition Rate: 8%

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 want to meet our charter's caps in each grade level: K=20 (or 40 if AM & PM class), 1st=25, 2nd=25, 3rd=30, 4th=30, 5th=30, 6th=30, 7th=30, 8th=30. Our maximum total at this point would be 225.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	13 10%	2 2%	109 84%	1 1%	1 1%		68 52%	18 14%
Previous	5 - 4%	2 - 1%	122 - 89%	4 - 3%	2 - 1%	2 - 1%	73 - 53%	24 - 18%

FACULTY AND STAFF

Administrator Name(s): Cindy Hoovel

Administrator's Hire Date: June 2007

Administrator Email(s): cindy.hoovel@davincicharterschools.org

Current Classified Staff (# FTE): 2 full time, 2 .5FTE

Classified Attrition Rate: 33% (we hired one of the aides as a teacher)

Current Faculty (# FTE): 9

Faculty Attrition Rate: 33% (this represents 3 teachers leaving: 1) to go into administration, 2) health and family reasons, 3) career change

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes in language, no in reading & math

If no, please specify indicator and status: math, reading (1% away from proficient)

If no, please describe plan for addressing need: DaVinci Charter School Improvement and Professional Development January 2012 – May 2013

(also see prior school improvement in our IPCSC Updates and WISE Tool)

January 2012

NOTE: We applied and were accepted to be part of the BSU School for Improvement and Policy Studies Idaho Leads Project which would include a DaVinci team of teachers, admin, and a board member and parent to participate in four sessions throughout the next year to network and train with other grant recipient districts. All costs covered with great potential for various school philosophies refinement and improvement potential.

1/4/12: Staff attended a "Developmental Reading Assessment" Training presented by Wren Nicks (our new instructional coach) to prepare them for our /9/9/12-1/20/12 reading assessment period to identify areas needed for specific interventions for each child.

1/11/12: "DaVinci Data Analysis" and "The Response to Intervention (RTI) Process versus Special Education Referral Process" by Cindy for teaching staff. We reviewed all-school and grade-level IRI and ISAT results and discussed the School Improvement Teams newly developed process for working in each Tier and what it would take to refer a child to Special Education versus general ed.

1/17/12: Michele attended state technology meetings

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1/18/12: SDE & Pesky Center Training on “Tier 2 Reading Interventions”: attended by School Improvement Team (Pat subbed for Brenda) Cindy - AM at Reading Intervention training and PM of SDE’s Danielson Teacher Evaluation Trainings (these had to be postponed due to weather)

1/18-19/12: Cindy attended Superintendent’s Network in Boise

- All certified teachers evaluations (including commendations, recommendations and plans for improvement) have been completed and placed into my working files for staff. Final summative evaluations will be done in April and placed in their personnel files.

February 2012

2/2/12: Artifact Sharing - staff brought favorite “great ideas” to share with all staff members

2/3/12: English as a Second Language Conference - Special Services Coordinator Angela attended

2/6-7/12: Technology State Conference, Michele Roth attended

2/8/12: Danielson Frameworks for Evaluation Series Training - Cindy and Ben attended

2/10/12: Idaho Leads Project,— DaVinci is one of the schools chosen via an application process as the first cohort for this state-wide school improvement project sponsored by an Albertson Foundation grant and facilitated by BSU’s School for Innovation and Policy Studies. It is for 18 months. The team representing us had to fill very specific roles at the school. The following is our team: Supt/Principal- Cindy Hoovel, teacher – Wren Nicks, board member/parent – Andrea Dearden Holmes, students – Paris Waronick and Gloria Baker, Special Services – Angela Banning. There were whole group speakers and interactions in addition to networking activities just with others in the same positions. A highlight was each person receiving their own Kindle Fire which will be used to download books to study and communicate information via the tech’s internet!

2/15/12: Staff Meeting— brainstorming ideas to incorporate into our school improvement process. Staff is preparing individual student data to identify growth which will be put into visual graphic formats at the upcoming 3/1 staff training to identify progress and area of need.

2/17/12: Strategic Planning Retreat, All staff and board

2/22/12: Special Learning Disabilities/Tier II Reading Interventions, Nampa. attended by Angela, Pat (1-2), Elizabeth (K), Wren (3-4) and our part-time reading specialist, Linda Selby.

2/12/12: Response to Intervention (RTI) Training Module 3: attended by School Improvement Team: Cindy, Angela, Elizabeth, Brenda and Wren

March 2012

3/20/12: Angela at SDE for SpEd trainings and file reviews

3/21/12: Staff training on test taking strategies for students. Reading Specialist, Linda, presented reading intervention ideas and 1-2 teacher, Pat, shared ideas the SLD (special learning disabilities) conference team learned at their March trainings for reading interventions.

3/24/12: Teen Health Conference - Brenda 7/8 attended

March 2012

NOTE: All parents were asked to complete the Parent Satisfaction Survey (from the Center for Educational Effectiveness) We had 89% returns on these with a complete report available from the CEEs report feedback. This survey judges the Nine Characteristics of High Performing Schools and is available upon request.

3/1/12: All Staff Data training to graph assessments to create visual data to identify academic growth

3/5/12: School Improvement Team met to plan out next steps for professional development and Response to Intervention for remainder of school year

3/8/12: Cindy & Ben attended Part 2 of the Danielson Teacher Evaluation Training

3/14-15: Cindy attended Supt. Network trainings – school improvement topics

3/15-16: Michele attended Id Assn of Business Officials (Ed) conference

3/20/12: Angela at SDE for SpEd trainings and file reviews

3/21/12: Staff training on test taking strategies for students. Reading Specialist, Linda, presented reading intervention ideas and 1-2 teacher, Pat, shared ideas the SLD (special learning disabilities) conference team learned at their March trainings for reading interventions.

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April 2012

- 4/3/12: Angela at peer file review as per request of SDE for special education coordinators working with SLD (special learning disabilities).
- 4/3/12: Michele trained staff how to proctor ISAT tests in preparation for the required 4/9 – 5/10 testing times.
- 4/11/12: Staff meeting. Cindy explained new ed laws, Idaho's NCLB waiver plans for school ratings and pay-for-performance and budgeting for the 2012-13 school year. The meeting was open to ask questions and discuss ideas.
- 4/16/12: Cindy will be attending the Face Book training – as per board's request for more information about school's using social networking.
- 4/18: Cindy at Superintendent's Network
- 4/19: Ben at Danielson Teacher Evaluation Training
- 4/27: 6+1 Traits of Writing Training presented to staff by Wren
- 4/30 – 5/1: Cindy attended Ed Idaho Law Institute in Boise

May 2012

- 5/8: Marti, Elizabeth, Brenda and Cindy attended the Special Learning Disability training with Lee Pesky Center on Math Interventions (sponsored by SDE)
- 5/15: Idaho Leads Team (Andrea, Wren, Cindy, Angela, Paris, Gloria – and Brenda has been added) attended all-day trainings on the National Common Core Standards, 21st Learning Expectations, and Highest Order Thinking
- 5/16: Staff shared lessons (artifacts) they taught their students using information learned at the recent 6 + 1 Traits of Writing professional development

May 2012: Exciting news.....all ISAT and IRI testing showed growth as of the May results! The overall school ISATs showed growth as follows: reading- 14.77% math- 17.85% language- 10.15% Our state & commission school improvement and teacher incentive plan had a goal of 5% growth, so these certainly met that and more! We are not out of AYP (Average Yearly Progress) School Improvement, but with only one more point, we would have been in reading! This is HUGE and impressive progress! We will continue to hard work with our academics to balance our school philosophy and required state testing expectations.

5/30/12 Visited by the Idaho LEADS team to visit the school to see the good things we're doing. We should be on their website sometime in June.

June 2012

- 6/14 & 15/12: Financial auditors visit school to start our 2011-12 audit. This will be completed in September.
- 6/14/12: Monitoring visit by Special Education Finances director, Lester Wyer as part of new site required visits to see how SpEd funds are being spent. Review of actual receipts and documentation completed.

August 2012

- 8/27/12: All-Staff Team Building Day
- 8/28/12: All-Staff trainings in Adlerian Psychology and how to use it with our students – presented by internationally known Adlerian counselor, Wes Wingett
- 8/29/12: Teaching staff/Academics Day: 1) Cindy reviewed our RTI (Response to intervention) plan and laid out the year's assessments to be used and time schedule, 2) Elizabeth presented easycbm.com website training for assessments and graphing, 3) Marti presented music integration ideas and 4) Brenda had the group involved in an Arts Task activity to help them create art integration lesson activities 5) discussed use of Common Core Standards followed by team collaboration

September 2012

- 9/6/12: PERSI training & updates – Michele attended
- 9/7/12: SDE Federal Compliance Training Webinar – Cindy & Michele participated
- 9/14/12: School Improvement Conference - Angela & Cindy attended

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9/21/12: Idaho LEADS Team: attended another state conference. Topic was how to deal with change and the information was very useable for all ages and jobs. Our two student reps were involved in the student interview video that all the superintendents, teachers, parents, board members and others got to watch and learn regarding their opinions on technology in the classroom. Each school team was given a special camera to add to their technology options.

9/27/12: Special Education Team: participated in training with a special education coordinator from Robin Carter, BSU/SDE and the SpED dispute resolution coordinator, Paul Epperson as part of the CAP requirements. Our SpEd Team is Angela, Marti and Cindy.

October 2012

NOTE: applied to Idaho Capacity Builders project again. Hope to join for another three years.

10/1/12: hired math interventionist to work with 3-7 grade students with iep, in tier 3 or Title I.

10/4-5/12: Idaho Art Ed Assn Conference All classroom teachers and Jeanna attended this conference. Brenda was elected president-elect during the conference. Teachers will share and implement their arts integration ideas from the conference with staff and students.

10/4-5/12: Idaho Math & Science Conference: Due to transportation difficulties which prevented her from getting to the Counselors Conference in Sun Valley, Student Services Coordinator, Angela Banning, attended this conference. She will be sharing some excellent math resources with staff.

10/10/12: as a result of plans developed at Idaho LEADS, the team discussed and shared examples of making students' learning relative to their lives.

10/11/12: Adlerian Psychology & Classroom Management internationally-known Adlerian Counselor, Wes Wingett, observed each classroom throughout the day and gave teachers feedback. He also met with teachers for a workshop after school covering topics as requested by teachers: classroom meetings, working with children with behavior challenges and classroom environments.

10/11/12: "Why is my child behaving this way & what can I do about it?" Evening parent education class held by Adlerian Counselor, Wes Wingett.

10/16/12: School Improvement Team meeting – agenda included listing and prioritizing school improvement needs for the school year. The team planned the upcoming Professional Development Day to include: RtI)Response to Intervention training, Rubrics to determine RtI Tiers, Tools for Progress Monitoring and work time to complete RtI tiering and plans for family conferences.

10/17/12: Staff Meeting – relevancy ideas shared, SpEd and Tier 3 intervention referral process reviewed by Student Services

10/17-18/12: Cindy attended Idaho Superintendents Network. Agenda included school improvement through creating and encouraging "Aha Moments".

10/24: Staff meeting/training – relevancy continued, portfolios to share student learning, training to identify homeless, discussion on achievement reports and best way to describe our grading system to create school consistency and parent understanding.

10/30/12: participated in the SDE Priority & Focus Schools webinar for schools with Star Rating of 3 or less.

JANUARY 2013

NOTE: We are partnering with the Garden City Library to write a grant to receive the Khan Academy math resources program.

1/9/13: Staff training on documentation cameras to integrate into teaching

1/11/13: PECIAL Education team training from SDE on Manifestation Determination/SpEd Discipline

1/18/13: Professional Development Day - planned to be dedicated to math intervention training by BSU instructor

FUTURE SCHOOL IMPROVEMENT PLANS for 2012-2013

1. Our School Improvement (SI) team is working with the WISE Tool to keep it updated and add new ideas to help us improve academically as well as continue the areas that are already excellent.

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2. We hope to become part of the Idaho Building Capacity project again which allows us to have an experienced mentor through the BSU School for Innovation and Policy Studies for three years. This project gives us \$32,000 of training and additional resources.
3. Applied for and received a grant through the Idaho Superintendent's Network to allow us \$3000 to have a part-time instructional coach.
4. Received \$5000 grant from the Idaho LEADS project to use towards more technology in the classroom.
5. Since we had such large growth in our students' ISAT scores this last year, we will continue what we have been developing to use data gathered from well-researched assessments to determine effective interventions. (Growth: reading- 14.77%, math- 17.85%, language- 10.15%)
6. Our state ISAT report showed our language scores are now out of AYP and our reading scores were out in most areas, with the exception of one population. Math continues to rise, but is still our main area of focus to improve.
7. Staff will be watching the Math Thinking Initiative webinars archived on the SDE website as part of their weekly staff meetings Professional Development agenda.
8. We are researching other math curriculum to incorporate into our current math program. Funds had to be cut to buy this last year, but are researching to be able to complete this during the current school year.
9. Use Title II and Title IA funds to gain additional professional development opportunities based on our prioritized needs.
10. Watch all SDE webinars to help us in areas of needs.
11. Continue to attend – especially if there is no cost! – SDE and BSU trainings.
12. A teacher with 27 years experience was hired this year. She is now on our SI Team and able to share many ideas that helped her get her former students to 100% proficient+ on state tests.

PRIORITY & FOCUS SCHOOLS for schools with Star Rating of 3 or less

With input from Leadership (School Improvement/SI) Team:

- 1) SMART goals – develop and send to SDE by 12/15/12. Our SI Team has already started this and are prioritizing the list to finalize documentation for SDE.
- 2) Alignment of Evaluation & State Funding Plan – due to SDE 3/1/13 (This is completed on an on-going basis throughout the year.)
- 3) Three Specific Actions – documented and due to SDE by 12/14/12
Includes:
 - a. complete analysis of the 2011-2012 school year's growth and performance data. Start at least one substantive improvement in school instructional practices. (COMPLETED)
 - b. Complete first formal teacher observation and conversation. We always have these completed by early December.
 - c. Decide parent input method and start collecting data. We have used the state accepted method by the Center for Educational Effectiveness for the past four years. This is done in March during Student Led Conferences.
- 4) Professional Development Plan for 2012-2013 – new one due to SDE in WISE Tool by 3/1/13. We have used the WISE Tool for the past four years.
- 5) Plan Extended Learning Time and Enrollment Options (to start in 2013-2014) (We already do this every year.)

Was your school selected to participate in NAEP this year? no

REPORTING

Date of last programmatic operations audit? April 4, 2012

Date submitted to authorizer? June 2012

Who performed your most recent programmatic audit? Idaho Charter School Network c/o Diane Demarest

Date of most recent fiscal audit? October 2012

Date submitted to authorizer? November 2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

Growth in ISAT scores.

Please describe the greatest successes experienced by your school in the past year:

- 1) We saw great improvement in our academics - especially growth on ISAT scores
Improved Response to Intervention implementation
- 2) Increased use of well-researched assessments to gather data to determine student interventions needed - all school K-8 is now vertically aligned with all assessments done at same time (once each trimester) to develop consistent data
- 3) Commendations for our Special Education program for the third consecutive year.
- 4) Improvements in consistent, well researched assessments to gather data to determine individualized student interervention needs.

Please describe any challenges you anticipate during the upcoming year:

Keeping our budget balanced and continuing to strive towards the development of a reserve fund.

Please add any additional information of which you would like to make your authorizer aware :

DaVinci is in the process of reorganization - specifically in the area of finance. This process will not change our charter petition, but does need to include input from all stakeholders so it is not ready to share yet. Therefore, we will plan to report on this process during our presentation in February.

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

GOALS ATTAINMENT REPORT
DaVinci Charter School – from Spring 2012 results

1. Measurable Educational Standards

The measurable educational standards of DaVinci Charter School are defined in terms of the demonstration of working knowledge or deep understanding in classroom-level performances. These performances will be designed to meet Idaho Standards objectives and any additional standards developed within school. Correlation to Idaho Standards will be explicitly demonstrated. Teachers will also use a variety of other formal and informal assessments, such as self-assessment, peer assessment, quizzes, tests, and work sampling, to gauge student progress.

Among the other measurable educational standards we will employ are performance benchmarks on standardized assessments employed by the State of Idaho. These benchmarks are targets that exceed current achievement levels of schools that serve DaVinci students.

Idaho Reading Indicator

65% of Kindergarten, Grade 1, Grade 2, and Grade 3 equivalent students will be at benchmark on the Idaho Reading Indicator or show at least 5% growth from their Fall IRI scores to their Spring scores. As data continues to show growth we will increase this goal as necessary.

2012 IRI test results: (see additional graphs attached to report)

- K- 90.48% fall to 95% spring
- 1- 47.37% fall to 33% spring
- 2- 44.44% fall to 45% spring
- 3- 36.84% fall to 50% spring

Idaho Standards Achievement Test

65% of Grade 3, 4, 5, 6, 7, and 8 equivalent students will achieve a Proficient or Advanced score on the Reading, Language, and Math Spring ISATs or show a minimum of a 5% growth from the previous year's Spring ISAT tests. As data continues to show growth, we will increase these goals as necessary.

Spring 2011 to Spring 2012 test results: (see graphs and charts attached to this report to show visual details)

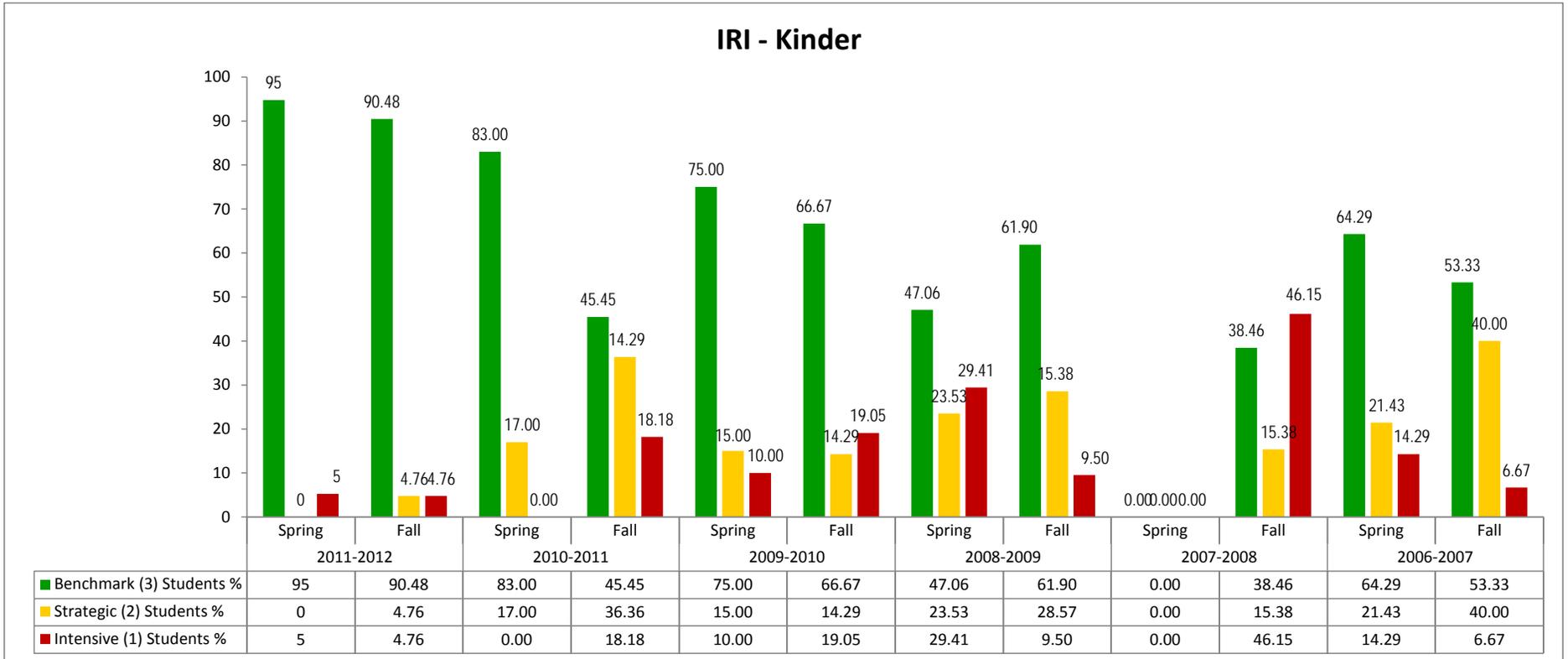
	<u>READING</u>	<u>MATH</u>	<u>LANGUAGE</u>
All-School (Spring '11 to Spring '12)	69.23% to 84% (+14.77% growth)	46.15% to 64% (+17.85% growth)	53.85% - 64% (+10.15% growth)
3-	74% (14/19)	73.3%(14.5/19)	47.4%(9/19)
4-	91.2% (15.5/17)	76.5% (13/17)	79.4%(13.5/17)
5-	82.4%(14/17)	53%(9/17)	68%(11.5/17)
6-	83.3%(7.5/9)	56%(5/9)	67%(6/9)
7-	83.3%(7.5/9)	56%(5/9)	61.1%(5.5/9)
8-	100%(6/6)	42%(2.5/6)	67%(4/6)

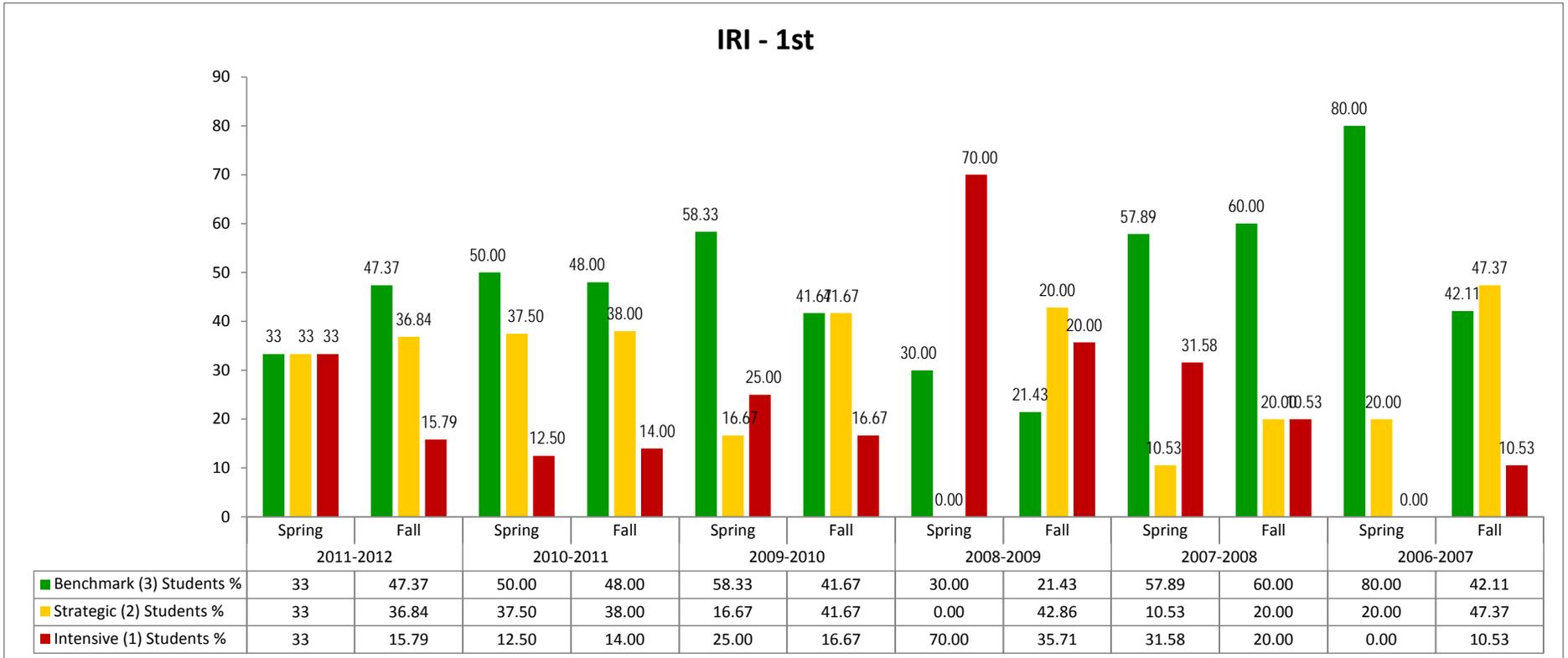
NOTE: Students involved with the Idaho English Language Assessment (IELA) students will be expected to show growth on their assessments, including IRI or ISAT tests, each year in math, reading and language as determined through goals set in the same manner as above – or through any goals set with the schools IELA program or IEP if required. The ultimate goal is to bring them to at least proficient/benchmark levels so goals will be raised as deemed necessary.

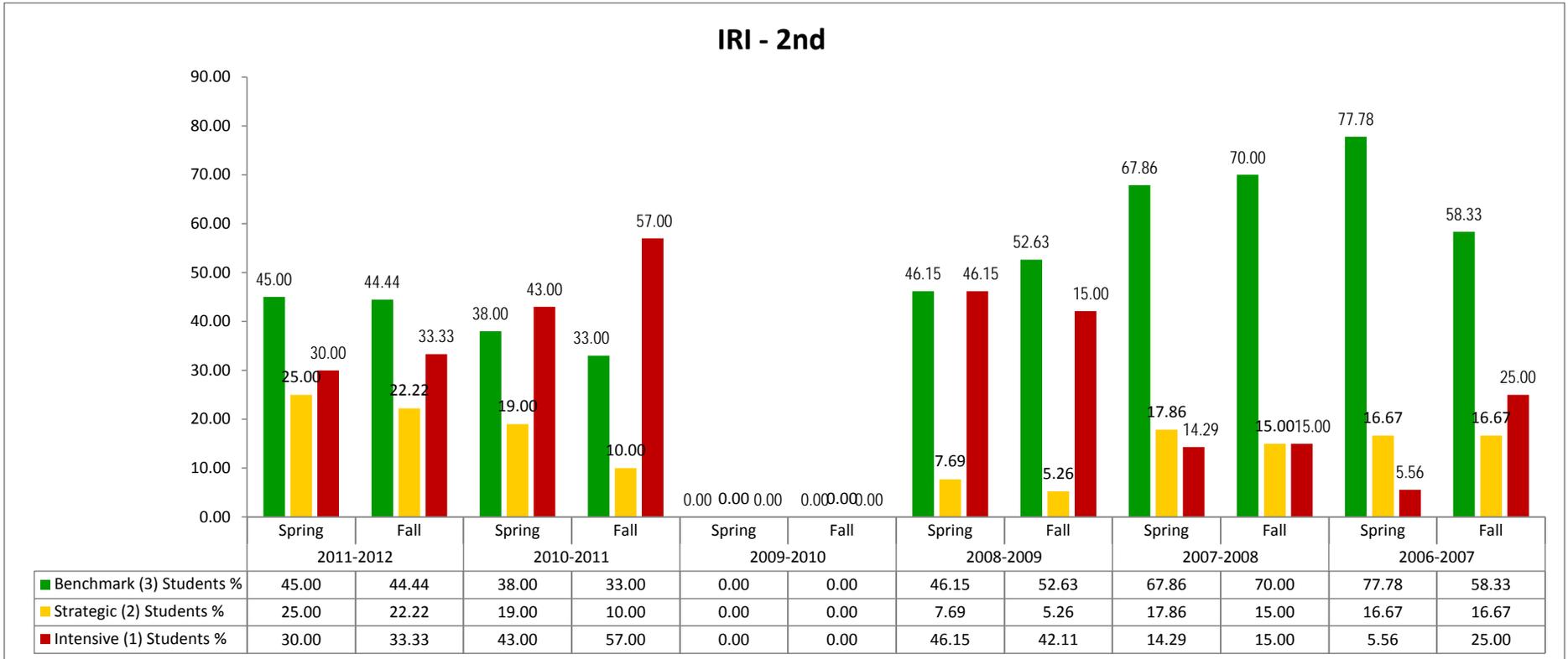
 -
 If any of these goals are not met, DaVinci will re-examine its instructional practices and make appropriate improvements.

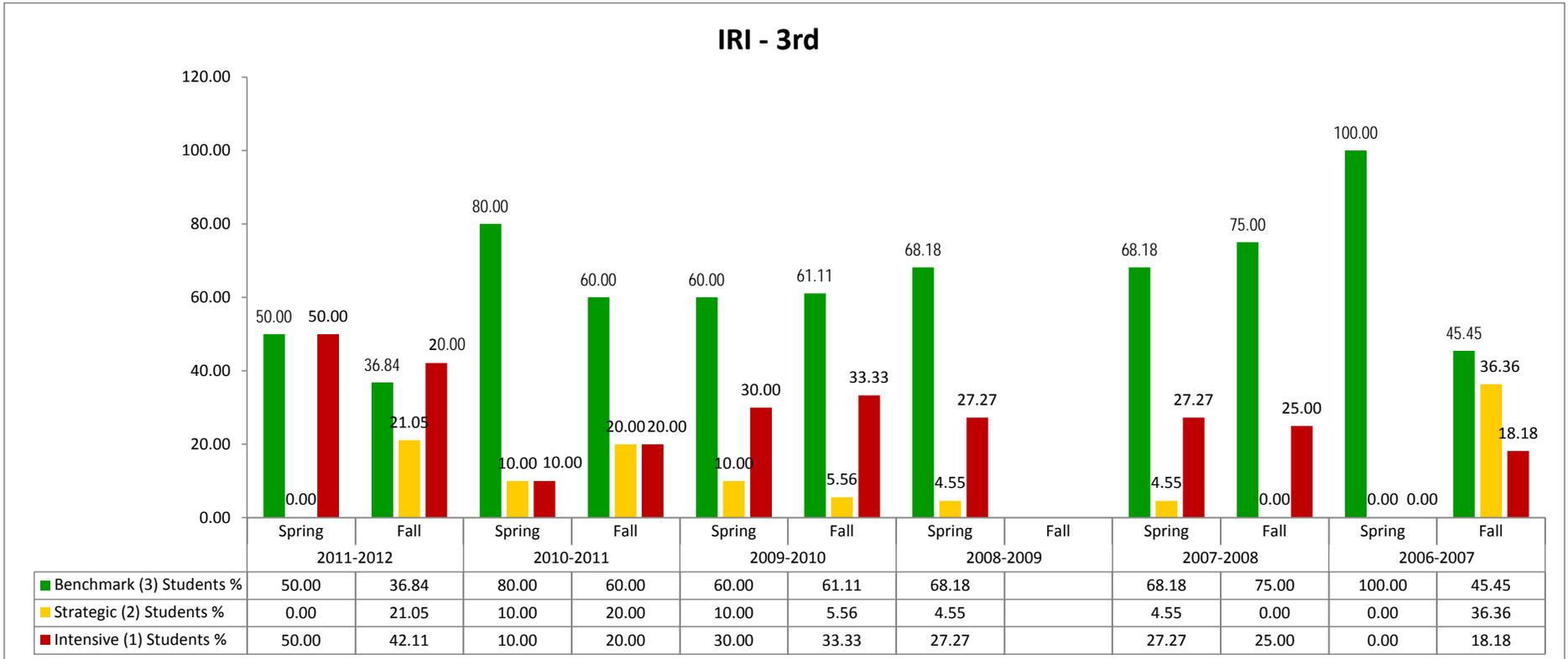
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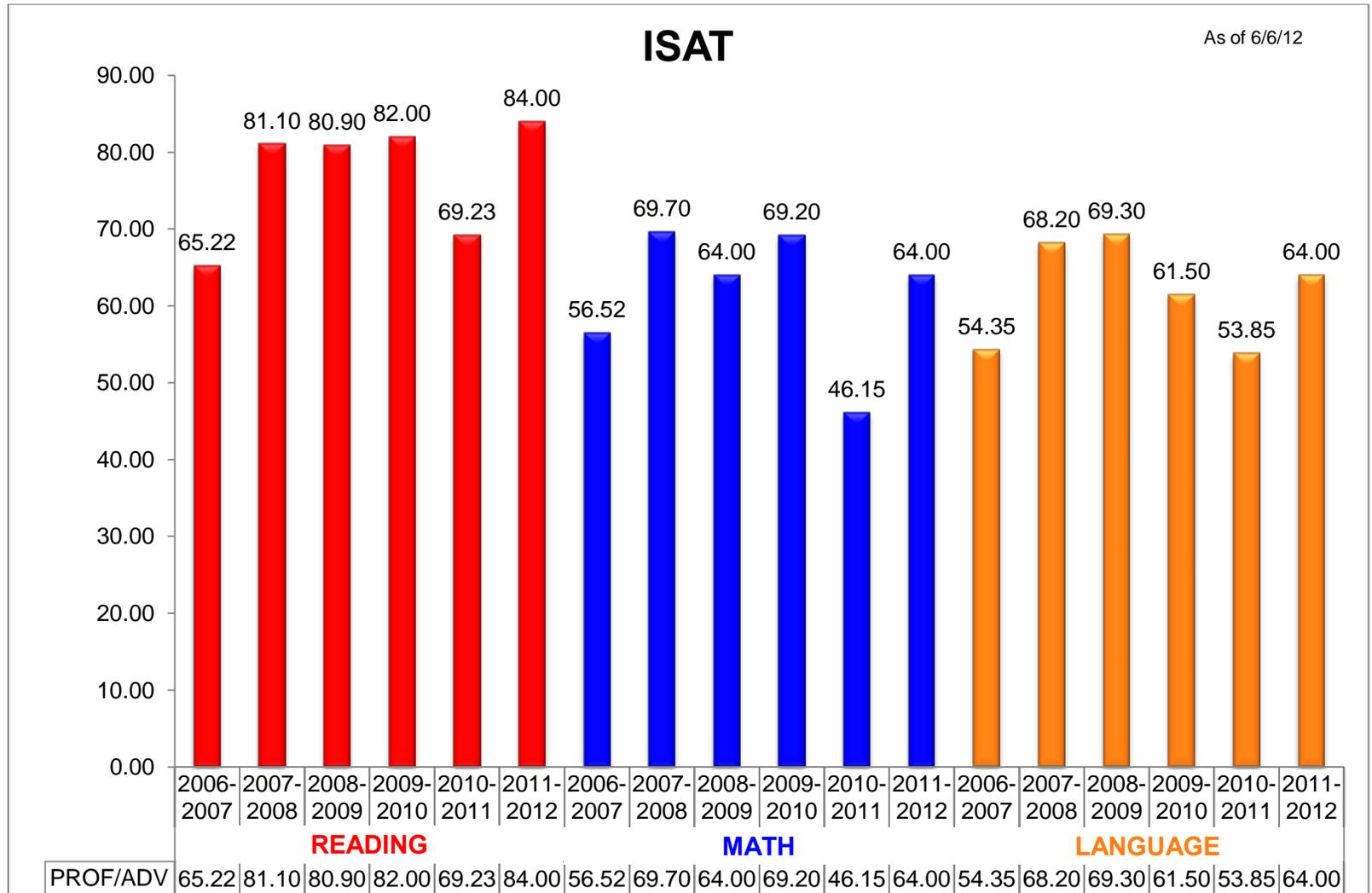
IRI								
Grade	Year	Semester	Benchmark (3)		Strategic (2)		Intensive (1)	
			Students		Students		Students	
			#	%	#	%	#	%
Kinder	2011-2012	Spring	18	95	0	0	1	5
		Fall	19	90.48	1	4.76	1	4.76
	2010-2011	Spring	15	83.00	3	17.00	0	0.00
		Fall	10	45.45	8	36.36	4	18.18
	2009-2010	Spring	15	75.00	3	15.00	2	10.00
		Fall	14	66.67	3	14.29	4	19.05
	2008-2009	Spring	8	47.06	4	23.53	5	29.41
		Fall	13	61.90	6	28.57	2	9.50
	2007-2008	Spring	N/A	N/A	N/A	N/A	N/A	N/A
		Fall	5	38.46	2	15.38	6	46.15
	2006-2007	Spring	9	64.29	3	21.43	2	14.29
		Fall	8	53.33	6	40.00	1	6.67
1st	2011-2012	Spring	6	33	6	33	6	33
		Fall	9	47.37	7	36.84	3	15.79
	2010-2011	Spring	8	50.00	6	37.50	2	12.50
		Fall	10	48.00	8	38.00	4	14.00
	2009-2010	Spring	7	58.33	2	16.67	3	25.00
		Fall	5	41.67	5	41.67	2	16.67
	2008-2009	Spring	3	30.00	0	0.00	7	70.00
		Fall	3	21.43	6	42.86	5	35.71
	2007-2008	Spring	11	57.89	2	10.53	6	31.58
		Fall	9	60.00	3	20.00	3	20.00
	2006-2007	Spring	12	80.00	3	20.00	0	0.00
		Fall	8	42.11	9	47.37	2	10.53
2nd	2011-2012	Spring	9	45.00	5	25.00	6	30.00
		Fall	8	44.44	4	22.22	6	33.33
	2010-2011	Spring	8	38.00	4	19.00	9	43.00
		Fall	7	33.00	2	10.00	12	57.00
	2009-2010	Spring	N/A	N/A	N/A	N/A	N/A	N/A
		Fall	N/A	N/A	N/A	N/A	N/A	N/A
	2008-2009	Spring	12	46.15	2	7.69	12	46.15
		Fall	10	52.63	1	5.26	8	42.11
	2007-2008	Spring	19	67.86	5	17.86	4	14.29
		Fall	14	70.00	3	15.00	3	15.00
	2006-2007	Spring	14	77.78	3	16.67	1	5.56
		Fall	7	58.33	2	16.67	3	25.00
3rd	2011-2012	Spring	8	50.00	0	0.00	8	50.00
		Fall	7	36.84	4	21.05	8	42.11
	2010-2011	Spring	8	80.00	1	10.00	1	10.00
		Fall	6	60.00	2	20.00	2	20.00
	2009-2010	Spring	12	60.00	2	10.00	6	30.00
		Fall	11	61.11	1	5.56	6	33.33
	2008-2009	Spring	15	68.18	1	4.55	6	27.27
		Fall						
	2007-2008	Spring	15	68.18	1	4.55	6	27.27
		Fall	15	75.00	0	0.00	5	25.00
	2006-2007	Spring	11	100.00	0	0.00	0	0.00
		Fall	5	45.45	4	36.36	2	18.18



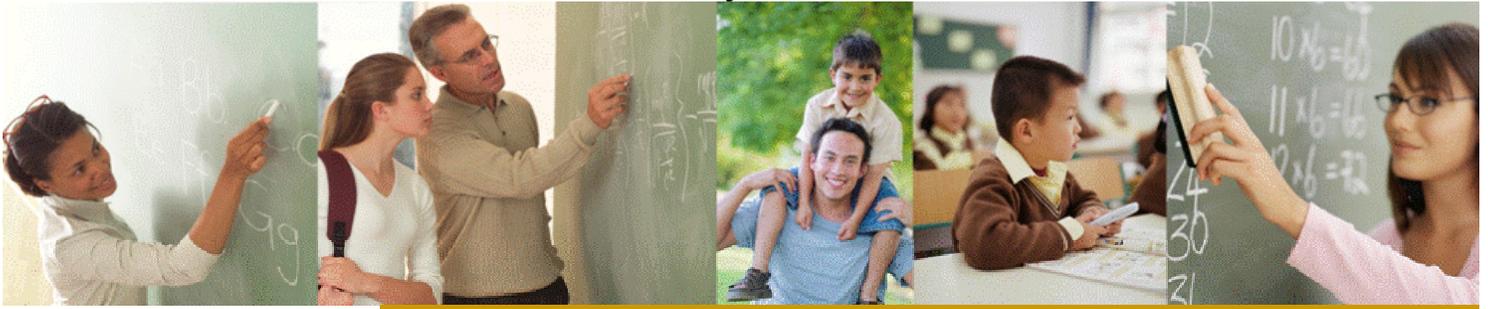








February 14, 2013



EDUCATIONAL EFFECTIVENESS SURVEY™

Parent Edition V2.1

DaVinci Charter School

3/23/2012

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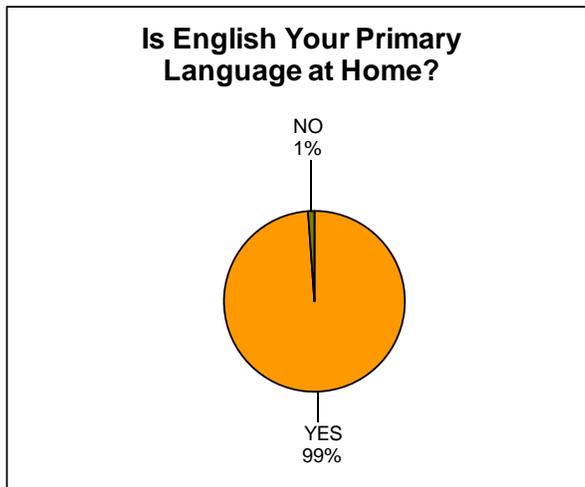
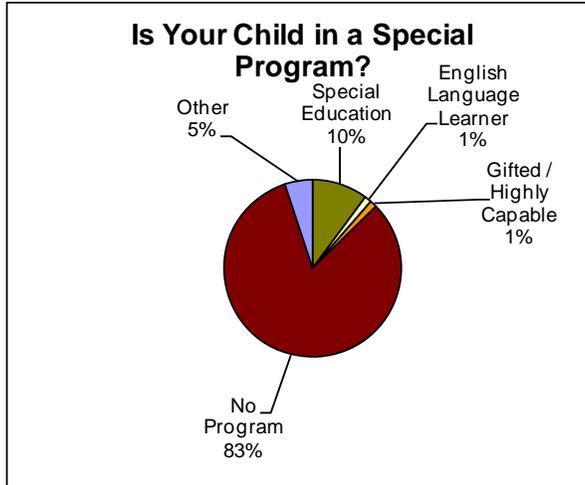
The Center for Educational Effectiveness

Characteristic Definitions

To help schools identify and leverage these drivers and focus on what makes a school successful, the EES quantifies these characteristics. This results report contains a summary of the information your parent community provided on the EES survey form.

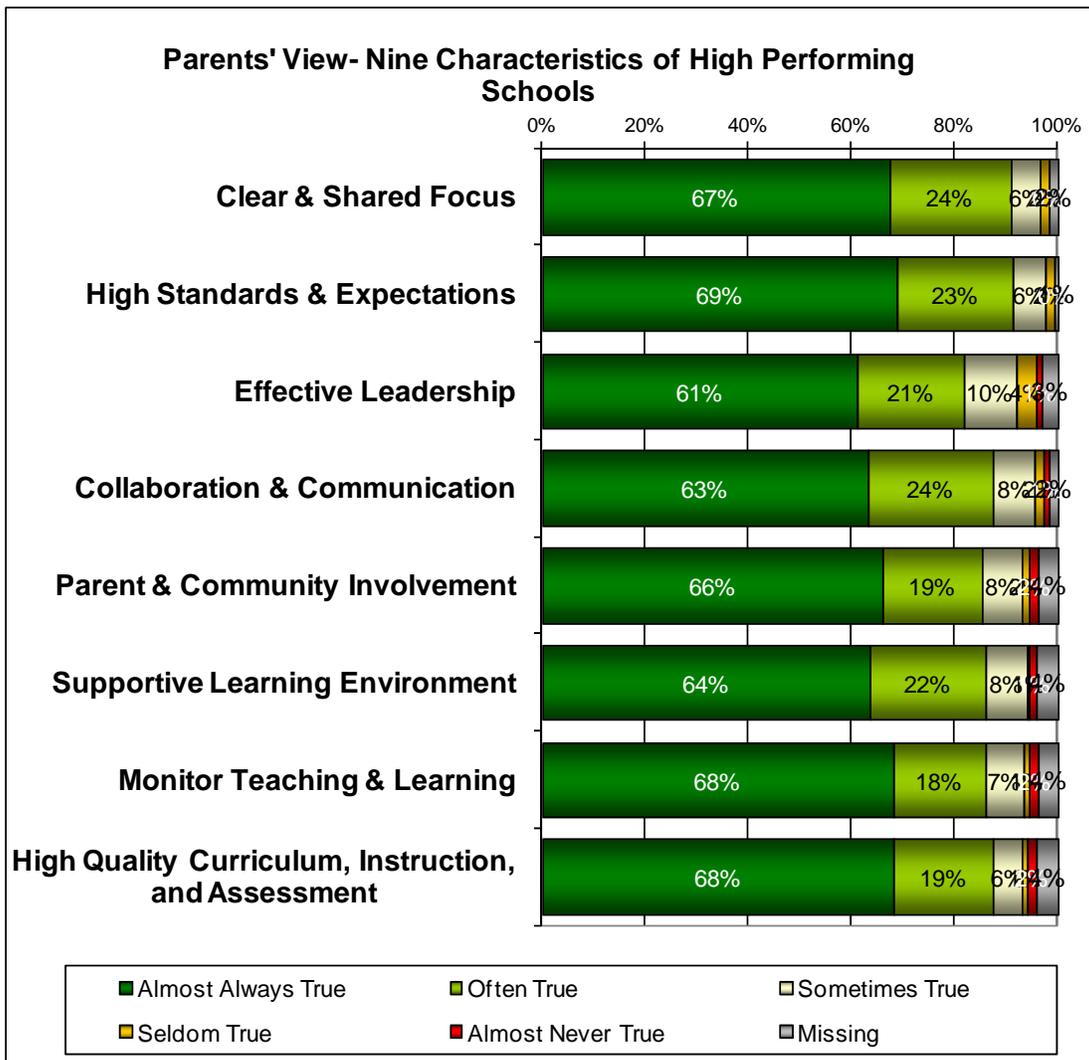
- **Clear & Shared Mission/Vision:** Everybody knows where they are going and why. The vision is shared, everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.
- **High Standards and Expectations:** Teachers and staff believe all students can learn and that they can teach all students. There is a recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
- **Effective School Leadership:** Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- **High Levels of Collaboration and Communication:** There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
- **High Levels of Parent and Community Involvement:** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.
- **Supportive Learning Environment:** The school has a safe, civil, healthy and intellectually stimulating learning environment. Staff feel supported, respected and valued and students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- **Monitoring of Teaching and Learning:** Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also improve the instructional program.
- **Curriculum, Instruction and Assessment Aligned with Standards:** Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

Demographic Charts



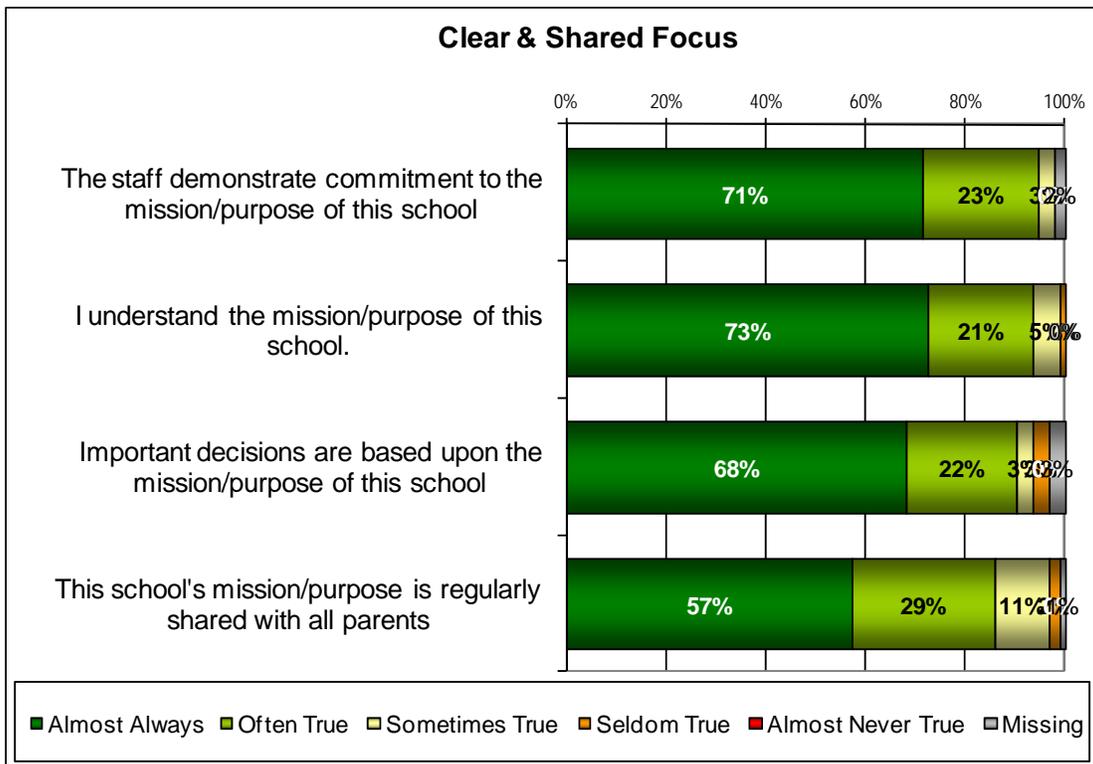
Summary Chart: Overall

This page summarizes your results on the Nine Characteristics of High-Performing Schools. As you look at these categories do you see one or two that indicate real strength as represented in significant green? Do you see one or two that lean more toward the negative values of orange and red? To further understand the meaning of this data you will need to review the breakdown of the individual items which comprise each of these categories. Those pages follow.



Clear and Shared Focus

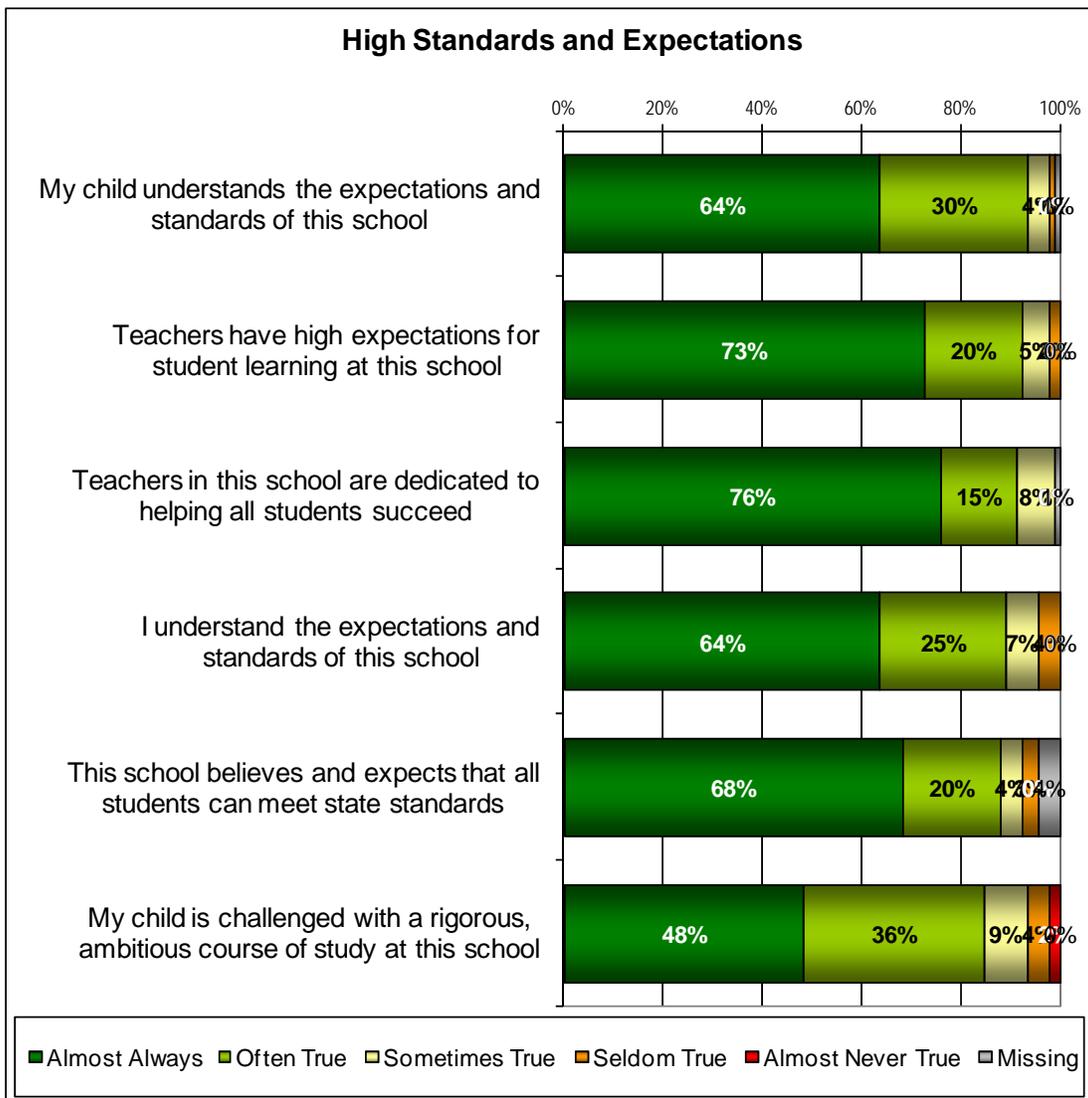
Effective schools are comprised of committed people (adults and students) who passionately embrace the vision and mission of education. They have a commitment to making a difference in the lives of their students and the communities from which they come. These schools are staffed with people whose purpose for working is for those they serve.



High Standards and Expectations

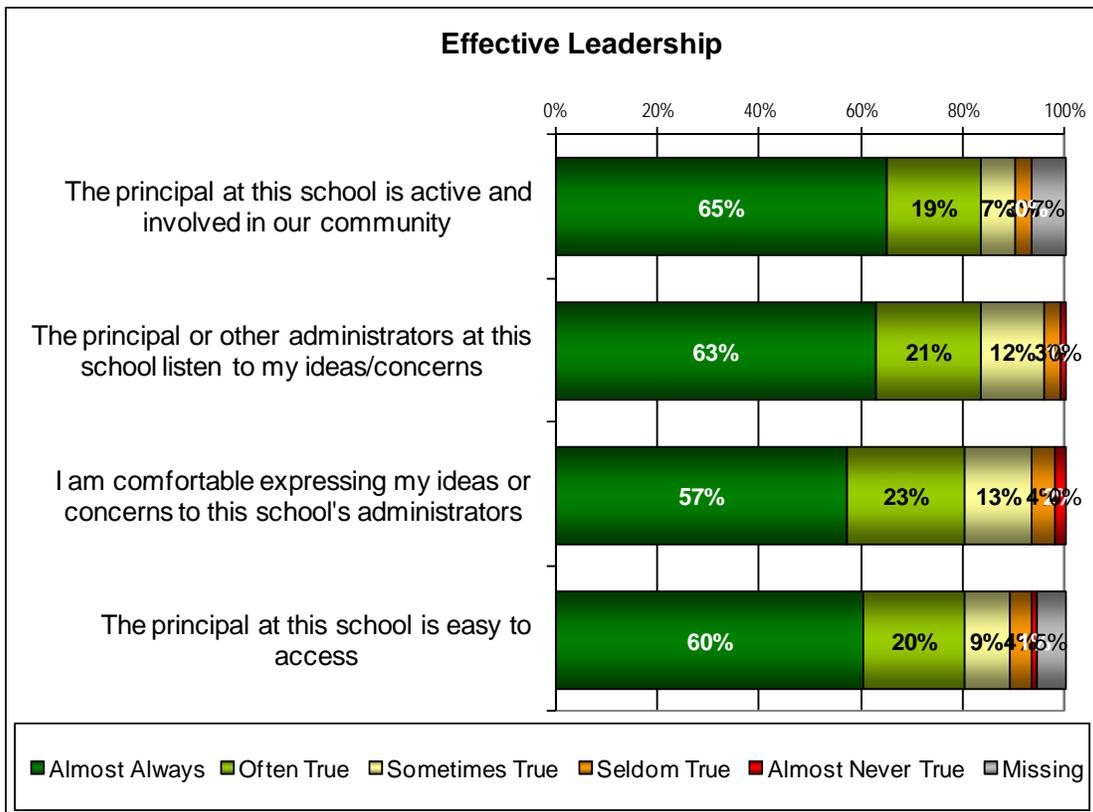
“Excellence” is a reflection of the personal discipline that staff members bring to their work. Schools that place a high emphasis on performance development and have a clear understanding of the distinction between experience and expertise are more likely to experience a commitment from staff to achieving performance excellence.

Teachers and staff believe all students can learn and that they have the skills and systems in place to teach all students. They hold one another accountable for student learning.



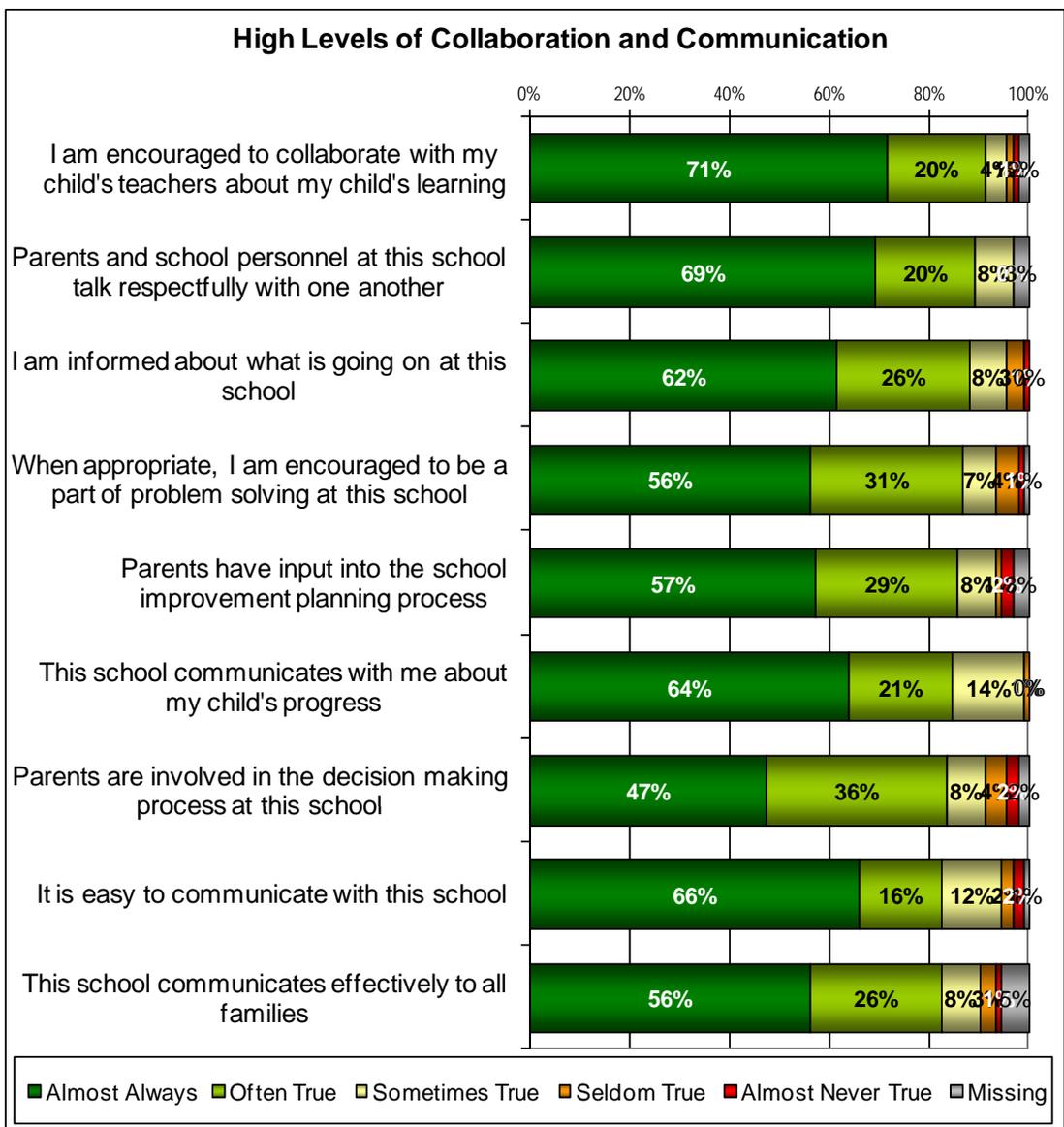
Effective Leadership

Effective leaders are committed to the core values of the school and district, and provide feedback and encouragement to achieve performance excellence. Effective leaders bring maturity, good judgment, strategic and critical thinking to the process of creating within the organization they lead, the increased capacity for success.



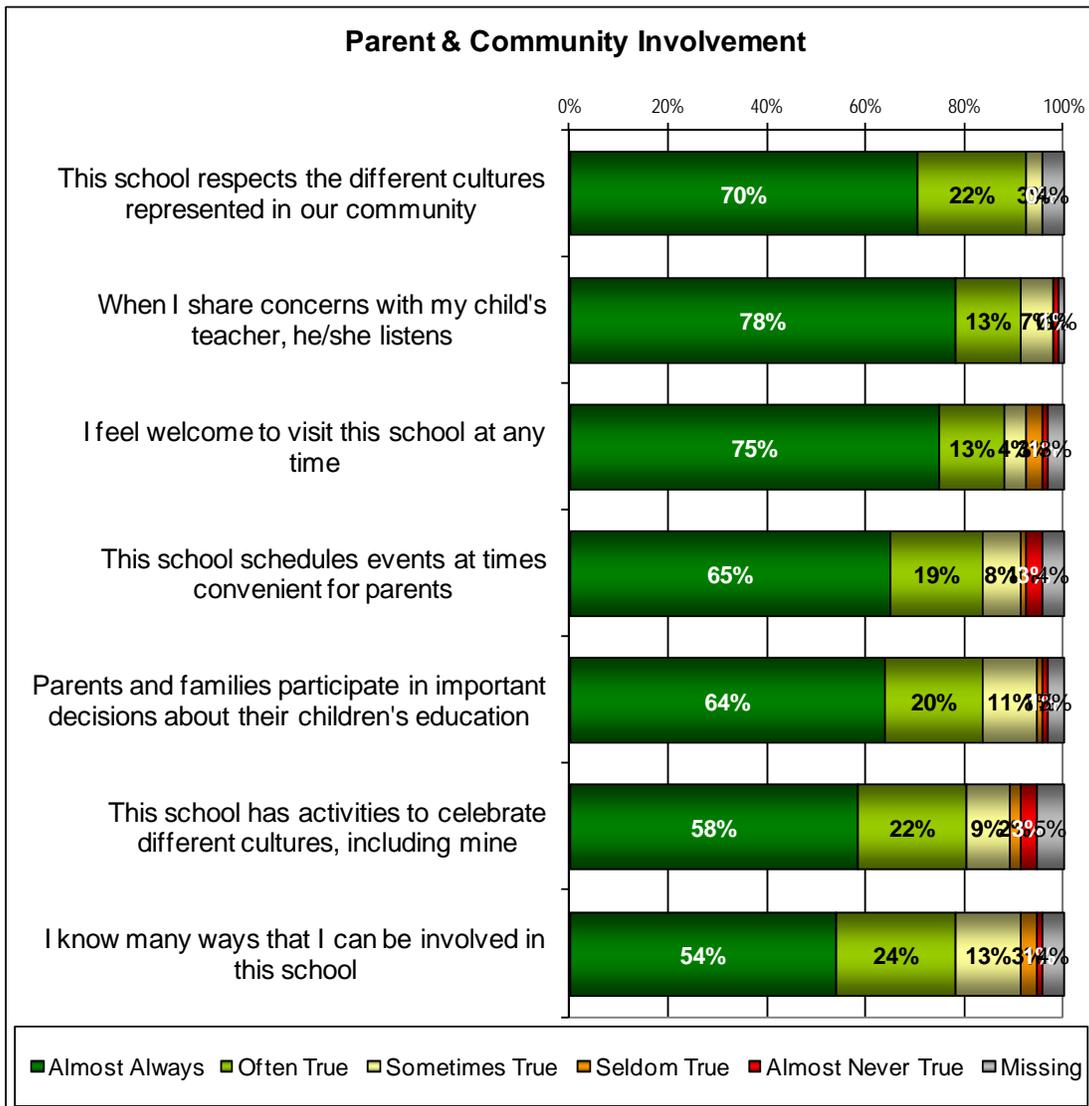
High Levels of Collaboration and Communication

Effective schools intentionally foster teamwork to create an environment that celebrates individual differences and contributions to organizational outcomes. Effective organizations and teams are a reflection of equal participation, substantive conversations, clear expectations, accountability, and continual feedback. There is constant collaboration and communication between and among teachers of all grades, students, and parents, families, or guardians. Everybody is involved and connected, including students, parents and members of the community, to solve problems and create solutions.



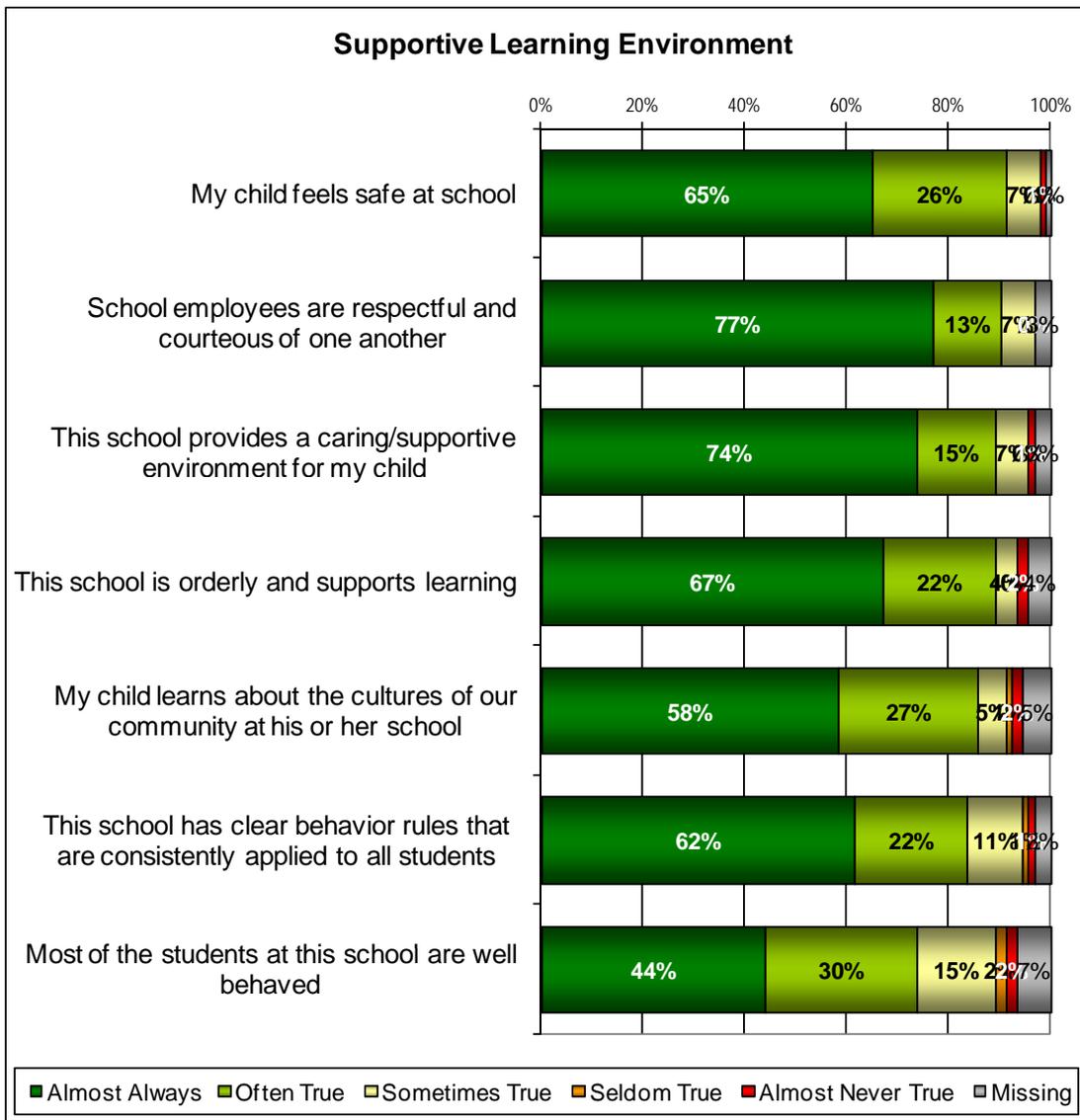
Parent and Community Involvement

Effective schools create and sustain high levels of parent and community involvement. There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.



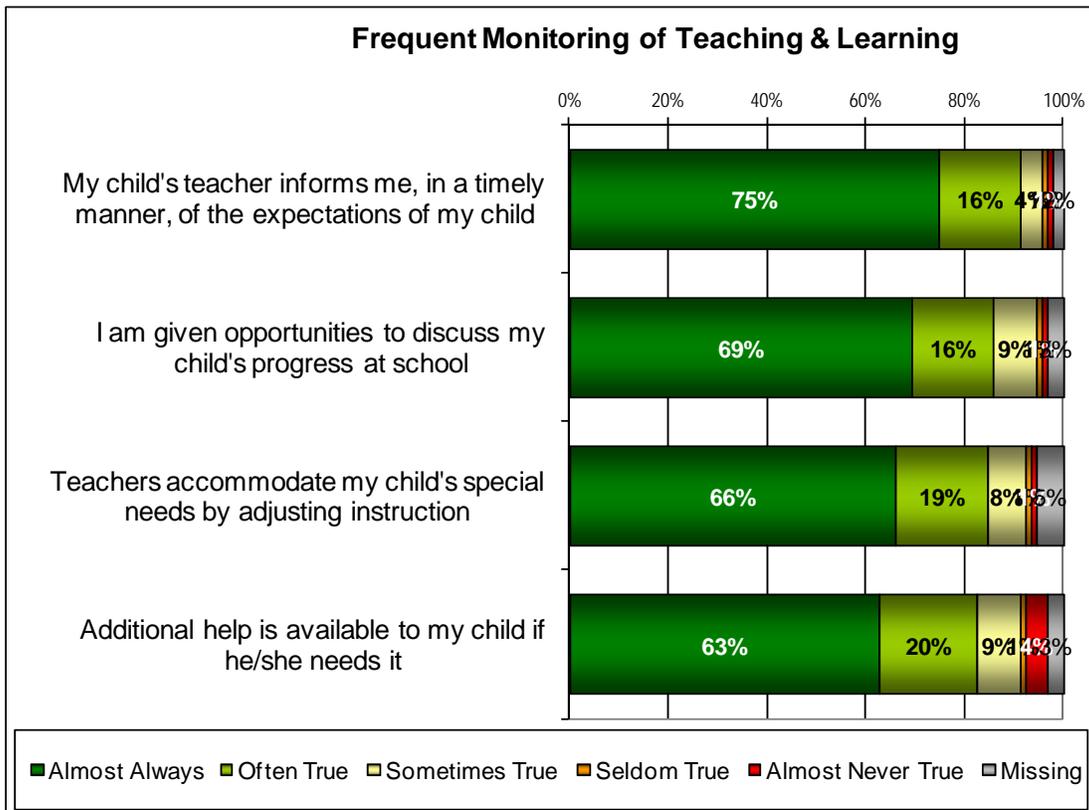
Supportive Learning Environment

The environment in which a staff works and students learn has a significant impact on the quality of educational work. Equality, safety, and a sense of fairness go a long way toward encouraging staff members to strive for excellence. A sense of community as distinct from being a team is another avenue to achieving organizational success, the pride and support of all staff members.



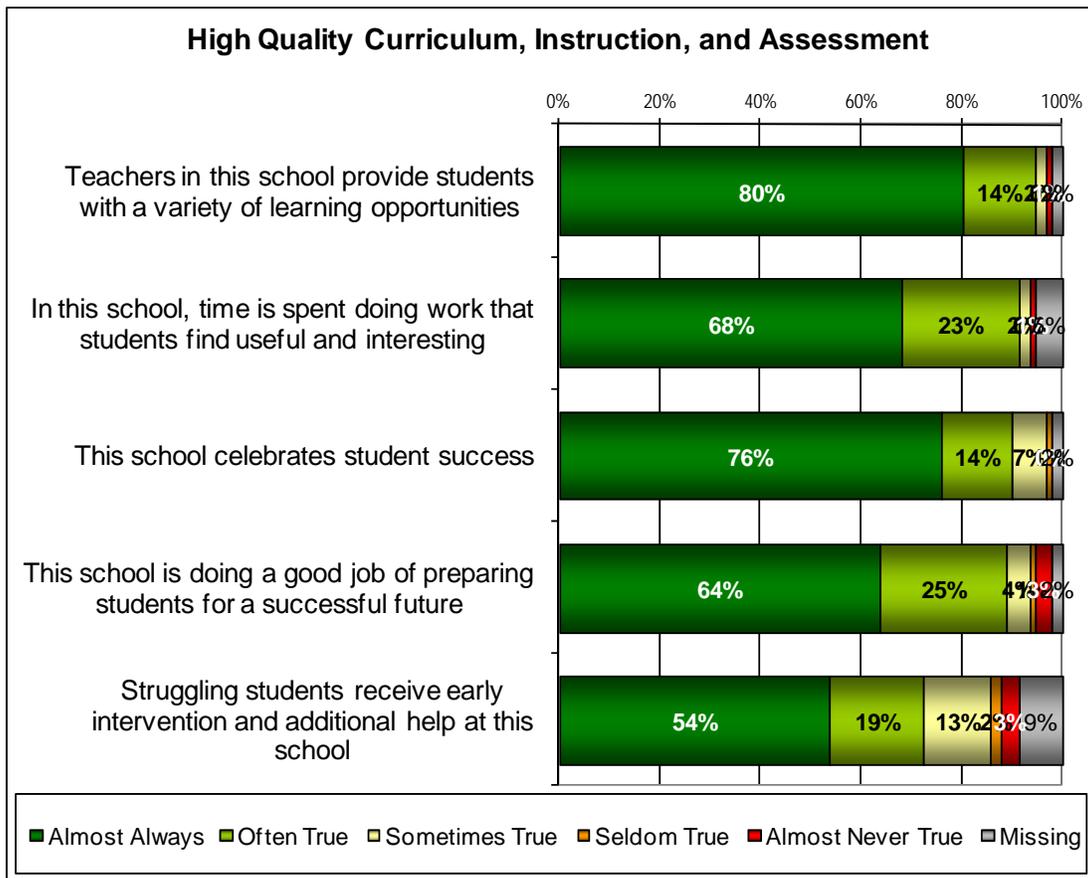
Frequent Monitoring of Teaching and Learning

Effective schools engage in constant, thorough, and rigorous monitoring of teaching and learning. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used– both for monitoring adult work and student work. The results of the assessments are used to improve student performances and also improve the instructional program.



High Quality Curriculum, Instruction, and Assessment

Effective schools implement, with fidelity and rigor, high quality curriculum, instruction and assessment. Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.



SUBJECT

Rolling Hills Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Rolling Hills Public Charter School (RHPCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2005. RHPCS currently enrolls approximately 250 students in grades K-8.

In January 2011, the PCSC issued to RHPCS a notice of defect (NOD) on the grounds of failure to demonstrate fiscal soundness. This NOD has not been lifted to date, and RHPCS has been submitting regular financial updates to the PCSC staff.

DISCUSSION

RHPCS will provide an update regarding the status of the school.

RHPCS achieved strong academic results in 2011-2012; the school met [AYP](#) and received a [Star Rating](#) of 4 out of 5. RHPCS had high performance in the Achievement category, reflecting the strong percentages of students who scored proficient or advanced on the spring 2012 ISAT. Though the school's growth results were not quite as strong, adequate growth was met in all categories and median Student Growth Percentiles generally demonstrated that the majority of RHPCS students have academic growth rates that match or exceed their academic peers.

Based on self-reporting, RHPCS met the Measurable Student Educational Standards (MSES) outlined in the school's charter.

Based on feedback from the administrator and teachers at the PCSC site visit, it appears that the division of roles and responsibilities between the administrator and board may be out of balance, with the board assuming responsibilities that would normally be the purview of the administrator. The RHPCS administrator has communicated his intention to retire in April 2013, and the resulting transition may present an opportunity for the board to clarify appropriate roles.

RHPCS reports an anticipated carryover for FY13 of nearly \$30,000. However, in the spring of 2015, RHPCS will face a deferred, balloon facility payment of approximately \$100,000. This obligation will be difficult to meet unless RHPCS can increase its rate of saving. The school recognizes that fundraising and increased enrollment, particularly in the middle school grades, are necessary to build the required reserve. RHPCS reports that the school's current enrollment is 255, down from 273 in FY12. Although RHPCS projects that it can remain

solvent through FY14, the school's long-term financial health remains a matter of concern.

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 consider lifting the notice of defect issued in January 2011, if the PCSC is confident that RHPCS can meet its obligations for the current and upcoming fiscal years. However, the PCSC should continue to monitor RHPCS's financial situation in anticipation of the impending balloon payment in FY15.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

**Idaho Public Charter School Commission
Site Visit Report**

School	Rolling Hills Public Charter School (RHPCS)
Address	8900 N Horseshoe Bend Road, Boise, ID 83714
Date of Site Visit	November 14, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Monique Hale, Chair Leann Gilberg, Treasurer
Administrator(s) Interviewed	Dr. John Montgomery, Principal
Business Manager / Clerk Interviewed	Kim Davis, Part-time Business Manager
Other Stakeholder(s) Interviewed	8 teachers

Board Member(s) Interview

Monique Hale, Chair, and Leann Gilberg, Treasurer, participated in the interview. Leann has been a member of the board for four years. Monique’s family was involved in the school’s founding, but she just became a board member in May 2012. When asked when the board last read the charter in its entirety, Monique said that they have referred to it a lot since May, but both she and Leann believed that the board hasn’t read it cover-to-cover in a while. The board members described the school’s mission and vision, referring to the Harbor method and the school’s aim to provide a safe environment where accelerated learning can take place. According to the board members, Dr. Montgomery has experience with the Harbor method and knows what teachers need to do. He is hands-on and interacts with students. RHPCS is working to improve their middle school program by adding and improving music offerings and reviewing curriculum and classroom practices to ensure that students are excelling academically.

The board members feel that their relationship with Dr. Montgomery is good. They expressed that the board works to support him without stepping on toes, and feel that the board and administrator have a fairly unified view on where the school needs to go. They were able to identify the appropriate division of roles between the board (governances, oversight, policymaking, and supporting and holding the administrator accountable) and the administrator (day-to-day implementation). They feel they are fairly close to this ideal, though the board has had to step in and help “when needed” when Dr. Montgomery has been unavailable. The administrator provides information to the board about the school’s academic performance approximately every other month, and reports annually on standardized test results.

The RHPCS board conducts an annual self-evaluation in the summer, using an ISBA template. The Board Secretary compiles the aggregated results into a report for the board that they then discuss. The board recently implemented a plan to do training at each meeting on budgeting / finances and policies. Historically, board training has been hit or miss, and this is an area the board is trying to improve. Board members attend ISBA conferences and meetings based on what they can afford. All board members are expected to sign a code of conduct that is based on an ISBA template.

When asked about concerns they have for the school, the board identified three primary challenges they are facing: 1) finances, which are tight and require constant monitoring, 2) enrollment, which impacts finances, and 3) preparing for an administrative transition

since Dr. Montgomery is retiring in April 2013. The board is also in the process of making sure that teachers are well-trained and know how to implement the Harbor method.

The board members feel they are in the process of developing policies to strengthen and sustain the school. They are currently preparing for the administrator hiring process and will soon begin developing a training plan for the chosen candidate. In regards to preparations for the Common Core standards, RHPCS began the process of aligning curriculum in summer 2012, with teachers reviewing curriculum with the support of a board member who has strong knowledge of Common Core.

Administrator(s) Interview

John Montgomery, Principal, participated in the interview. He measures success at RHPCS through both test scores and the school's culture and environment. He believes it is important for the school have a positive, safe environment, with strong relationships among the administrator, teachers, and students.

When asked about his relationship with the RHPCS board, Dr. Montgomery noted that the board has changed over the past couple years. He doesn't feel he has a bad relationship with the board, but said that the board is more hands-on now because he is retiring. He believes that the board members are sincere and have good intentions, but recognizes that, ideally, there should be a clear segregation of roles. Dr. Montgomery feels he has a good relationship with the school's teachers.

Dr. Montgomery feels that as the board looks for a new administrator, they should look for someone who is experienced and strong and should then place their trust in that person. It is his hope that in doing so, the board and administration will develop a better balance of roles and responsibilities. Finally, Dr. Montgomery noted that finances are an ongoing concern for RHPCS, and that it is important that the school continue to build financial stability so they can be prepared for the future.

Business Manager / Clerk Interview

Kim Davis, the part-time Business Manager, participated in the interview. Ms. Davis is fairly new to her position; she started at RHPCS in April 2012. Her position permits approximately 15 hours per week for work on finances / business management. When asked if she feels this is adequate to complete her work, she responded that while at first there was not enough time, due to the learning curve, it has gotten better.

Ms. Davis openly recognized that finances at Rolling Hills remain tight. She projected having a carryover of approximately \$14,000 this year (\$6,000 reserve from last year plus \$8,000 saved this year). Deferred facility payments of approximately \$100,000 will be due in spring 2015, and Ms. Davis is concerned that if the school builds funds at the current pace, it will be extremely difficult to make the payments. Ms. Davis said that the board and administration recognize that increased enrollment, particularly in the middle school grades, could improve the school's financial situation. Additionally, the board is discussing fundraising to help address the gap.

Teacher Meeting

The PCSC staff member had the opportunity to meet with eight (8) teachers who teach a variety of grades and subjects (including special education). Teachers were open and honest in their feedback; the following reflects a summary of their responses to the PCSC staff member's questions:

What can be improved at RHPCS?

Teacher morale is low, and teachers are concerned that this could lead to staff turnover and instability for the school and its students. Teachers feel that, whether intentionally or not, the board is overstepping and taking on responsibilities and activities that would normally be the purview of the administrator. Additionally, teachers would like to see improved communication; they expressed frustration and confusion regarding decisions and policies enacted by the board. They would like to receive more information (ideally in advance of board meetings) regarding issues being considered by the board that may affect them or their classrooms and then have sufficient time and opportunity to provide feedback. Overall, they felt that communication and the chain of command between the RHPCS board, administration, and teachers / staff could be improved.

What is working well?

Teachers are proud of the RHPCS students and enjoy working with them. They reflected that the students do "awesome" things and the school's academic results are strong, even with kids who probably would have fallen through the cracks elsewhere. The students are helpful and kind; they mentor and accept each other. Also, the teachers feel that the RTI implementation has improved and is starting to show results and potential. Finally, they are grateful that the staff is cohesive and works well together. Teachers support each other and feel comfortable asking each other questions; problem solving is one of their strengths.

Documents Review

Finances

The finances through the 2011-2012 year and 2012-2013 year-to-date were reviewed. Questions were answered by Kim Davis. The PCSC staff member recommended that RHPCS consider building a multi-year budget, particularly since they are facing a bubble payment in 2015. Additionally, the PCSC staff member recommended that Ms. Davis contact other charter schools who have long-term business managers and stable finances to ask for advice and feedback. The financial documents appear to be in order though finances are very tight.

Special Education Files

Three (3) special education files were selected at random for review by the PCSC staff member. All IEPs were up-to-date, and eligibility, accommodations and LRE pages were included. The organization of the files could improve, as one of the files had at least one document that did not seem to be in the appropriate place, making it more

difficult to find and review. However, all critical documentation was included. While the PCSC staff member had the opportunity to observe pull-out services very briefly, the limited exposure makes it impossible to make any statements regarding the quality of special education services at RHPCS.

Classroom Observations

The PCSC staff member was only able to observe classrooms for a brief time, and some classes were at recess, minimizing the staff member's ability to develop a strong understanding of the classroom environment at RHPCS. However, most of the classrooms that were observed had at least fairly strong teaching and engaged students. There was some variation among teachers in their implementation of the Harbor method and student engagement. While there were standout teachers, it also seems that some teachers may benefit from additional training and support.

Summary

Strengths

- Strong academics as evidenced by the school's 4 Star Rating
- Many classrooms observed had engaged students
- Teachers feel supported by each other and feel comfortable collaborating with and supporting each other

Challenges or Areas for Improvement

- There does not seem to be an appropriate balance of roles and responsibilities between the board and administration
- Teacher / staff morale is low
- Board training could be improved – trainings seems to be infrequent and may not be adequate to provide the board with the knowledge they need to address challenges
- Finances are very tight and continue to require careful monitoring
- The MSES should be updated to align with the Star Rating system

Concerns

The PCSC staff member who conducted the visit has concerns about the following:

- the school's long-term financial stability
- governance / the practices of the board: a) the balance of roles with administration, and b) board policies and practices that seem to be creating issues between the RHPCS board and the teachers / staff)

Possible Charter Violations

There are no apparent charter violations at this time.

Possible Charter Amendments

- Updated MSES that are aligned with the Idaho Star Rating System (identified by PCSC staff, not the BCCLC staff or board).

Recommendations

- PCSC staff recommends that the board conduct an internal analysis to identify policies and practices (whether intentional or unintentional) that are impacting the balance of roles and responsibilities between the board and administration and develop a plan for improvement.
- PCSC staff recommends that the board consider: 1) reviewing policies and practices to identify those which may be alienating / frustrating RHPCS teachers, and 2) identifying and implementing strategies to improve staff morale and/or the board's relationship with the school's staff.
- PCSC staff recommends continued close financial monitoring and planning, in addition to intensive effort toward increasing enrollment.
- PCSC staff recommends that the charter be amended to update MSES to be aligned with the ID Five-Star Rating System.

Materials or Follow-up Requested of the School

No follow-up was requested of the school.

February 14, 2013

CHARTER SCHOOL DASHBOARD

Date: January 24, 2013

School Name: Rolling Hills Public Charter School

School Address: 8900 N. Horseshoe Bend Road

School Phone: 208-939-5400

Current School Year: 2012-2013

School Mission: To kindle understanding and knowledge, imbue students with wisdom, and cultivate the ability of each student while inspiring genius where we find it.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Monique Hale	Chair - 2013	Small Business Management, Emergency Medicine, Spanish, Special Needs/Twice-Exceptional experience	holamoniquely@gmail.com	208-602-5095
Jonathan Giles	Member - 2014		giles@boisesurgical.com	208-599-0482
Leann Gilberg	Treasurer - 2013		lgilberg@cablone.net	208-866-0596
Scot Carley	Vice Chair - 2013		scotcarley@me.com	208-863-9337
Uschi De Rose	Member - 2013		uderose@q.com	1-714-651-7756
Tina Roehr	Member - 2014	Certified teacher and media generalist	roehrt50@gmail.com	208-939-3725

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	95.58	0	44	95.98
1	33	96.51	8	31	95.17
2	30	95.00	12	25	94.26
3	26	94.47	0	32	95.96
4	31	94.93	0	30	95.64
5	28	95.97	0	32	96.45
6	28	96.50	0	29	96.27
7	28	96.26	0	30	94.71
8	27	95.88	0	20	95.58
9					
10					
11					

February 14, 2013

12					
TOTAL	255	95.70		273	95.48

Student Attrition Rate: 11

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? No

If yes, briefly describe planned enrollment changes, including numbers and grades affected: N/A

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	6 - 2.3%	3 - 1.2%	228 - 89.1%	0	0	10 - 3.9%	88 - 34.5%	26 - 10.2%
Previous	5 - 1.8%	3 - 1.1%		0	0	15 - 5.5%	95 - 34.7%	28 - 10.3%

FACULTY AND STAFF

Administrator Name(s): John K. Montgomery, Ph.D.

Administrator's Hire Date: August 1, 2009

Administrator Email(s): jmontgomery@rhpcs.org

Current Classified Staff (# FTE): 9

Classified Attrition Rate: 40%

Current Faculty (# FTE): 12

Faculty Attrition Rate: 35%

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 - 8th grade

REPORTING

Date of last programmatic operations audit? September 20, 2012

Date submitted to authorizer? October 10, 2012

Who performed your most recent programmatic audit? Idaho Charter School Network

Date of most recent fiscal audit? August 2, 2012

Date submitted to authorizer? August 28, 2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

It has been a stable year with few significant changes.

Please describe the greatest successes experienced by your school in the past year:

One of the big accomplishments for the school has been the start of a band and orchestra program.

February 14, 2013

Please describe any challenges you anticipate during the upcoming year:

Financial stability has been, and will continue to be, the most pressing challenge for Rolling Hill Public Charter School. Another challenge will be aligning math and science instruction with the Common Core Standards.

Please add any additional information of which you would like to make your authorizer aware :

The Administrator, John Montgomery, will be retiring April 1, 2013.

REQUIRED ATTACHMENTS

- Most recent ISAT and IRI results (as applicable)
- Chart comparing ISAT and IRI 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
- Exit interview data for most recent school year

Goals attainment report comparing the measurable student educational standards in your charter to actual results

Educational Philosophy and Mission

- Goal Attainment
 - RHPCS intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student body of the Charter School will be small in size, with generally one class in each grade so that students move up together. The receiving teacher will have intimate knowledge about what has been taught and about which student struggle with which concepts. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

General Education Goals:

1. Students will think critically and analytically integrate and synthesize knowledge, and draw conclusions from complex material.
2. Students will make sound ethical and value judgments based on the development of a personal value system, on an understanding of shared culture heritage, and knowledge of past success, failures, and consequences of individual roles and societal choices.
3. Students will understand and appreciate the culture diversity of the U.S. and other countries, and live responsibly in an interdependent world.
4. Students will acquire a base of knowledge common to educated persons and the capacity to expand that base over their lifetime.
5. Students will communicate effectively in written, oral, and symbolic form
6. Students will understand the nature and physical world, the process by which scientific concepts are developed and modified.
7. Students will appreciate the fine and performing arts.
8. Students will develop the mathematical and quantitative skills necessary of calculation, analysis and problem solving.
9. Students will understand the principles essential for continual mental and physical well-being.

Charter Board of Directors

- The PFA and Board of Directors of Rolling Hills Public Charter School will provide consultation to the Principal regarding ongoing plans for the school.

Comments:

Instruction

- RHPCS will provide a safe environment conducive to learning.
- Teachers will be empowered to maintain classroom discipline.
- The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work will be emphasized.
- Skills necessary to communicate effectively will be taught.
- A basic curriculum necessary to enable students to enter academic or professional technical post-secondary educational programs is provided.
- Skills necessary for students to enter the workforce will be taught.
- Students will be introduced to current technology.
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities will be emphasized.

Comments:

Student Assessment

- Student Educational Standards
 - Student progress will be evaluated periodically by each individual teacher for progress in the following areas in addition to academic skills.
 - Personal Responsibility
 - Expanding and Integrating Knowledge
 - Communication Skills
 - Thinking and Reasoning Skills
 - Social Responsibility and Skills

Personalized Learning Goals

Rolling Hills Public Charter School uses ***Personalized Learning Goals*** to better assess student strengths and areas for improvement. Teachers will send home a ***Personalized Learning Goal*** worksheet with the student for the parent and student to fill out together. This sheet is to be returned to the teacher to be included as a component in the student's individual instruction and assessment. The Personalized Learning Goal will be used throughout the year to monitor the student progress and progress toward individual goals.

1. Information will be gathered at the beginning of the school year to identify strengths and weaknesses of the child. The purpose of this is to provide the teacher with any information that will help them understand the individual needs of the students.

2. Teacher will work with students based on information from the child's previous teacher and his or her own observations to establish initial goals for that student.
3. A goals and action plan will be communicated to parents at the first parent / teacher conference for every student. If there are barriers to achieving the goals identified by the parent or the parent needs further clarification about the goals, the parent and teacher will meet as needed. Parents may always request a conference with the teacher if the written goal and plans need to be adjusted.
4. Students, parents, and teachers will monitor progress toward the goals and compliance with the action plan. If any party believes that further or different intervention is needed, a conference may be held as needed.
5. At the end of the second grading period, the teacher will send a progress report on personalized goal plan along with the report card.
6. The second conference of the year, which happens at the end of the third quarter, will be conducted in the same manner as the first conference. The final grading period report card will include a summary of the progress made under the plan.
7. At any time during the school year, any party may request an adjustment of the goals or the action plan based upon circumstances.
8. The plan may encompass academic, personal, or social goals depending upon the needs of the child.
9. Parents and teachers are encouraged to utilize all resources available to develop goals and strategies to achieve these goals. These resources include, but are not limited to, administrative assistance, Multi-Disciplinary Teams, special education resources, computer and on-line tools, and programs and other professional resources as available.
10. The plan will be flexible and fluid and will be the result of the parents working with the child and the child's teacher.
11. All information from this process will be passed from the child's teacher to his or her teacher in order to provide information on which to base an individualized learning plan for each student.
12. Standardized reporting forms and goal sheets will be developed so each child will have the same initial process. That process may need to be added to or adjusted based on individual circumstances.

Assessment of Student Educational Progress

Goal: Performance will be assessed at three levels.

1. Student progress relative to previous performance.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations of projects and video presentations and parental input.
3. Performance will be assessed relative to district and state developed standards using the ISAT and other tests.

Goal: We will meet the school goals when student demonstrate the following:

1. Write at grade level by grade 4.

2. Read at grade level by grade 3.
3. Compute math at grade level by grade 4.

Goal: The goals for students enrolled at Rolling Hills Public Charter School for two (2) years will be to:

1. Meet statewide performance standards developed by the SDE.
2. Demonstrate annual improvement or maintain scores in the top quartile of the school's relative rank using the following:
 - * ISAT, 3-8
 - * IRI, K-3

Comments: ISAT and IRI scores included in the report

Community Relations

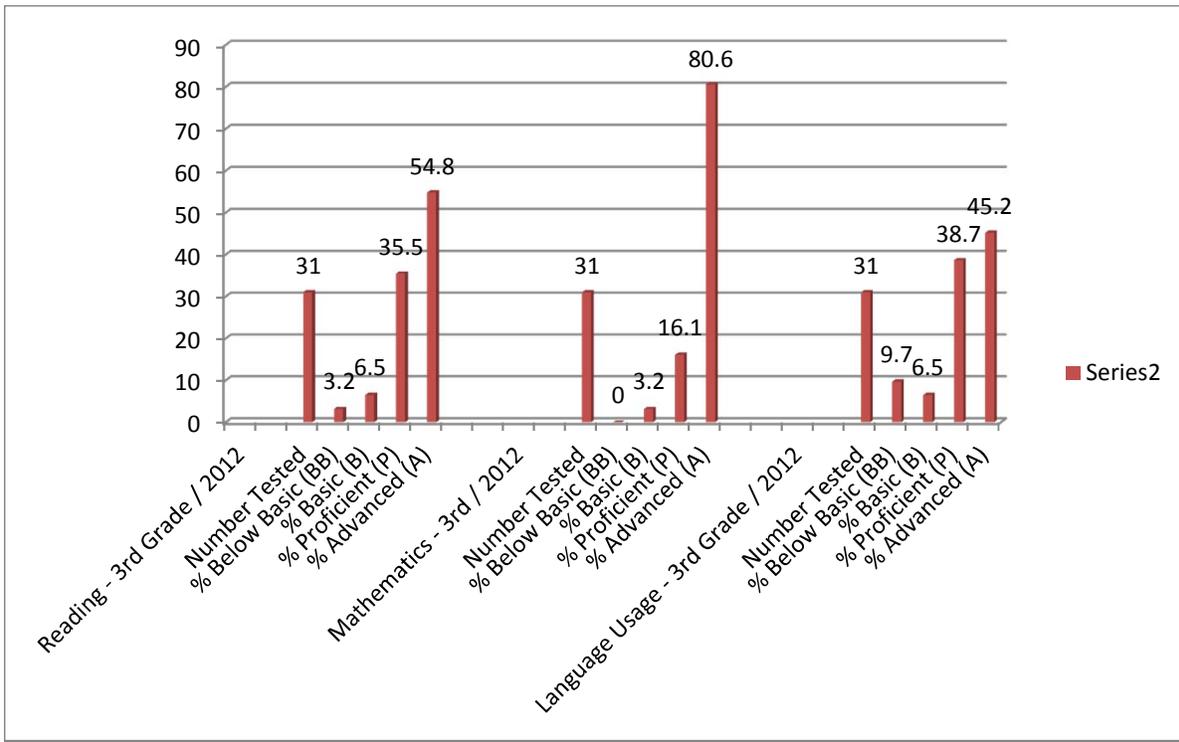
- **Goal: The parents of students who attend RHPCS will be involved in the education of their children and in the school at many levels.**

Goal Met

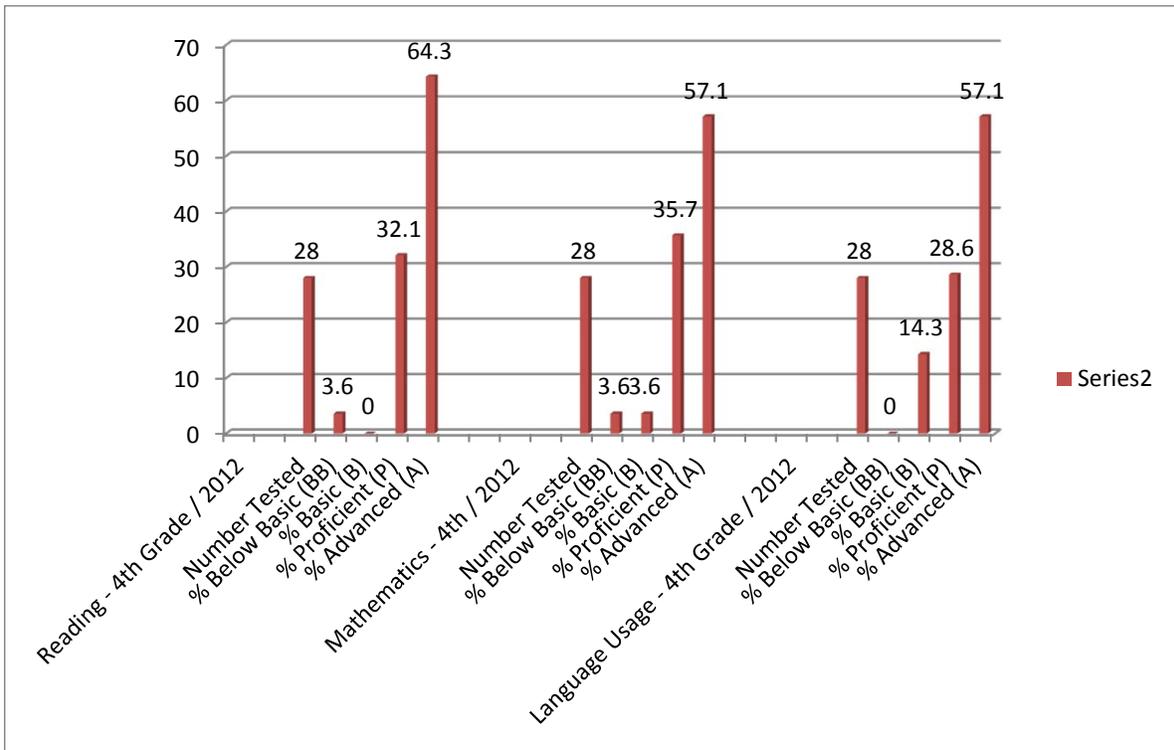
Evidence:

- Student handbooks given to each parent
- Parents fill out an in-depth profile of their child.
- Parents attend two parent teacher conferences each year.
- Parents will be asked to complete surveys throughout the school year addressing issues within the school.
- Parents will be encouraged to be involved in the PFA and to volunteer for school projects.
- Parents will be encouraged to provide an appropriate learning environment at home for student.

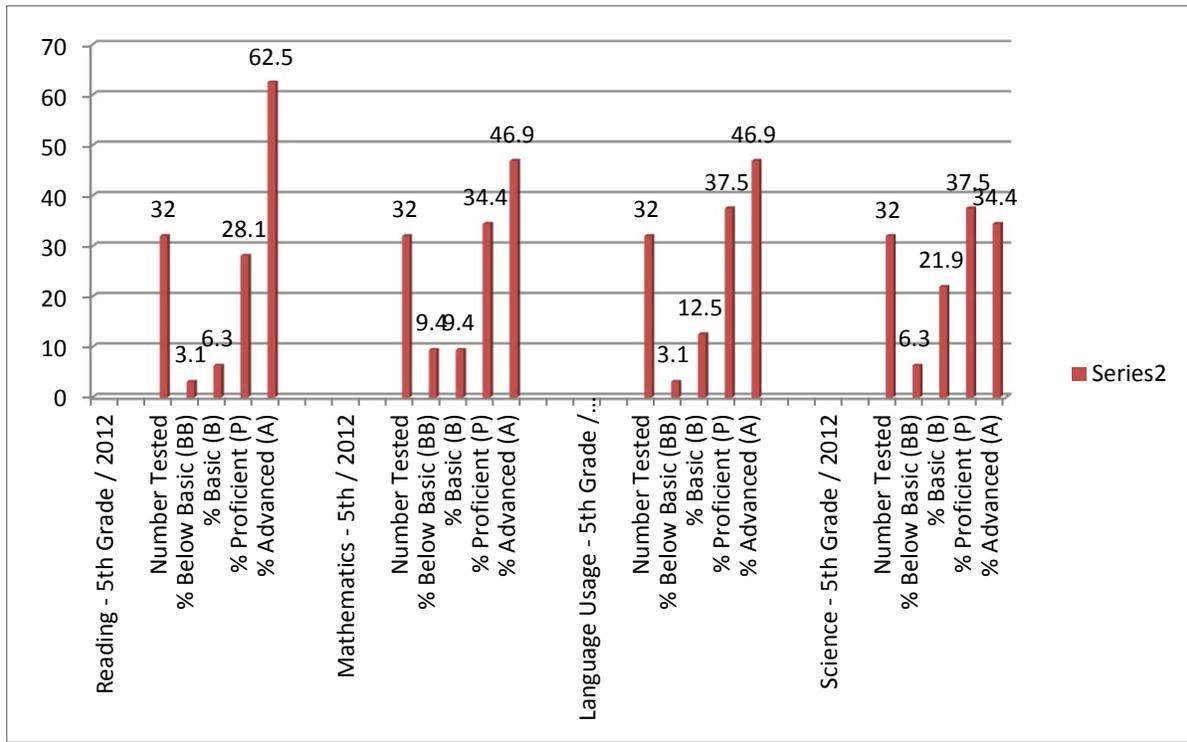
3rd Grade 2012 ISAT Results



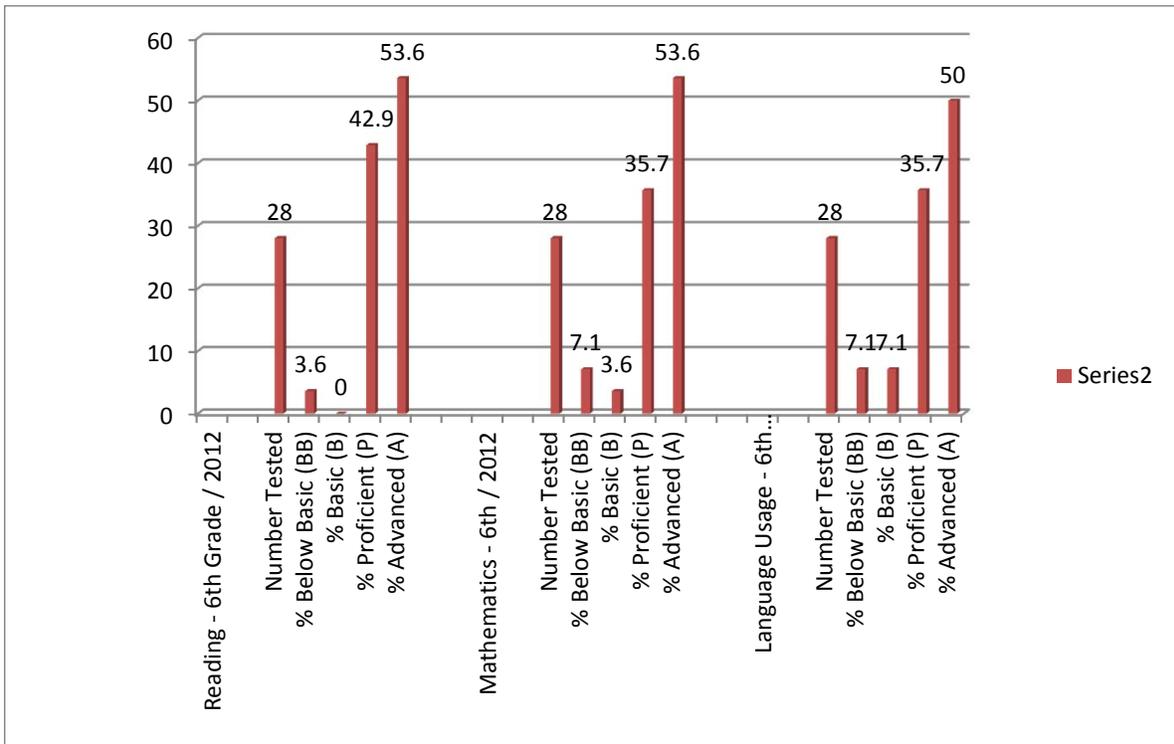
4th Grade 2012 ISAT Results



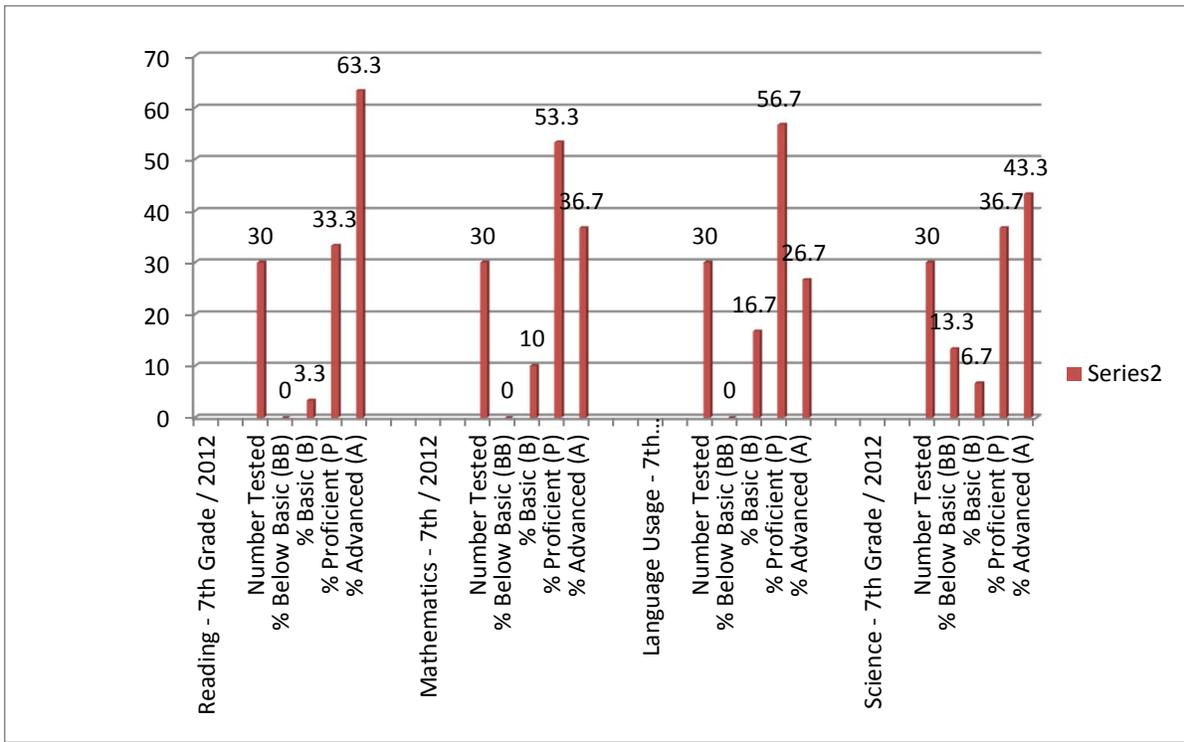
5th Grade 2012 ISAT Results



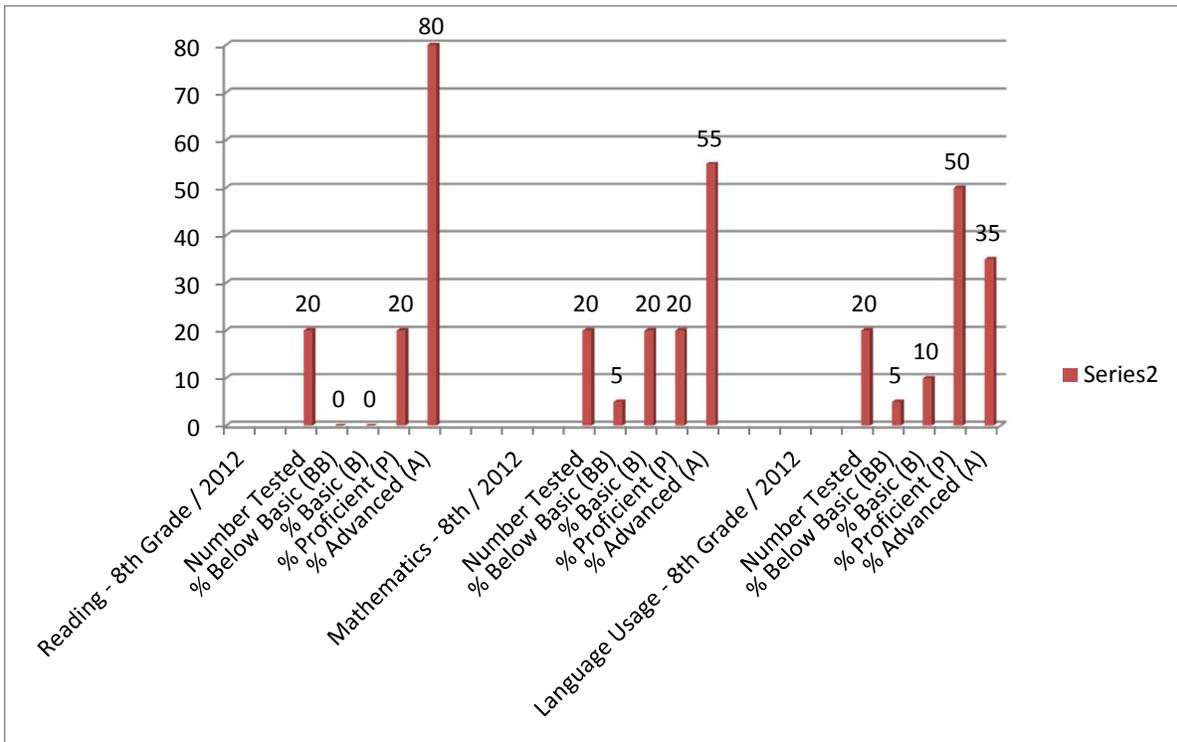
6th Grade 2012 ISAT Results



7th Grade 2012 ISAT Results



8th Grade 2012 ISAT Results



3rd Grade ISATs 2009-2012

Reading	2012	2011	2010	2009
Number Tested	31	40	21	29
% Below Basic (BB)	3.2	2.5	4.8	3.4
% Basic (B)	6.5	5	4.8	0
% Proficient (P)	35.5	22.5	28.6	27.6
% Advanced (A)	54.8	70	61.9	69
Mathematics	2012	2011	2010	2009
Number Tested	31	40	21	29
% Below Basic (BB)	0	2.5	4.8	0
% Basic (B)	3.2	12.5	0	6.9
% Proficient (P)	16.1	22.5	19	10.3
% Advanced (A)	80.6	62.5	76.2	82.8
Language Usage	2012	2011	2010	2009
Number Tested	31	41	21	29
% Below Basic (BB)	9.7	12.2	4.8	6.9
% Basic (B)	6.5	12.2	4.8	3.4
% Proficient (P)	38.7	24.4	38.1	24.1
% Advanced (A)	45.2	51.2	52.4	65.5

4th Grade ISATs 2009-2012

Reading	2012	2011	2010	2009
Number Tested	28	34	26	34
% Below Basic (BB)	3.6	5.9	3.8	0
% Basic (B)	0	2.9	3.8	0
% Proficient (P)	32.1	35.3	46.2	44.1
% Advanced (A)	64.3	55.9	46.2	55.9
Mathematics	2012	2011	2010	2009
Number Tested	28	34	26	34
% Below Basic (BB)	3.6	5.9	0	2.9
% Basic (B)	3.6	5.9	7.7	0
% Proficient (P)	35.7	32.4	42.3	32.4
% Advanced (A)	57.1	55.9	50	64.7
Language Usage	2012	2011	2010	2009
Number Tested	28	34	26	34
% Below Basic (BB)	0	2.9	3.8	5.9
% Basic (B)	14.3	11.8	3.8	5.9
% Proficient (P)	28.6	23.5	46.2	26.5
% Advanced (A)	57.1	61.8	46.2	61.8

5th Grade ISATs 2009-2012

Reading	2012	2011	2010	2009
Number Tested	32	27	31	28
% Below Basic (BB)	3.1	7.4	0	0
% Basic (B)	6.3	0	3.2	3.6
% Proficient (P)	28.1	29.6	35.5	35.7
% Advanced (A)	62.5	63	61.3	60.7
Mathematics	2012	2011	2010	2009
Number Tested	32	27	31	28
% Below Basic (BB)	9.4	7.4	0	0
% Basic (B)	9.4	14.8	0	3.6
% Proficient (P)	34.4	25.9	32.3	21.4
% Advanced (A)	46.9	51.9	67.7	75
Language Usage	2012	2011	2010	2009
Number Tested	32	27	31	28
% Below Basic (BB)	3.1	7.4	3.2	3.6
% Basic (B)	12.5	14.8	6.5	0
% Proficient (P)	37.5	33.3	51.6	42.9
% Advanced (A)	46.9	44.4	38.7	53.6
Science	2012	2011	2010	2009
Number Tested	32	27	31	28
% Below Basic (BB)	6.3	7.4	0	0
% Basic (B)	21.9	25.9	25.8	14.3
% Proficient (P)	37.5	40.7	48.4	50
% Advanced (A)	34.4	25.9	25.8	35.7

6th Grade ISATs 2009-2012

Reading	2012	2011	2010	2009
Number Tested	28	31	29	27
% Below Basic (BB)	3.6	3.2	10.3	3.7
% Basic (B)	0	0	6.9	3.7
% Proficient (P)	42.9	41.9	27.6	25.9
% Advanced (A)	53.6	54.8	55.2	66.7
Mathematics	2012	2011	2010	2009
Number Tested	28	31	29	27
% Below Basic (BB)	7.1	0	6.9	0
% Basic (B)	3.6	3.2	20.7	7.4
% Proficient (P)	35.7	41.9	17.2	22.2
% Advanced (A)	53.6	54.8	55.2	70.4
Language Usage	2012	2011	2010	2009
Number Tested	28	31	29	27
% Below Basic (BB)	7.1	3.2	13.8	0
% Basic (B)	7.1	3.2	6.9	11.1
% Proficient (P)	35.7	51.6	27.6	48.1
% Advanced (A)	50	41.9	51.7	40.7

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7th Grade ISATs 2009-2012

Reading	2012	2011	2010	2009
Number Tested	30	23	12	22
% Below Basic (BB)	0	13	0	0
% Basic (B)	3.3	8.7	8.3	13.6
% Proficient (P)	33.3	39.1	33.3	36.4
% Advanced (A)	63.3	39.1	58.3	50
Mathematics	2012	2011	2010	2009
Number Tested	30	23	12	22
% Below Basic (BB)	0	8.7	0	4.5
% Basic (B)	10	26.1	33.3	13.6
% Proficient (P)	53.3	30.4	25	40.9
% Advanced (A)	36.7	34.8	41.7	40.9
Language Usage	2012	2011	2010	2009
Number Tested	30	23	12	22
% Below Basic (BB)	0	13	0	4.5
% Basic (B)	16.7	8.7	33.3	27.3
% Proficient (P)	56.7	39.1	25	36.4
% Advanced (A)	26.7	39.1	41.7	31.8
Science	2012	2011	2010	2009
Number Tested	30	22	12	22
% Below Basic (BB)	13.3	31.8	25	31.8
% Basic (B)	6.7	22.7	8.3	9.1
% Proficient (P)	36.7	9.1	16.7	31.8
% Advanced (A)	43.3	36.4	50	27.3

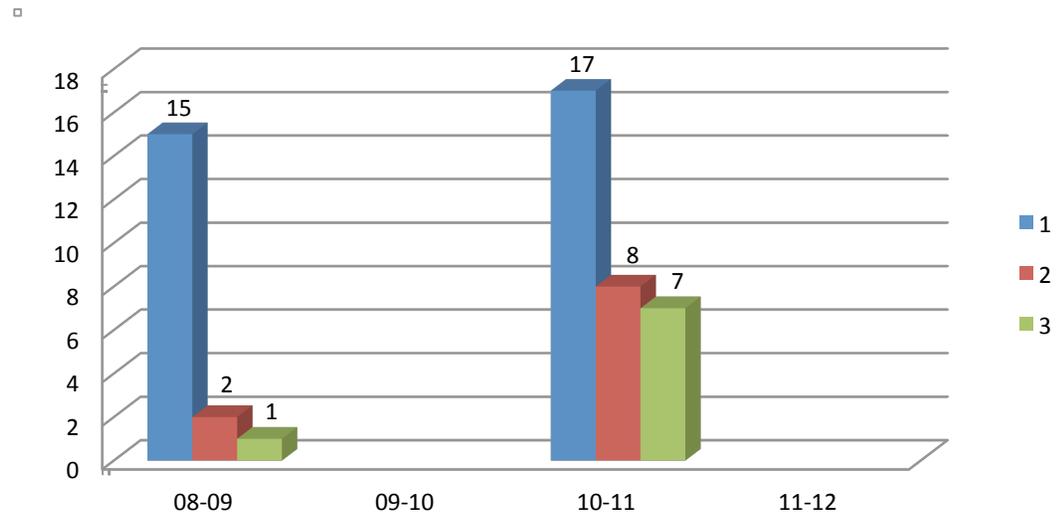
8th Grade ISATs 2009-2012

Reading	2012	2011	2010	2009
Number Tested	20		12	
% Below Basic (BB)	0		0	
% Basic (B)	0		0	
% Proficient (P)	20		41.7	
% Advanced (A)	80		58.3	
Mathematics	2012	2011	2010	2009
Number Tested	20		13	
% Below Basic (BB)	5		15.4	
% Basic (B)	20		15.4	
% Proficient (P)	20		23.1	
% Advanced (A)	55		46.2	
Language Usage	2012	2011	2010	2009
Number Tested	20		13	
% Below Basic (BB)	5		7.7	
% Basic (B)	10		7.7	
% Proficient (P)	50		61.5	
% Advanced (A)	35		23.1	

February 14, 2013

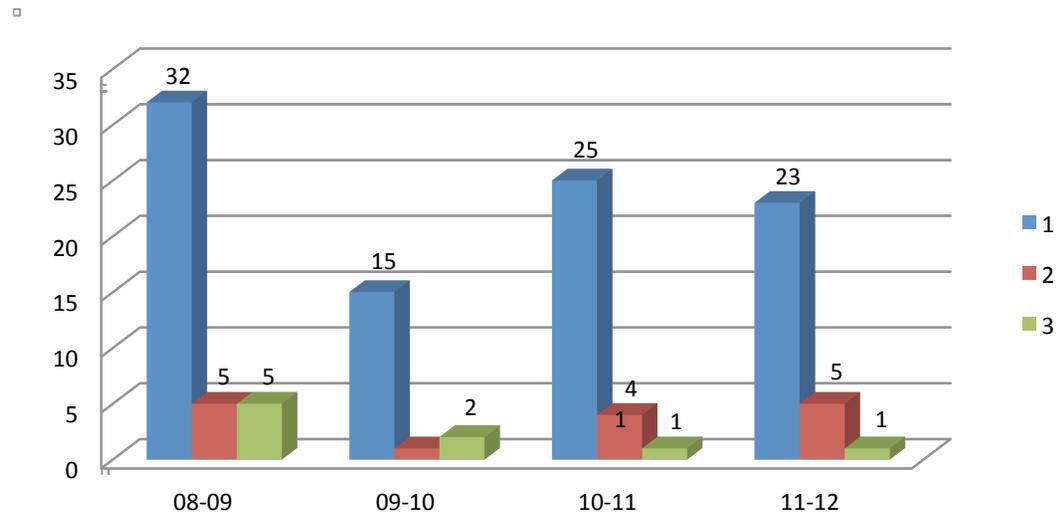
Kindergarten IRI Results

Score	08-09	09-10	10-11	11-12
1	15		17	
2	2		8	
3	1		7	



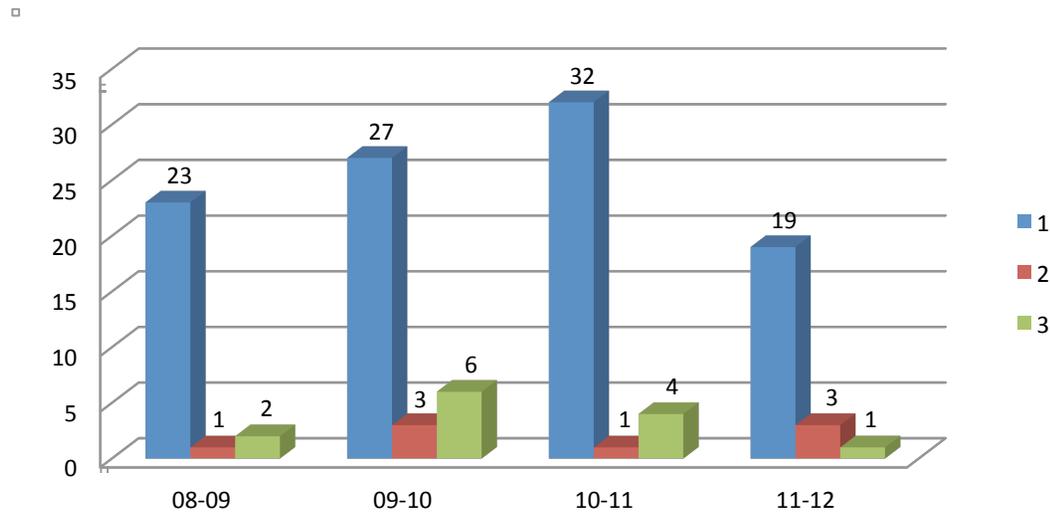
1st Grade IRI Results

Score	08-09	09-10	10-11	11-12
1	32	15	25	23
2	5	1	4	5
3	5	2	1	1



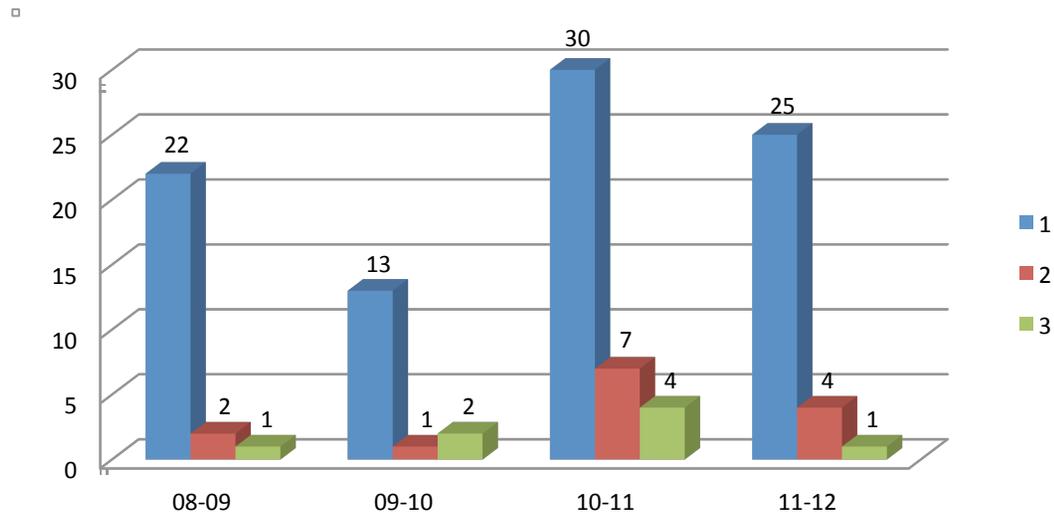
2nd Grade IRI Results

Score	08-09	09-10	10-11	11-12
1	23	27	32	19
2	1	3	1	3
3	2	6	4	1



3rd Grade IRI Results

Score	08-09	09-10	10-11	11-12
1	22	13	30	25
2	2	1	7	4
3	1	2	4	1





1. In what grade level(s) do you have children?

		Response Percent	Response Count
K		26.9%	25
1		14.0%	13
2		19.4%	18
3		26.9%	25
4		23.7%	22
5		15.1%	14
6		20.4%	19
7		14.0%	13
8		5.4%	5
		answered question	93
		skipped question	0

3. Do you feel welcome at RHPCS?

		Response Percent	Response Count
Yes		100.0%	93
No		0.0%	0
answered question			93
skipped question			0

4. How do you describe yourself?

		Response Percent	Response Count
American Indian - Alaska Native - Native American		0.0%	0
Asian		1.1%	1
Black or African American		0.0%	0
Hispanic or Latino		3.3%	3
White		94.6%	87
Native Hawaiian or Pacific Islander		2.2%	2
Multiethnic/Multiracial		3.3%	3
answered question			92
skipped question			1

11. What type of school did your child(ren) go to before attending Rolling Hills Public Charter School?

		Response Percent	Response Count
Home School		9.7%	9
Private School		14.0%	13
Charter School		17.2%	16
Regular Public School		48.4%	45
Other		5.4%	5
N/A		17.2%	16
answered question			93
skipped question			0

12. Which of the following affects your choice of RHPCS? Check all that apply

		Response Percent	Response Count
Test Scores		53.8%	50
Class Size		51.6%	48
Demographics		15.1%	14
Proximity		44.1%	41
Safe environment		86.0%	80
Philosophy		80.6%	75
Leadership		64.5%	60
Other (please specify)		28.0%	26
answered question			93
skipped question			0

14. How satisfied are you with the RHPCS environment?

	Extremely satisfied	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Extremely dissatisfied	Ratio Average
Students are nurtured in a safe and healthy learning environment.	59.1% (55)	33.3% (31)	7.5% (7)	0.0% (0)	0.0% (0)	0.0% (0)	
Emphasizes respect for one another.	58.7% (54)	32.6% (30)	6.5% (6)	1.1% (1)	1.1% (1)	0.0% (0)	
RHPCS provides a challenging learning environment.	48.9% (45)	38.0% (35)	7.6% (7)	4.3% (4)	1.1% (1)	0.0% (0)	
Children feel safe from bullying.	52.2% (48)	34.8% (32)	12.0% (11)	0.0% (0)	1.1% (1)	0.0% (0)	
Discipline is fair and consistent.	55.4% (51)	30.4% (28)	9.8% (9)	3.3% (3)	0.0% (0)	1.1% (1)	
Overall, how satisfied are you with the schools environment?	51.1% (47)	42.4% (39)	6.5% (6)	0.0% (0)	0.0% (0)	0.0% (0)	
answered ques							
skipped ques							

15. How satisfied are you with the school's facilities in terms of...

	Extremely satisfied	Very satisfied	Mostly satisfied	Mostly dissatisfied	Very dissatisfied	Extremely dissatisfied	Ratio Average
Appearance and cleanliness of classrooms.	40.9% (38)	37.6% (35)	20.4% (19)	1.1% (1)	0.0% (0)	0.0% (0)	1
Appearance and cleanliness of cafeteria.	42.9% (39)	38.5% (35)	17.6% (16)	1.1% (1)	0.0% (0)	0.0% (0)	1
Safety of school grounds.	45.2% (42)	39.8% (37)	14.0% (13)	1.1% (1)	0.0% (0)	0.0% (0)	1
Overall satisfaction with facilities.	39.8% (37)	36.6% (34)	23.7% (22)	0.0% (0)	0.0% (0)	0.0% (0)	1
answered questi							
skipped questi							

16. Overall, how satisfied are you with your child(ren)'s progress this year in the following sub

	Extremely satisfied	Very satisfied	Mostly satisfied	Mostly dissatisfied	Very dissatisfied	Extremely Dissatisfied	Ratio
Math	34.8% (32)	39.1% (36)	23.9% (22)	1.1% (1)	1.1% (1)	0.0% (0)	1
Reading	39.1% (36)	42.4% (39)	16.3% (15)	1.1% (1)	1.1% (1)	0.0% (0)	1
Literature/Spelling	38.5% (35)	46.2% (42)	12.1% (11)	1.1% (1)	2.2% (2)	0.0% (0)	1
Shurley/Grammar	42.7% (38)	41.6% (37)	13.5% (12)	0.0% (0)	1.1% (1)	1.1% (1)	1
Science	36.7% (33)	37.8% (34)	21.1% (19)	3.3% (3)	0.0% (0)	1.1% (1)	1
Social Studies	36.7% (33)	37.8% (34)	21.1% (19)	3.3% (3)	1.1% (1)	0.0% (0)	1
Spanish	38.1% (32)	32.1% (27)	27.4% (23)	1.2% (1)	0.0% (0)	1.2% (1)	1
Music	43.5% (40)	32.6% (30)	15.2% (14)	3.3% (3)	4.3% (4)	1.1% (1)	1
PE	46.2% (42)	38.5% (35)	13.2% (12)	1.1% (1)	1.1% (1)	0.0% (0)	1
Computer/Technology	40.0% (34)	32.9% (28)	24.7% (21)	2.4% (2)	0.0% (0)	0.0% (0)	1
answered quest							
skipped quest							

17. How satisfied are you that the school's communication processes...

	Extremely satisfied	Very satisfied	Mostly satisfied	Mostly dissatisfied	Very dissatisfied	Extremely dissatisfied	Ratio Average
get weekly school information to your family?	50.5% (47)	40.9% (38)	7.5% (7)	1.1% (1)	0.0% (0)	0.0% (0)	1
help you understand your role as a parent in a Harbor School?	34.4% (32)	31.2% (29)	28.0% (26)	5.4% (5)	1.1% (1)	0.0% (0)	2
help you understand changes being made to classes, teachers, and school processes?	34.4% (32)	35.5% (33)	21.5% (20)	5.4% (5)	1.1% (1)	2.2% (2)	2
answered question							
skipped question							

18. How satisfied are you that RHPCS teachers...

	Extremely satisfied	Very satisfied	Mostly satisfied	Mostly dissatisfied	Very dissatisfied	Extremely dissatisfied	Ratio Average
treat parents with courtesy and respect?	70.7% (65)	25.0% (23)	4.3% (4)	0.0% (0)	0.0% (0)	0.0% (0)	1
treat students with courtesy and respect?	60.9% (56)	26.1% (24)	12.0% (11)	1.1% (1)	0.0% (0)	0.0% (0)	1
gather input from parents to make school improvements?	45.7% (42)	32.6% (30)	15.2% (14)	3.3% (3)	1.1% (1)	2.2% (2)	1
encourage, maintain, and foster Harbor values?	54.3% (50)	26.1% (24)	16.3% (15)	2.2% (2)	1.1% (1)	0.0% (0)	1
resolve parent issues and concerns in a timely manner?	56.0% (51)	27.5% (25)	13.2% (12)	3.3% (3)	0.0% (0)	0.0% (0)	1
demonstrate professionalism?	62.0% (57)	29.3% (27)	8.7% (8)	0.0% (0)	0.0% (0)	0.0% (0)	1
Overall how satisfied are you with the teachers at RHPCS?	59.8% (55)	30.4% (28)	9.8% (9)	0.0% (0)	0.0% (0)	0.0% (0)	1
answered question							
skipped question							

19. How satisfied are you that the RHPCS Administrator...

	Extremely satisfied	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Extremely dissatisfied	Ra Ave
treats parents with courtesy and respect?	68.8% (64)	26.9% (25)	3.2% (3)	1.1% (1)	0.0% (0)	0.0% (0)	
treats students with courtesy and respect?	67.7% (63)	25.8% (24)	4.3% (4)	2.2% (2)	0.0% (0)	0.0% (0)	
gathers input from parents to make school improvements?	63.0% (58)	26.1% (24)	8.7% (8)	1.1% (1)	0.0% (0)	1.1% (1)	
encourages, promotes, and maintains Harbor values?	67.0% (61)	23.1% (21)	8.8% (8)	1.1% (1)	0.0% (0)	0.0% (0)	
resolves parental issues and concerns in a timely manner?	60.9% (56)	29.3% (27)	6.5% (6)	3.3% (3)	0.0% (0)	0.0% (0)	
demonstrates professionalism?	75.3% (70)	19.4% (18)	3.2% (3)	1.1% (1)	1.1% (1)	0.0% (0)	
Overall, how satisfied are your with the RHPCS administrator?	69.9% (65)	22.6% (21)	5.4% (5)	1.1% (1)	1.1% (1)	0.0% (0)	
							answered ques
							skipped ques

20. How satisfied are you that the Board of Directors {School Board}...

	Extremely satisfied	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Extremely dissatisfied	Rate
has the necessary skills to conduct the business of the school?	38.0% (30)	35.4% (28)	21.5% (17)	2.5% (2)	2.5% (2)	0.0% (0)	
is responsive in a timely manner to parental concerns?	36.4% (28)	39.0% (30)	18.2% (14)	3.9% (3)	2.6% (2)	0.0% (0)	
gathers input from parents to make school improvements?	32.5% (25)	42.9% (33)	18.2% (14)	1.3% (1)	2.6% (2)	2.6% (2)	
encourages, maintains and promotes Harbor values?	38.0% (30)	30.4% (24)	24.1% (19)	2.5% (2)	2.5% (2)	2.5% (2)	
has enough support from RHPCS families to help in different committees and volunteer areas?	33.3% (26)	32.1% (25)	20.5% (16)	12.8% (10)	0.0% (0)	1.3% (1)	
demonstrates professionalism?	41.8% (33)	34.2% (27)	15.2% (12)	3.8% (3)	1.3% (1)	3.8% (3)	
Overall, how satisfied are you with the RHPCS Board of Directors?	37.5% (30)	36.3% (29)	18.8% (15)	3.8% (3)	2.5% (2)	1.3% (1)	
							answered ques
							skipped ques

21. Based on our experiences with RHPCS, to what extent do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
My child feels safe at RHPCS.	78.5% (73)	20.4% (19)	1.1% (1)	0.0% (0)	1.23	93
The class sizes are right for my child.	44.6% (41)	38.0% (35)	16.3% (15)	1.1% (1)	1.74	92
My child has access to various technologies for his/her learning in the school.	39.1% (36)	51.1% (47)	8.7% (8)	1.1% (1)	1.72	92
The school schedule works for my child.	57.0% (53)	36.6% (34)	6.5% (6)	0.0% (0)	1.49	93
The school rules are clear.	71.7% (66)	28.3% (26)	0.0% (0)	0.0% (0)	1.28	92
All children are expected to follow the same rules.	64.5% (60)	31.2% (29)	3.2% (3)	1.1% (1)	1.41	93
The grades my child gets from teachers are clear and fair.	62.4% (58)	30.1% (28)	7.5% (7)	0.0% (0)	1.45	93
My child can learn at his/her own pace.	47.3% (44)	43.0% (40)	9.7% (9)	0.0% (0)	1.62	93
My child understands what he/she needs to do to move to the next grade level.	45.1% (41)	47.3% (43)	7.7% (7)	0.0% (0)	1.63	91
My child doesn't have to worry about being bullied/picked on at this school.	57.0% (53)	35.5% (33)	6.5% (6)	1.1% (1)	1.52	93
My child is treated with respect by his/her teachers.	63.4% (59)	35.5% (33)	1.1% (1)	0.0% (0)	1.38	93
I am comfortable talking with my child's teachers.	74.2% (69)	24.7% (23)	1.1% (1)	0.0% (0)	1.27	93
My child's teachers are good at what they teach.	65.6% (61)	34.4% (32)	0.0% (0)	0.0% (0)	1.34	93
My child's teachers make sure my child understands what they are teaching.	54.3% (50)	39.1% (36)	6.5% (6)	0.0% (0)	1.52	92

February 14, 2013

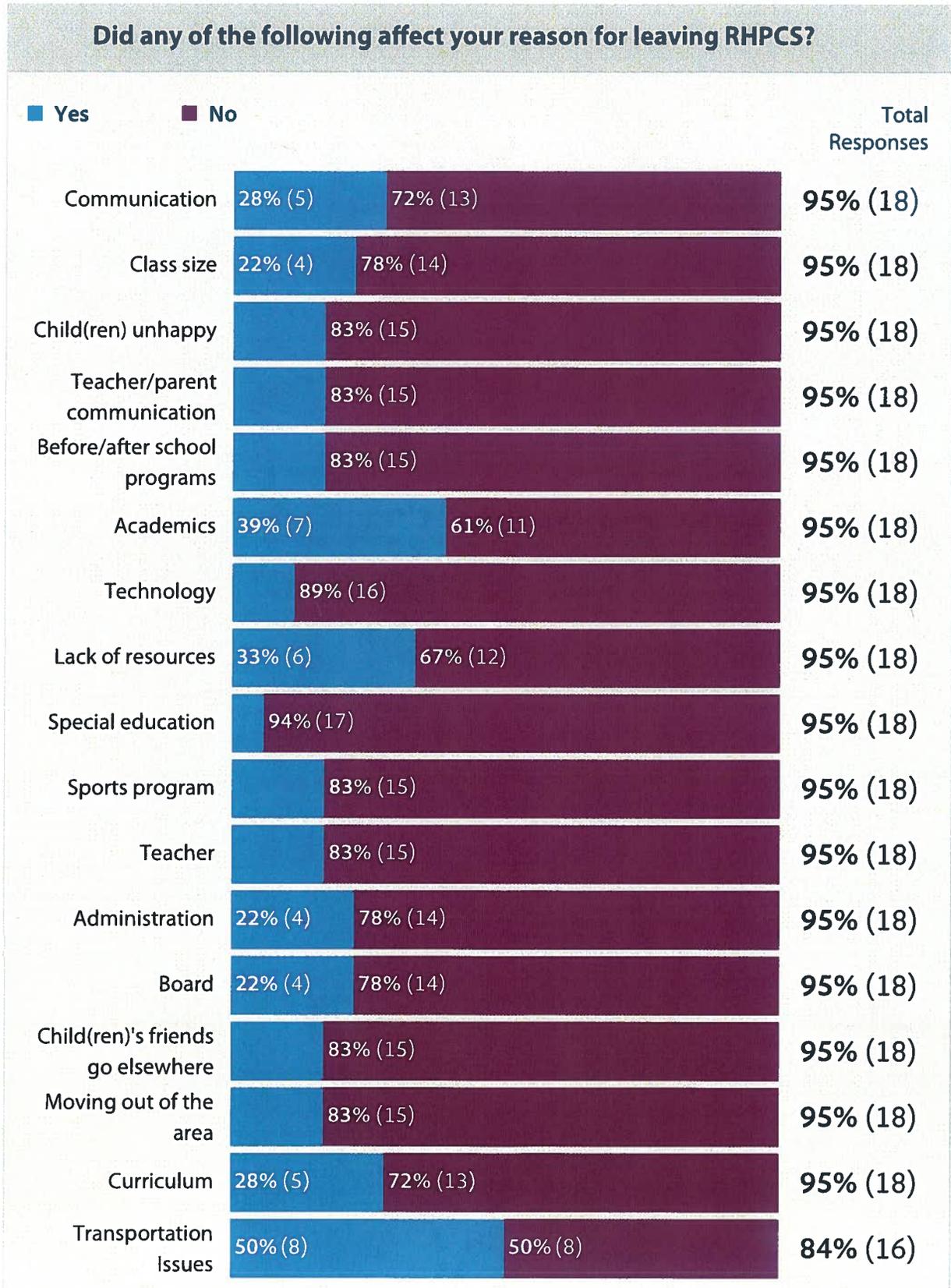
My child gets a lot of individual help from his/her teachers.	39.6% (36)	39.6% (36)	19.8% (18)	1.1% (1)	1.82	91
My child's teachers care about him/her as a person.	69.9% (65)	30.1% (28)	0.0% (0)	0.0% (0)	1.30	93
My child's teachers try to make lessons relate to real life.	52.7% (48)	40.7% (37)	5.5% (5)	1.1% (1)	1.55	91
My child's classes include hands-on experiences.	52.7% (48)	38.5% (35)	7.7% (7)	1.1% (1)	1.57	91
My child's school provides a lot of volunteer opportunities.	65.6% (59)	30.0% (27)	3.3% (3)	1.1% (1)	1.40	90
I know what my child is doing in school.	60.9% (56)	33.7% (31)	5.4% (5)	0.0% (0)	1.45	92
The curriculum is challenging.	55.9% (52)	39.8% (37)	4.3% (4)	0.0% (0)	1.48	93
The school has a clear sense of purpose.	51.1% (47)	42.4% (39)	6.5% (6)	0.0% (0)	1.55	92
I have a clear understanding of what the school is trying to achieve.	54.9% (50)	38.5% (35)	6.6% (6)	0.0% (0)	1.52	91
I am happy with RHPCS.	59.1% (55)	38.7% (36)	2.2% (2)	0.0% (0)	1.43	93
answered question						93
skipped question						0

22. Please answer the following questions yes or no

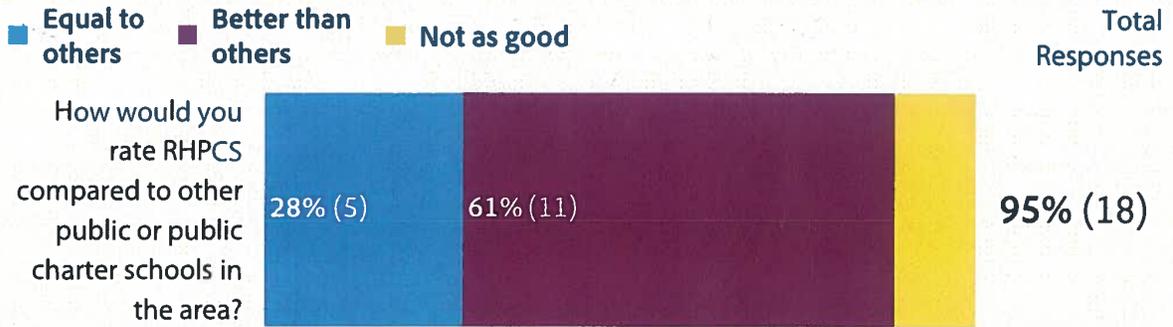
	yes	no	Response Count
I serve on the governing Board.	2.2% (2)	97.8% (88)	90
I serve on a school advisory committee.	11.1% (10)	88.9% (80)	90
I serve as a classroom aid or assistant to support instructional programs.	33.0% (30)	67.0% (61)	91
I do work such as supervising field trips.	21.1% (19)	78.9% (71)	90
I do school fundraising.	27.0% (24)	73.0% (65)	89
I supervise or direct extracurricular activities.	7.9% (7)	92.1% (82)	89
I do clerical tasks for the school.	8.0% (7)	92.0% (81)	88
I do student or parent recruitment.	22.7% (20)	77.3% (68)	88
		answered question	92
		skipped question	1

23. Do you plan to enroll your child(ren)[for whom you filled out this survey]in a regular public school in the future?

		Response Percent	Response Count
Yes		35.2%	32
No		64.8%	59
		If yes, why?	33
		answered question	91
		skipped question	2



Please rate our school.



ColumnGroup



February 14, 2013

CURRENT FISCAL YEAR BUDGET COMPARISON

Rolling Hills Public Charter School; Submitted 1/7/12; Through end of month 12/31/12	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) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE		12/31/2012					
Salary Apportionment	\$957,617.00	\$815,027.00	\$957,617.00	85.11%	Support Units 14.63, Enrollment 278		
Benefit Apportionment	\$108,240.00	\$0.00	\$108,240.00	0.00%			
Entitlement				#DIV/0!	\$288,299/Entitlement		
State Transportation				#DIV/0!			
Lottery				#DIV/0!			
Other State Funds (Specify)	\$35,500.00	\$70,641.58	\$80,000.00	198.99%	IRI, Classroom Tech Grant, Pay-For-Performance		
Special Ed - Regular	\$45,000.00	\$0.00	\$46,664.00	0.00%			
Special Ed - ARRA				#DIV/0!			
Title I	\$50,000.00	\$21,486.22	\$53,161.00	42.97%			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement	\$615,000.00	\$165,468.62	\$350,000.00	26.91%			
Title IIA	\$7,500.00	\$3,431.22	\$8,193.00	45.75%			
Local Revenue (Specify)	\$25,000.00	\$9,090.00	\$25,000.00	36.36%	Facility Rent-Church & Gym Use		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising	\$15,000.00	\$899.77	\$15,000.00	6.00%	Contributions/Donations		
Interest Earned	\$300.00	\$109.22	\$200.00	36.41%			
Other (Specify)	\$45,742.00	\$21,958.10	\$45,742.00	48.00%	Food Service Program		
Other (Specify)	\$7,500.00	\$4,839.55	\$7,500.00	64.53%	Student Revenue-Field Trips, Athletics		
TOTAL REVENUE	\$1,912,399.00	\$1,112,951.28	\$1,697,317.00	58.20%		\$0.00	
EXPENDITURES							
100 Salaries							
Teachers	\$431,934.00	\$197,995.10	\$410,000.00	45.84%			
Special Education	\$37,500.00	\$21,133.50	\$42,500.00	56.36%			
Instructional Aides	\$91,000.00	\$42,418.73	\$85,000.00	46.61%			
Classified/Office	\$38,500.00	\$18,377.10	\$38,500.00	47.73%			
Administration	\$70,000.00	\$34,999.99	\$70,000.00	50.00%	Administrator Retirement 4/1/13		
Maintenance				#DIV/0!			
Other (Specify)	\$0.00	\$45,129.53	\$45,129.53	#DIV/0!	Pay-for-Performance		
Other (Specify)	\$0.00	\$4,083.30	\$8,000.00	#DIV/0!	Athletics		
Total Salaries	\$668,934.00	\$364,137.25	\$699,129.53	54.44%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$158,133.00	\$81,159.95	\$163,000.00	51.32%			
Other (Specify)	\$4,000.00	\$2,064.00	\$4,000.00	51.60%	Workers Comp		
Total Benefits	\$162,133.00	\$83,223.95	\$167,000.00	51.33%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA	\$10,000.00	\$0.00	\$10,000.00	0.00%			
Legal Pub/Advertising	\$750.00	\$81.69	\$600.00	10.89%			
Legal Services	\$2,500.00	\$0.00	\$500.00	0.00%			
Special Education	\$632,000.00	\$164,245.16	\$335,000.00	25.99%			
Liability & Property Ins	\$8,900.00	\$9,130.00	\$9,130.00	102.58%			
Substitute Teachers	\$5,000.00	\$1,333.96	\$3,000.00	26.68%			
Board Expenses	\$9,000.00	\$4,825.00	\$9,000.00	53.61%	Audit, Trainings/Conference, Memberships		
Computer Services	\$5,250.00	\$10,522.30	\$12,000.00	200.42%	Instructional Technology & Software		
Transportation	\$0.00	\$0.00	\$2,500.00	#DIV/0!	Moss trip/field trips		
Travel	\$0.00	\$0.00	\$0.00	#DIV/0!			
Other (Specify)	\$9,000.00	\$4,613.00	\$9,000.00	51.26%	Copier Lease		
Other (Specify)	\$1,030.00	\$4,562.34	\$7,000.00	442.95%	Misc., Dues & Fees/Athletic Program/Instrument Repairs/IDLA		
Total Services	\$683,430.00	\$199,313.45	\$397,730.00	29.16%		\$0.00	
Facilities				#DIV/0!			
Building Lease				#DIV/0!			

February 14, 2013

CURRENT FISCAL YEAR BUDGET COMPARISON

Land Lease	\$41,267.70	\$20,977.50	\$42,093.00	398.00%	No reduction in lease payments for this year.	
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$36,000.00	\$12,489.53	\$30,000.00	3.71%		
Site Preparation				#DIV/0!		
Other (Specify)	\$8,000.00	\$3,961.34	\$12,000.00	131.53%	Maintenance/Repairs/Lawn/Improvements	
Other (Specify)	\$500.00	\$204.00	\$400.00	0.00%	Contracted Services	
Total Facilities	\$85,767.70	\$37,632.37	\$84,493.00	43.88%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$4,500.00	\$56.66	\$2,000.00	1.26%		
School Supplies	\$12,000.00	\$3,688.97	\$10,000.00	30.74%		
Power School				#DIV/0!		
Custodial Supplies	\$3,500.00	\$1,354.96	\$2,800.00	38.71%		
Other (Specify)	\$5,000.00	\$1,605.00	\$3,500.00	32.10%	Janitorial	
Other (Specify)				#DIV/0!		
Total Supplies	\$25,000.00	\$6,705.59	\$18,300.00	26.82%		\$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment		\$0.00	\$0.00	#DIV/0!		
Other (Specify)	\$0.00	\$744.44	\$744.44	#DIV/0!	Overhead Projector, Music Stands, Office Shredder, etc.	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$0.00	\$744.44	\$744.44	#DIV/0!		\$0.00
Debt Service						
Specify	\$217,620.00	\$106,669.55	\$226,968.70	49.02%	US Bank, Medicaid Loan	
Specify			\$21,500.00	#DIV/0!	Loan Deferral Repayment	
Specify				#DIV/0!		
Total Debt Service	\$217,620.00	\$106,669.55	\$248,468.70	49.02%		\$0.00
Grant Purchases						
Specify	\$5,000.00	\$91.43	\$3,000.00	1.83%	Title I	
Specify	\$6,320.00	\$2,052.00	\$6,320.00	32.47%	Title II	
Specify	\$645.00	\$128.38	\$645.00	19.90%	Special Education	
Specify	\$47,750.00	\$16,867.15	\$47,750.00	35.32%	Food Service Program	
Specify				#DIV/0!		
Total Grant Purchases	\$59,715.00	\$19,138.96	\$57,715.00	32.05%		\$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	\$1,902,599.70	\$817,565.56	\$1,673,580.67	42.97%		
Carryover from Previous FY	\$6,130.36	\$6,130.36	\$6,130.36	100.00%	Carryover as of 6/30/12 \$6130.36	\$0.00
Reserve/(Deficit)	\$15,929.66	\$301,516.08	\$29,866.69	1892.80%		

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UPCOMING FISCAL YEAR BUDGET COMPARISON

Rolling Hills Charter 2013-2014	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$25,000.00	Gym rental, Church Lease	\$0.00	reflects projected from "current FY"
State Revenue				
Entitlement	\$288,299.00	Include enrollment details on which proposed budget is based, as well as actual enrollment if lottery has been conducted.	#DIV/0!	reflects State actual from "current FY"
Wages				
Administration	\$69,126.81			
Teachers	\$497,379.92			
Classified	\$102,811.79		\$669,317.67	reflects all salaries compared to State actual from "current FY"
Medicaid	\$400,000.00		\$50,000.00	reflects projected from "current FY"
Benefit	\$108,240.00		#DIV/0!	reflects State actual from "current FY"
Transportation			#DIV/0!	
Federal Revenue				
Title I	\$50,000.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$45,000.00		#DIV/0!	reflects State actual from "current FY"
Title II	\$7,500.00		\$7,499.54	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
	\$45,000.00	Food Service Program		
Other Sources (Specify)	\$25,000.00	IRI, Technology		
Other Sources (Specify)	\$10,000.00	Fundraising		
Other Sources (Specify)	\$0.00			
Total Revenue before holdback	\$1,673,357.52		#DIV/0!	
PROPOSED HOLDBACK				
Teacher Salaries		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$1,673,357.52		\$1,673,356.94	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$430,000.00		20,000.00	reflects projected from "current FY"
Admin	\$70,000.00		0.00	reflects projected from "current FY"
Classified	\$42,000.00		3,500.00	reflects projected from "current FY"
Special education	\$42,500.00			
Other (Specify)	\$90,000.00	Instructional Aids		
Other (Specify)				
Total Salaries	\$674,500.00		23,500.00	
200 Benefits				
Benefit Dollars				
PERSI/Payroll taxes	\$165,000.00			
Other (Specify)	\$4,100.00	Workers Comp		
Total Benefits	\$169,100.00		\$2,100.00	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$0.00		(\$2,500.00)	reflects projected from "current FY"
Special Education	\$415,000.00	*	\$80,000.00	reflects projected from "current FY"
Proctor costs				
Legal	\$1,000.00	*	\$500.00	reflects projected from "current FY"
Insurance	\$9,500.00	Liability & Property Insurance	\$370.00	reflects projected from "current FY"
Copier Lease	\$9,000.00	*	\$9,000.00	
Printer Lease		N/A	\$0.00	
Facility Lease	\$31,068.00	Working on \$1,000/month reduction	(\$11,025.00)	reflects projected from "current FY"
Utilities	\$25,000.00	Applying for E-rate program	(\$5,000.00)	reflects projected from "current FY"
Professional Development	\$3,000.00	*	(\$7,000.00)	reflects projected from "current FY"
Technology	\$11,000.00	Rosetta Stone, 2M, Lumen, 1and1	(\$1,000.00)	reflects projected from "current FY"

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UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services			\$0.00	reflects projected from "current FY"
Legal Publications/Advertising	\$500.00	*	(\$100.00)	reflects projected from "current FY"
Substitute Teachers	\$3,000.00	*	(\$6,000.00)	reflects projected from "current FY"
Board Expenses	\$9,000.00	*	\$0.00	reflects projected from "current FY"
Other (Specify)	\$5,000.00	Misc., Dues & Fees/Athletic Program		
Other (Specify)	\$8,500.00	Maintenance/Repairs/Lawn/Improvements/Contracted Services		
Total Purchased Services	\$530,568.00		\$57,245.00	
Supplies & Materials				
Teacher/Classroom	\$8,000.00	*	(\$2,000.00)	reflects projected from "current FY"
Office	\$0.00		\$0.00	Not in 2010 budget.
Janitorial	\$3,000.00	Custodial Supplies	\$200.00	reflects projected from "current FY"
Textbooks	\$3,000.00	*	\$1,000.00	reflects projected from "current FY"
Other (Specify)	\$4,000.00	Janitorial		
Other (Specify)	\$0.00			
Total Supplies & Materials	\$18,000.00		(\$800.00)	
Grant Expenditures				
Specify	\$4,000.00	Title I		
Specify	\$6,320.00	Title II		
Specify	\$48,000.00	Special Education/Food Service Program		
Total Grant Expenditures	\$58,320.00			
Capital Outlay			\$0.00	
Total Capital Outlay	\$0.00		\$0.00	
Debt Retirement			\$0.00	
Total Debt Retirement	\$242,640.00	US Bank/Loan Deferral Repayment	\$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	\$1,693,128.00		\$82,045.00	
Carryover from Previous FY	\$29,866.69	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$10,096.21			

SUBJECT

Falcon Ridge Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Falcon Ridge Public Charter School (FRPCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Kuna since 2005. FRPCS serves approximately 260 students in grades K-8.

DISCUSSION

FRPCS will provide an annual update regarding the status of the school.

FRPCS continues to achieve strong academic results. FRPCS's [Star Rating](#) for the 2011-12 school year is 4 out of 5, and the school met [AYP](#). FRPCS evidenced strong performance in the Achievement category, reflecting the high percentages of students who scored proficient or advanced on the spring 2012 ISAT. Though the school's growth results were not quite as strong, adequate growth was met in all categories and median Student Growth Percentiles generally demonstrated that the majority of FRPCS students have academic growth rates that match or exceed those of their academic peers.

Based on self-reporting, FRPCS met the Measurable Student Educational Standards (MSES) outlined in the school's charter.

The FRPCS board and administration are working to better align the school's policies with those of the original Harbor schools, and the administrator has expressed an interest in improving the school's relationship and alignment with these schools.

The school's board appears to have an appropriate relationship with the administrator. FRPCS is fiscally stable and the board and administration are discussing a move into a more permanent facility.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC encourage the FRPCS board to review the school's MSES and consider making revisions to improve wording and better align targets with the Idaho Five Star Rating System.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission Site Visit Report

School	Falcon Ridge Public Charter School
Address	278 S. Ten Mine, Kuna, ID 83634
Date of Site Visit	December 11, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Vaughn Goodman, Chair
Administrator(s) Interviewed	Mark Green, Principal
Business Manager / Clerk Interviewed	Alice Heida, Business Manager
Other Stakeholder(s) Interviewed	None

Board Member(s) Interview

Vaughn Goodman, Chair, participated in the interview. Mr. Goodman has been a member of the Falcon Ridge board for five years and has been Chair since July 2012. When asked to describe the school's mission and vision in his own words, Mr. Goodman stated that he believes the school's focus has shifted some over time. He feels that the school was initially intended to be more technology-focused. While there is an upgraded technology lab, Mr. Goodman feels that the school's mission is more focused on providing a strong education. In addition to being a board member, Mr. Goodman is also a parent, and believes that his kids are excelling.

Mr. Goodman demonstrated an understanding of the ideal division of roles between the board and administration and believes Falcon Ridge is close to that ideal. He described the relationship between the board and administration as open and cordial. He feels that Mr. Green is a solid administrator who communicates regularly with the board.

In the past, the Falcon Ridge board has held special Saturday meetings to review the charter, mission, and vision. Board members have attended ISBA trainings and conferences, and the board has worked through part of the Brian Carpenter Board University book. New board members are encouraged to engage in training. The Falcon Ridge board has brought on three (3) new members in the past seven (7) months. It has been over a year since the board participated in a self-evaluation; at the time, the evaluation was discussion based. The PCSC staff member provided the Board Chair with some ideas and feedback regarding board training and evaluation, based on best practices and strong practices utilized in other Idaho charter schools.

When asked if he has concerns about the school, Mr. Goodman said that finances are always a focus for the board since funding, particularly given cuts made by the state in the past four years, can be an issue. The school is financially solvent, but the board is conscientious of the fact that they must be prudent in planning since they cannot know what the future of funding from the state will be. Additionally, Mr. Goodman feels that though the school's academics are strong and well-rounded, they can always do better to keep growth going. This is particularly true with science. Finally, Mr. Goodman noted that it can be challenging to maintain consistent enrollment in the middle school grades, particularly with high demand from these students for extracurricular activities. On the other hand, Mr. Goodman is proud that the school's finances have gained strength and stability over the past five years and that they met AYP for 2011-2012.

Administrator(s) Interview

Mark Green, Principal, participated in the interview. Mr. Green is in his fourth year as administrator at Falcon Ridge. He described the school's mission to prepare students for success in life and

give them the foundation and habits they need to be prepared for post secondary education. Mr. Green also spoke about the Harbor method and Falcon Ridge's focus on creating a safe environment and challenging students academically. When asked what the Harbor method looks like at Falcon Ridge, Mr. Green said that he believes that the students feel safe and that discipline issues are kept to a minimum so teachers can focus on teaching. He feels that Falcon Ridge can improve their implementation of the Harbor method. In the past, the majority of teachers had Harbor training, but that has lessened over time. Mr. Green is working to rebuild the relationship with Rebecca Stallcop, the founder of the Harbor method, and is working with the board to put policies in place to better emulate the original Harbor schools.

Mr. Green has a good relationship with the Falcon Ridge board. He feels the board is supportive of him and that they trust him to manage the school provided they remain informed. Further, he stated that they communicate well with him, are reasonable, and understand his need to balance responsibilities in representing the board, teachers, parents, and students.

When asked about his concerns for the school, Mr. Green noted that finances are always a focus. The school is doing pretty well and the board and administration would like to improve facilities (ideally by moving into a building) and offer students more opportunities. However, the board is committed to being fiscally prudent. Additionally, Mr. Green noted that they do have more work to do to be prepared for implementation of the Common Core State Standards (CCSS). This year, they are looking at Harbor principles and standards to get Falcon Ridge aligned. In doing so, Mr. Green hopes that they'll improve their relationship with the original Harbor schools and will be able to access professional development around Harbor and CCSS. Late this year or early next year, the school will look at their Language Arts standards to ensure CCSS alignment.

Mr. Green is proud of the school's academics; he feels the school's test results are evidence that good things are happening in the classroom. According to Mr. Green, Falcon Ridge is stable and people are comfortable but not satisfied.

Business Manager / Clerk Interview

Alice Heida, Business Manager and Board Clerk, participated in the interview. Ms. Heida reports that the school is in a good position financially. They are debt free, own the property they are on, and are leasing the modulars. The board and administration are considering building, and have a contingency reserve fund in which they keep a minimum of \$100,000. The school added \$7,000 to their carryover in FY12. As they prepare / plan to build a facility, Falcon Ridge is minimizing expenditures in order to set aside the highest amount of funds possible. This year (FY13), they shifted their teacher pay from the Harbor pay scale (above the state level) to the state apportionment, providing one-year stipends to teachers who took a significant pay cut. They are also currently budgeting \$25,000 per year into a building fund.

In regards to estimating enrollment for budgeting purposes, Ms. Heida stated that Falcon Ridge estimates their K-6 enrollment at capacity (since it has been for a while) and then look closely at the middle school grades since they have had more attrition in grades 6-8. In regards to monitoring expenditures, Ms. Heida monitors the accounts closely. The school has a double-approval procedure in place, with Mr. Green approving the expenditure in regards to the idea / practicality, and Ms. Heida confirming whether funds are available. When asked if she has concerns about Falcon Ridge's finances, Ms. Heida said that she does not have significant concerns and that the school is in a pretty healthy position now. She noted that it will be important to ensure the school does not over-extend their finances in the process of building a new facility, but feels that the board is conscientious of this.

Documents Review

Finances

The finances through the 2011-2012 year (including the audit) and 2012-2013 year-to-date were reviewed. Finances are strong, the school added to their carryover in FY12 and they are setting money aside in both a building fund and contingency fund. The school's budgeting and accounting practices appear to be in order and there are no significant concerns at this time.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. All IEPs were up-to-date and accommodations pages were included and clearly written. Initial eligibility documentation was included. While one of the files was less organized than the others, all critical documentation was present. The PCSC staff member had a minimal amount of time to observe students receiving services. Based on this brief observation, students appeared to be participating in appropriate activities. At this time, there are no significant concerns about the special education program or the files that were reviewed.

Classroom Observations

Classroom observations revealed variations between teachers' implementation of the Harbor method and their ability to keep students engaged. In the majority of classrooms, strong teaching was observed and students were actively learning. However, in some, it appeared that pacing of lessons may be slower than ideal, leading to a few, minor, behavioral issues. In three observed classrooms, there were challenges transitioning between activities; transitions took longer than expected and resulted in some minor behavior. Overall, teaching appeared to be quite strong. However, it was clear that some teachers could benefit from additional training and support, particularly in regards to the Harbor method, pacing, and classroom management.

Summary

Strengths

- Strong academics as evidenced by the school's 4 Star Rating
- Many classrooms observed had engaged students
- Board and administration report having a strong, supportive working relationship
- Solid financial practices and stable fiscal situation

Challenges or Areas for Improvement

- Board training and self-evaluation processes could be improved
- Some teachers could use additional training and/or mentoring, particularly in regards to Harbor method and classroom management during transitions
- MSES in the charter are out of date and could benefit from revision to ensure alignment with the Idaho Five Star Rating System

Concerns

The PCSC staff member who conducted the visit has no significant concerns about Falcon Ridge Public Charter School at this time.

Possible Charter Violations

- There are no apparent charter violations at this time.

Possible Charter Amendments

- Updated MSES using STAR data is a potential future amendment (identified by PCSC staff, not the Falcon Ridge staff or board)

Recommendations

- PCSC staff recommends that the board consider developing a cohesive plan for board training and self-evaluation
- PCSC staff recommends that the Falcon Ridge board consider amending the charter to align some or all of the MSES to the Idaho Five Star Rating System

* Please Note: PCSC staff member sent this recommendation, along with praise for the many things the school is doing well, in a follow-up e-mail to the school.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

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CHARTER SCHOOL DASHBOARD

Date: 1/11/2013

School Name: Falcon Ridge Public Charter School

School Address: 278 S. Ten Mile Rd. Kuna, ID 83634

School Phone: 208-922-9228

Current School Year: 2012/2013

School Mission: The Falcon Ridge Public Charter School's mission is to develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
"A" Tawnya McKague	Director (2 yr) exp. 2013	Accnts Pyble Rcvng Small Bus. Booking Medical Office	kunabeegirls@hotmail.com	888-4797
"B" Bob Purbeck	Treasurer (2 yr.) exp. 2013	Quotations/Sales	grl4boy1@msn.com	249-1238
"C" Dixie Herring	Secretary (2 yr.) exp. 2014	Teacher (12 yrs.) MAT Secondary ED	dherring@cvcsonline.org	463-1469
"D" Jim Negomir	Vice-Chair (3 yr.) exp.2014	Technology Services Center Manager	jim.negomir@clearwire.net	884-2001
"E" Vaughn Godman	Chairman (3yr.) exp. 2013	PIBU Plant Nutrition Specialis	vgoodman@wilburellis.com	431-3748
"F" Jennifer Graves	Director (3yr.) exp. 2015		sixmusicalgraves@gmail.com	891-4128
"G" Derek Robinson	Director (2 yr.) exp. 2013	MICRON Production Operator Team Sprvsor/Mnger	Lazyje@msn.com	841-0943

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	97.75	46	24	95.76
1	29	98.67	3	29	97.75
2	29	98.75	27	29	97.10
3	29	98.55	17	29	97.88
4	33	98.40	9	33	98.29
5	33	98.3	17	30	97.47
6	33	98.46	5	32	97.71

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7	29	97.89	0	33	96.60
8	21	97.95	0	23	96.66
9	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA
TOTAL	260	98.35	124	268	97.25

Student Attrition Rate: 2011/2012 Enrollment (268)- 2012/2013 Enrollment (260)= -8... /259 = -2.9%

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? no
If yes, briefly describe planned enrollment changes, including numbers and grades affected:

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	14/5.4%	2/.87%	238/91.5%	0/0%	1/.4%	0/0%	70/ %	23/8.8%
Previous	13/4.8%	1/.04%	247/91.8%	0/0%	2/.74%	0/0%	81/30.1%	24/8.9%

FACULTY AND STAFF

Administrator Name(s): Mark Green

Administrator's Hire Date: July 2010

Administrator Email(s): mgreen@falconridgecharter.org

Current Classified Staff (# FTE): 13 classified @ 8.5 FTE

Classified Attrition Rate:

Current Faculty (# FTE): 14 Teaching Faculty @ 13.5 FTE

Faculty Attrition Rate: -7% (1 position...out of state move)

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 (3-7-2013)

REPORTING

Date of last programmatic operations audit? 5/23/2012-5/24/2012

Date submitted to authorizer? 10/15/2012

Who performed your most recent programmatic audit? Falcon Ridge w/ External Participants from Compass Charter and Rolling Hills Charter

Date of most recent fiscal audit? 9/6/2012

Date submitted to authorizer? 10/15/2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

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Please describe the greatest successes experienced by your school in the past year:

* Meeting AYP * Communication improvements * Staff cohesion *Progress towards permanent facilities

Please describe any challenges you anticipate during the upcoming year:

*Progression toward implementing Common Core Content Standards... *Construction/ Financing / Building / Planning

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

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MSES REPORT (Condensed)

The FRPCS Charter stated:

“We will meet the goals identified in this Petition when students demonstrate the following:

Utilizing established Idaho state AYP targets as a benchmark:

- In the area of Reading, during the 2010-2011 and the 2011-2012 school years, 91% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8) and IRI (grades K-3)].”

-Standard met with 91% of students who had been enrolled for two or more consecutive scoring proficient or above.

- “In the area of Mathematics, during the 2010-2011 and the 2011-2012 school years, 89% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8)].”

-Standard met with 97% of students who had been enrolled for two or more consecutive scoring proficient or above.

- “In the area of Language Usage, during the 2010-2011 and the 2011-2012 school years, 84% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8)].”

-Standard met with 91% of students who had been enrolled for two or more consecutive scoring proficient or above.

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FALCON RIDGE PUBLIC CHARTER SCHOOL

ISAT COMPARISON CHART [2006-2012]

	READING	MATHEMATICS	LANGUAGE
Idaho AYP Goal (2011/12)	85.6%	83.0%	75.1%
FRPCS SMS Goal (2011/2012) % of Students "Proficient or Advanced"	91%	89%	84%
Achieving "Proficient or Advanced" (All Students)	93.3%	93.2%	87%
Achieving "Proficient or Advanced" Exclude 1 st year students	94.8%	96.6%	91.1%

3 rd YEAR	READING						MATHEMATICS						LANGUAGE USAGE						SCIENCE					
	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006			<5	29.4	38.2	29.4			<5	<5	35.3	58.8			5.9	11.8	47.1	35.3						
					67.6%						94.1%						82.4%							
2007	203	28	7.1	10.7	46.4	35.7	208	28	0	10.7	28.6	60.7	204	28	10.7	14.3	42.9	32.1						
					82.1%						89.3%						75%							
2008	201	28	14.3	14.3	35.7	35.7	209	28	0	7.1	25	67.9	200	28	14.3	14.3	42.9	28.6						
					71.4%						92.9%						71.5%							
2009	206	29	3.4	6.9	51.7	37.9	206	29	0	10.3	27.6	62.1	206	29	3.4	17.2	31.0	48.3						
					89.6%						89.7%						79.3%							
2010	206	29	3.4	6.9	51.7	37.9	207	29	10.3	6.9	20.7	62.1	202	29	13.8	10.3	31.0	44.8						
					89.6%						82.8%						75.8%							
2011		28	7.1	0	39.3	53.6		28	0	7.1	35.7	57.1		28	3.5	14.3	39.3	42.9						
					92.9%						92.9%						82.2%							
2012		29	0.0	3.4	31.1	65.5		29	0	3.4	6.9	89.7		29	0.0	17.2	17.2	65.6						
					96.6%						96.6%						82.8%							

February 14, 2013

4 th	READING						MATHEMATICS						LANGUAGE USAGE						SCIENCE					
	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		31	<5	29	29	38.7		31	<5	12.9	41.9	45.2		31	16.1	12.9	32.3	38.7						
						67.7%						87.1%						71.0%						
2007	206	33	9.1	9.1	54.5	27.3	216	33	0	6.1	48.5	45.5	210	33	6.1	18.2	45.5	30.3						
						81.8%						94%						75.8%						
2008	207	32	6.3	15.6	46.9	31.3	217	32	6.3	3.1	34.4	56.3	212	32	9.4	15.6	25	50						
						78.2%						90.7%						75.0%						
2009	211	33	6.1	3.0	51.5	39.4	219	33	0	0	36.4	63.6	216	33	0	12.1	33.3	54.5						
						90.9%						100.0%						87.8%						
2010	210	33	6.1	6.1	54.5	33.3	215	33	0	3.0	45.5	51.5	216	33	6.1	12.1	33.3	48.5						
						87.9%						97.0%						81.8%						
2011		33	12.2	6.0	36.3	45.5		33	0	6.1	33.3	60.6		33	6.0	3.0	45.5	45.5						
						81.8%						93.9%						91.0%						
2012		31	0.0	3.2	29.1	67.7		30	0	6.7	23.3	70.0		30	3.3	0.0	30.0	66.7						
						96.8%						93.3%						96.7%						

5 th	READING						MATHEMATICS						LANGUAGE USAGE						SCIENCE						
	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	
2006		30	6.7	6.7	33.3	53.3		30	<5	6.7	26.7	66.7		30	<5	10	43.3	43.3							
						86.6%						93.4%						86.6%							
2007	210	32	15.6	12.5	46.9	25	219	32	9.4	31.3	18.8	40.6	211	32	21.9	18.8	40.6	18.8	204	32	15.6	40.6	34.4	9.4	
						71.9%						59.4%						59.4%						43.8	
2008	213	32	6.3	15.6	43.8	34.4	223	32	6.3	15.6	25	53.1	216	32	18.8	18.8	37.5	25	209	32	3.1	37.5	31.3	28.1	
						78.2%						78.1%						62.5%						59.4	
2009	212	33	12.1	9.1	51.5	27.3	219	33	0	18.2	51.5	30.3	216	33	9.1	9.1	60.6	21.2	207	33	12.1	33.3	39.4	15.2	
						78.8%						81.8%						81.8%						54.6	
2010	218	33	0	12.1	36.4	51.5	229	33	3.0	3.0	27.3	66.7	221	33	3.0	12.1	36.4	48.5	209	33	3.0	36.4	45.5	15.2	
						87.9%						94.0%						84.9%						60.7	
2011		30	3.3	3.3	36.7	56.7		30	0	3.3	43.4	53.3		30	6.7	3.3	40.0	50.0		30	3.3	33.3	46.7	16.7	
						93.4%						96.7%						90.0%						63.4%	
2012		29	6.9	6.9	31.0	55.2			0.0	6.7	40.0	53.3		29	3.4	10.4	48.3	37.9		29	6.9	24.1	24.1	44.9 +28.2	
						86.2% (89.3%)						93.3%						86.2% (89.3%)						69.0%	

February 14, 2013

6 th	READING						MATHEMATICS						LANGUAGE USAGE						SCIENCE						
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	
2006		32	6.3	12.5	59.4	21.9		32	<5	<5	40.6	56.3		32	9.4	12.5	53.1	25							
					81.3%						96.9%						78.1%								
2007	218	33	6.1	6.1	57.6	30.3	232	33	0	9.1	30.3	60.6	220	33	12.1	9.1	54.5	24.2							
					87.9%						90.9%						76.7%								
2008	217	32	15.6	6.3	50	28.1	233	32	0	9.4	34.4	56.3	221	32	12.5	15.6	34.4	37.5							
					78.1%						90.7%						71.9%								
2009	218	32	3.1	9.4	43.8	43.8	236	33	0	3.0	24.2	72.7	222	33	6.1	18.2	36.4	39.4							
					87.6%						96.9%						75.8%								
2010	219	33	6.1	0.0	60.6	33.3	233	33	0.0	3.0	45.5	51.5	223	33	6.1	12.1	51.5	33.3							
					93.9%						96.9%						84.8%								
2011		32	0	0	53.1	46.9		32	0	0	25.0	75.0		32	0	9.4	37.5	53.1							
					100.0%						100.0%						91.6%								
2012		33	6.1	6.1	42.3	45.5		33	0.0	12.1	27.3	60.6		33	9.1	6.1	45.4	39.4							
		*excludes (2) 1 st yr. students				87.8% (93.5%)			*excludes (3) 1 st year students				87.9% (96.67%)			*excludes (3) 1 st year students				84.8% (93.3%)					

7 th	READING						MATHEMATICS						LANGUAGE USAGE						SCIENCE					
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		34	<5	<5	47.1	47.1		34	<5	14.7	47.1	38.2		34	<5	11.8	47.1	38.2						
					94.2%						85.3%						85.3%							
2007	219	33	9.1	18.2	51.5	21.2	231	33	3	24.2	36.4	36.4	218	33	18.2	39.4	27.3	15.2	207	33	48.5	18.2	24.2	9.1
					72.7%						72.8%						42.5%						33.3%	
2008	222	32	3.1	9.4	56.3	31.3	232	31	3.2	9.7	54.8	32.3	224	32	6.3	12.5	56.3	25	211	32	21.9	37.5	18.8	21.9
					87.6%						87.1%						81.3%						40.7%	
2009	222	29	3.4	17.2	37.9	41.4	232	29	6.9	20.7	27.6	44.8	226	29	10.3	17.2	44.8	27.6	208	29	37.9	27.6	27.6	6.9
					79.3%						72.4%						72.4%						34.5%	
2010	228	24	0	4.2	45.8	50.0	237	24	0	4.2	50.0	45.8	228	24	4.2	16.7	45.8	33.3	213	24	20.8	25.0	29.2	25.0
					95.8%						95.8%						79.1%						54.2%	
2011		33	3.0	3.0	30.4	63.6		33	0	6.1	39.4	54.5		33	3.0	12.1	39.4	45.5		33	24.2	24.2	21.3	30.3
					94.0%						93.9%						84.9%						51.6%	
2012		25	0.0	4.0	44.0	52.0		25	0	0	16	84			0.0	4.0	60.0	36.0		25	8.0	36.0	20.0	36.0
					96.0%						100%						96%						56%	

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8 th	READING						MATHEMATICS						LANGUAGE USAGE						SCIENCE					
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		29	10.3	10.3	48.3	31.0		29	<5	20.7	51.7	24.1		29	6.9	27.6	48.3	17.2						
					79.3%							75.8%						65.5%						
2007	229	29	0	3.4	48.3	48.3	240	29	0	17.2	41.4	41.4	225	29	6.9	31	48.3	13.8						
					96.6%							82.8%						62.1%						
2008	228	31	0	9.7	45.2	45.2	241	31	3.2	9.7	54.8	32.3	228	31	9.7	22.6	45.2	22.6						
					90.4%							87.1%						67.8%						
2009	231	27	0	7.4	33.3	59.3	239	27	3.7	18.5	37	40.7	226	27	11.1	11.1	74.1	3.7						
					92.6%							77.7%						77.8%						
2010	229	25	0.0	12.0	44.0	44.0	239	25	8.0	20.0	36.0	36.0	228	25	4.0	20.0	60.0	16.0						
					88.0%							72%						76%						
2011		23	4.3	13.0	30.4	52.3		23	4.3	13.0	34.9	47.8		23	4.3	17.4	47.8	30.5						
					82.7%							82.7%						78.3%						
2012		31	3.2	0.0	25.8	71.0 +18.7		31	0.0	9.7	48.4	41.9		31	3.2	22.6	38.7	35.5 +5						
					96.8%							90.3% (100.0%)						74.2% (88.5%)						
									*exclude (3) 1 st year students					*exclude (5) 1 st year students										

FALCON RIDGE PUBLIC CHARTER SCHOOL
 SPRING IRI RESULTS 2007-2012

KINDERGARTEN							
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"		
	#	%	#	%	#	%	IDAHO
2012	0	0	2	8.33	22	91.66	82.37%
2011	0	0	2	8.7	21	91.3	
2010	0	0	5	20.83	19	79.17	
2009	0	0	4	16.67	20	83.33	
2008	2	8.33	8	33.33	14	58.33	
2007	1	4.17	4	16.67	19	79.17	
1 ST GRADE							
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"		
	#	%	#	%	#	%	IDAHO
2012	3	10.3	5	17.24	21	72.4	72.39%
2011	1	3.6	5	17.9	22	78.6	
2010	4	14.29	3	10.71	21	75.0	
2009	5	17.24	2	6.9	22	75.86	
2008	0	0	5	17.86	23	82.14	
2007	1	3.57	6	21.43	21	75.0	
2 ND GRADE							
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"		
	#	%	#	%	#	%	IDAHO
2012	2	6.9	4	13.8	23	79.3	72.34%
2011	2	6.9	4	13.8	23	79.3	
2010	4	14.81	1	3.7	22	81.48	
2009	1	3.45	2	6.9	26	89.66	
2008	1	3.85	6	23.08	19	73.08	
2007	5	17.86	7	25	16	57.14	
3 RD GRADE							
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"		
	#	%	#	%	#	%	IDAHO
2012	2	6.9	2	6.9	25	86.2	75.66%
2011	3	10.3	1	3.4	25	86.2	
2010	1	3.57	2	7.14	25	89.29	
2009	1	3.57	4	14.29	23	82.14	
2008	3	11.54	6	23.08	17	65.38	
2007	3	10.71	5	17.86	20	71.43	

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www.FalconRidgeCharter.org

Parent Satisfaction Survey

School Year 2011/2012

Parent Survey Facts

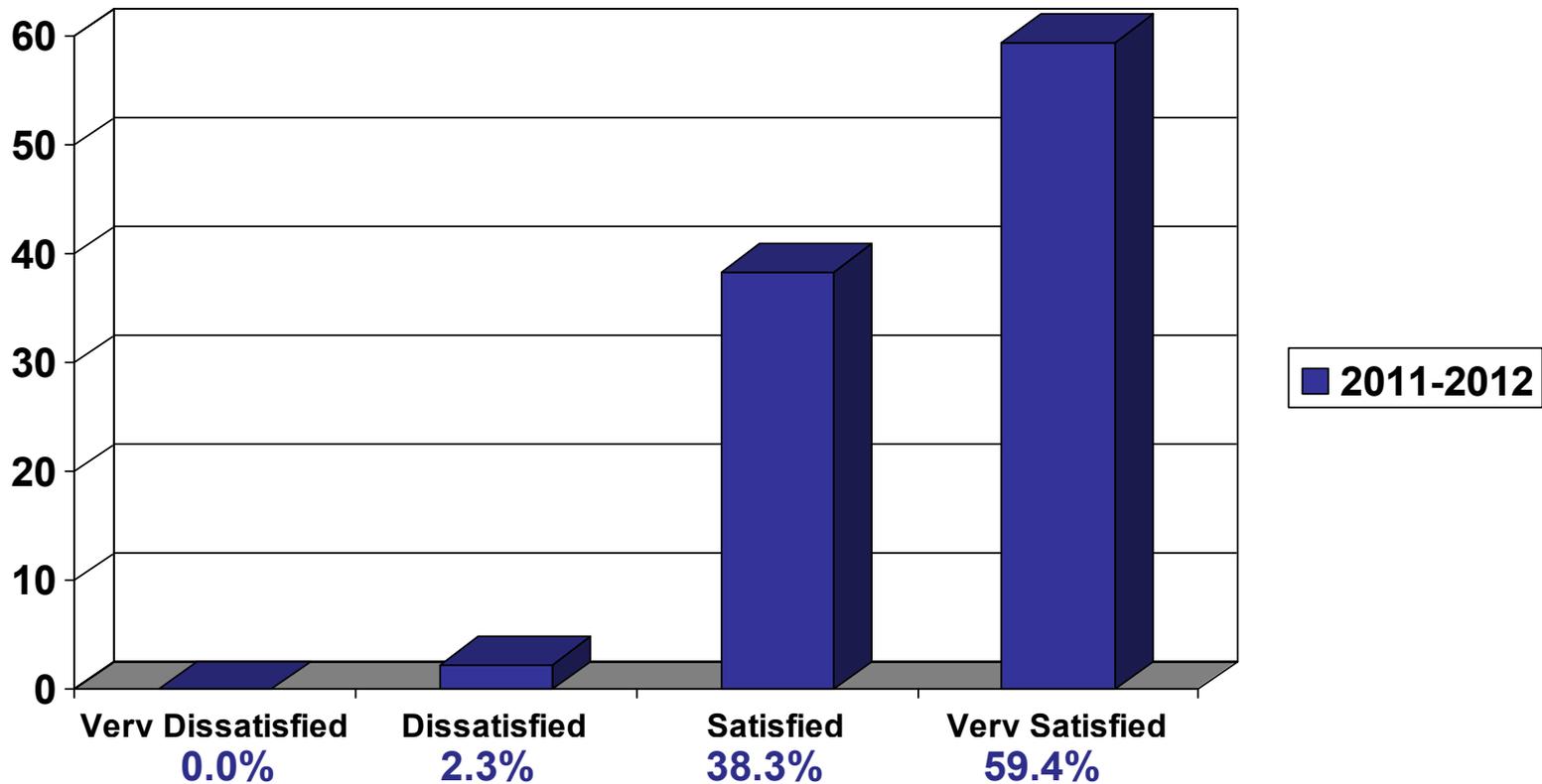
- 2008/2009.....45 respondents
- 2009/2010.....102 respondents
- 2010/2011.....125 respondents
- 2011/2012.....133 respondents

90% know the Falcon Ridge Mission

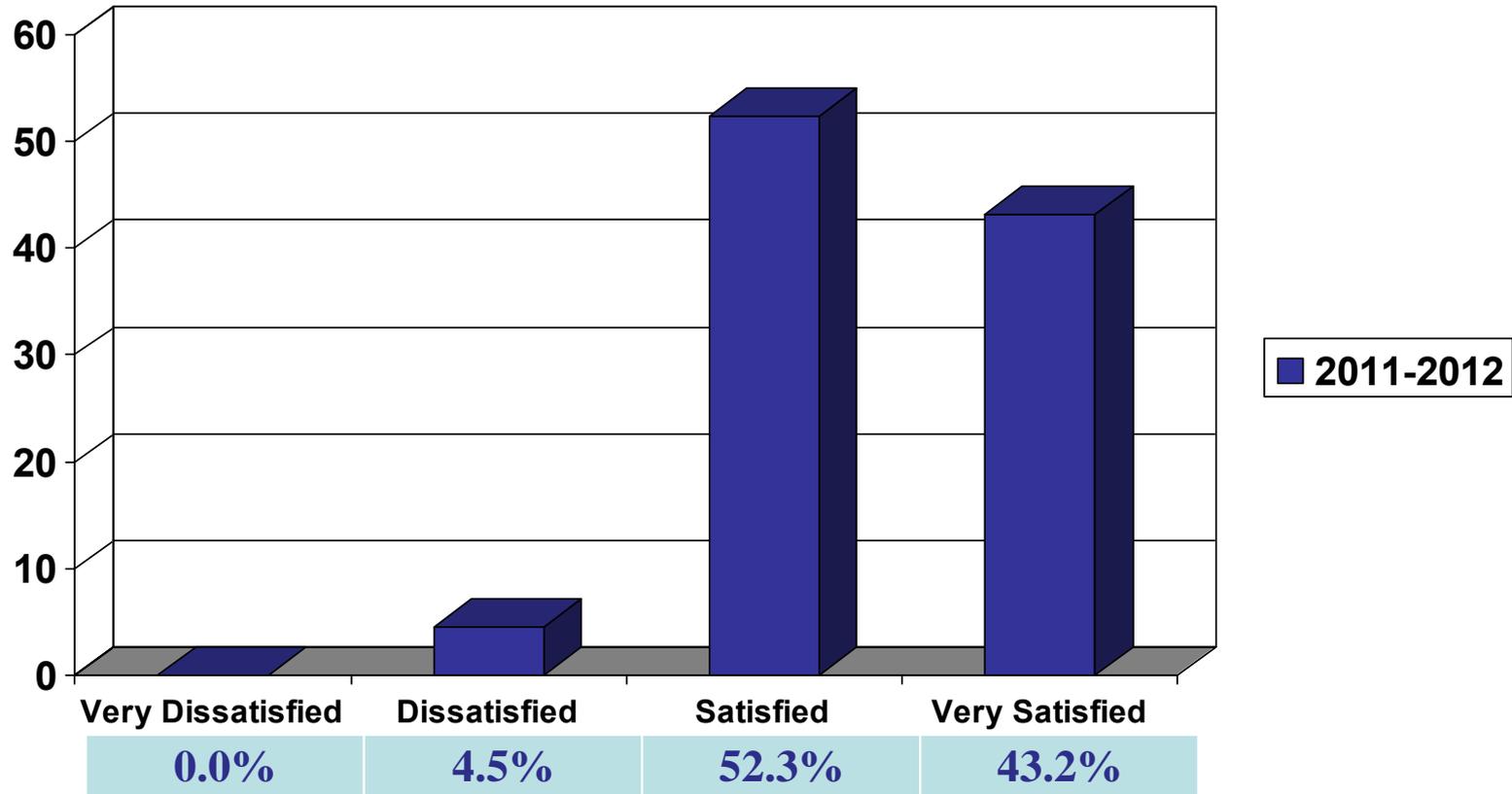
Previous Schooling Experience

75% from public, 5% public charter,
5% private, 13% home school, 2% other

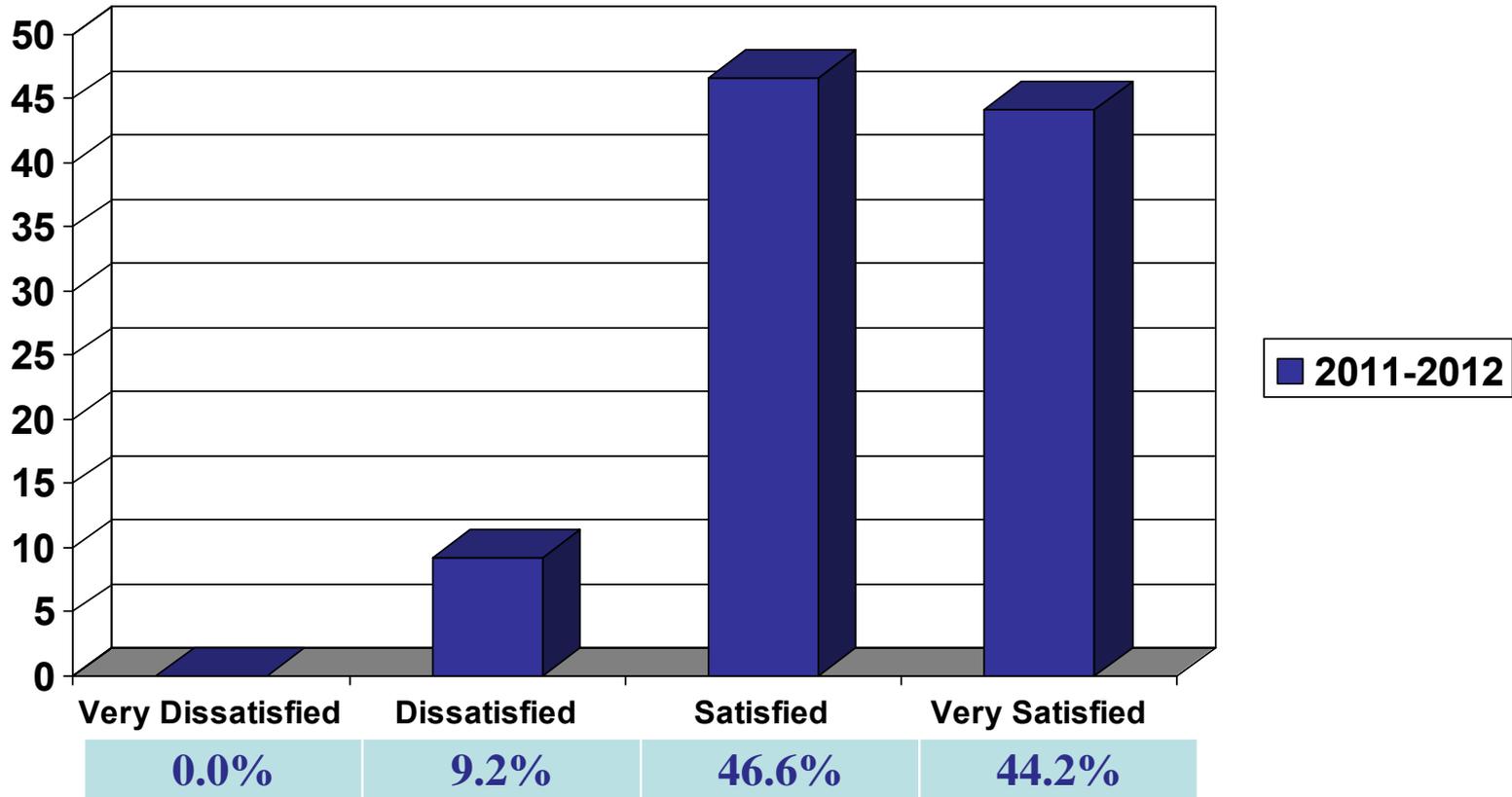
Educational Program



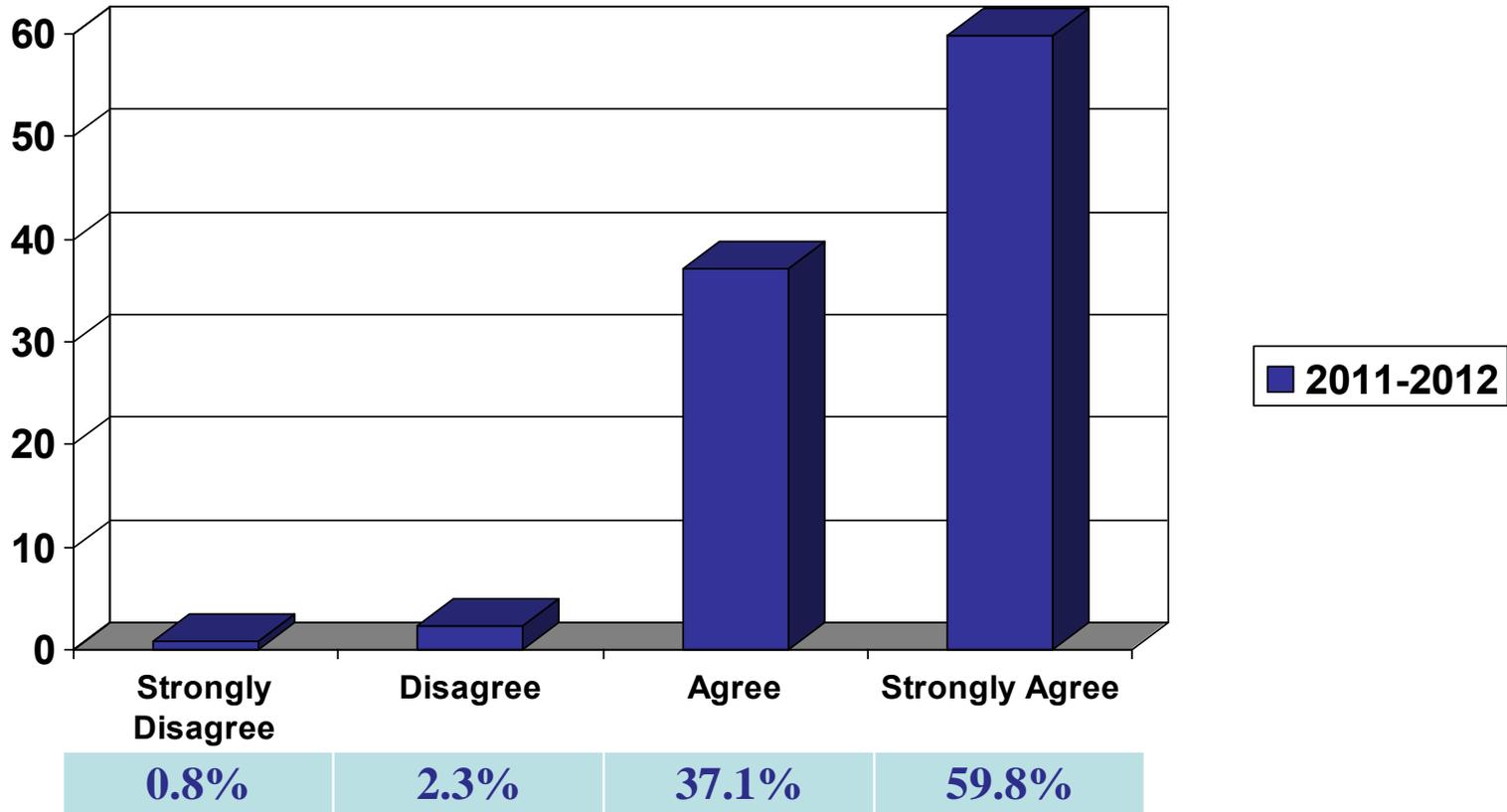
Progress Toward Stated Mission



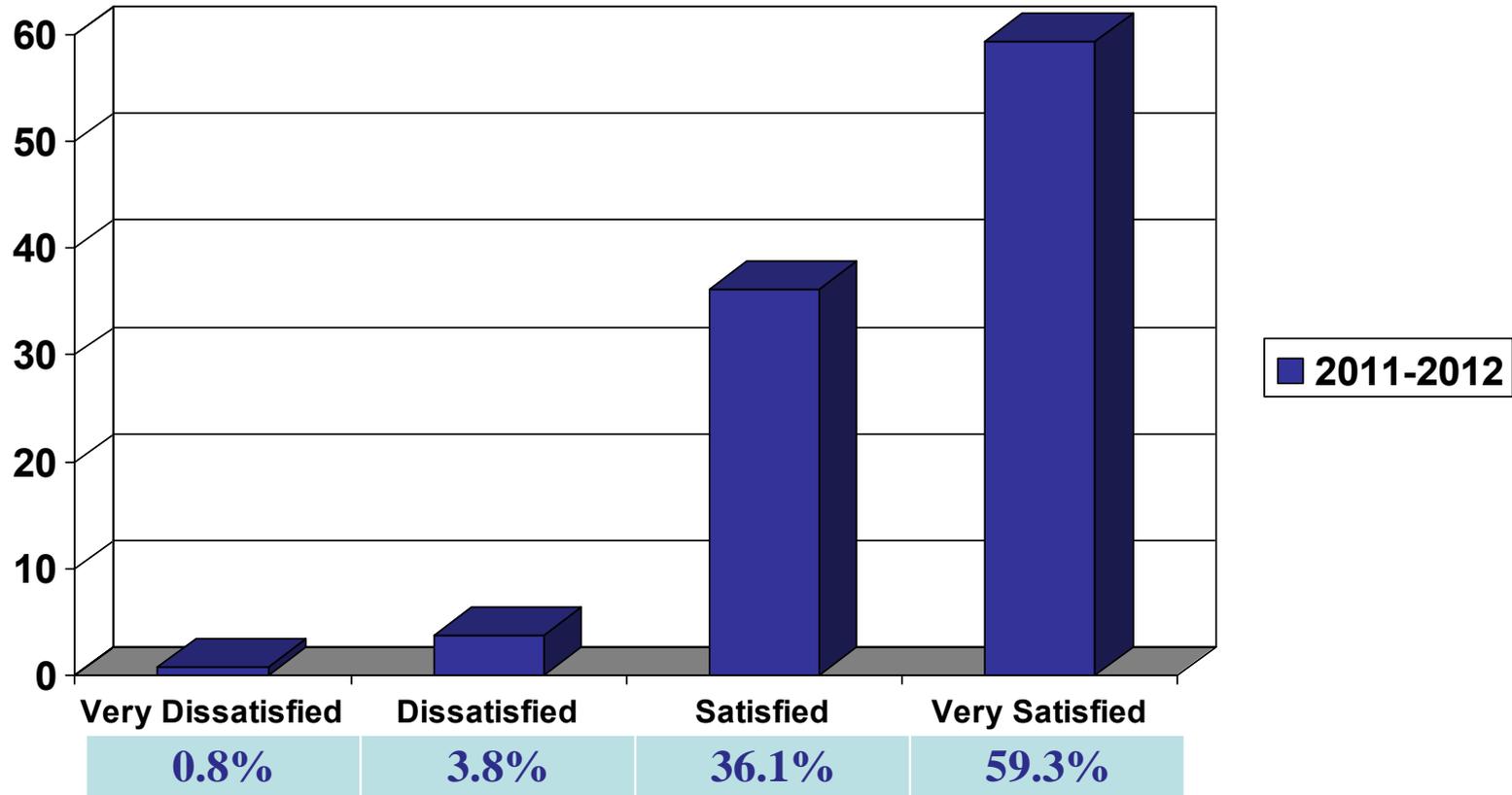
Administrative Leadership



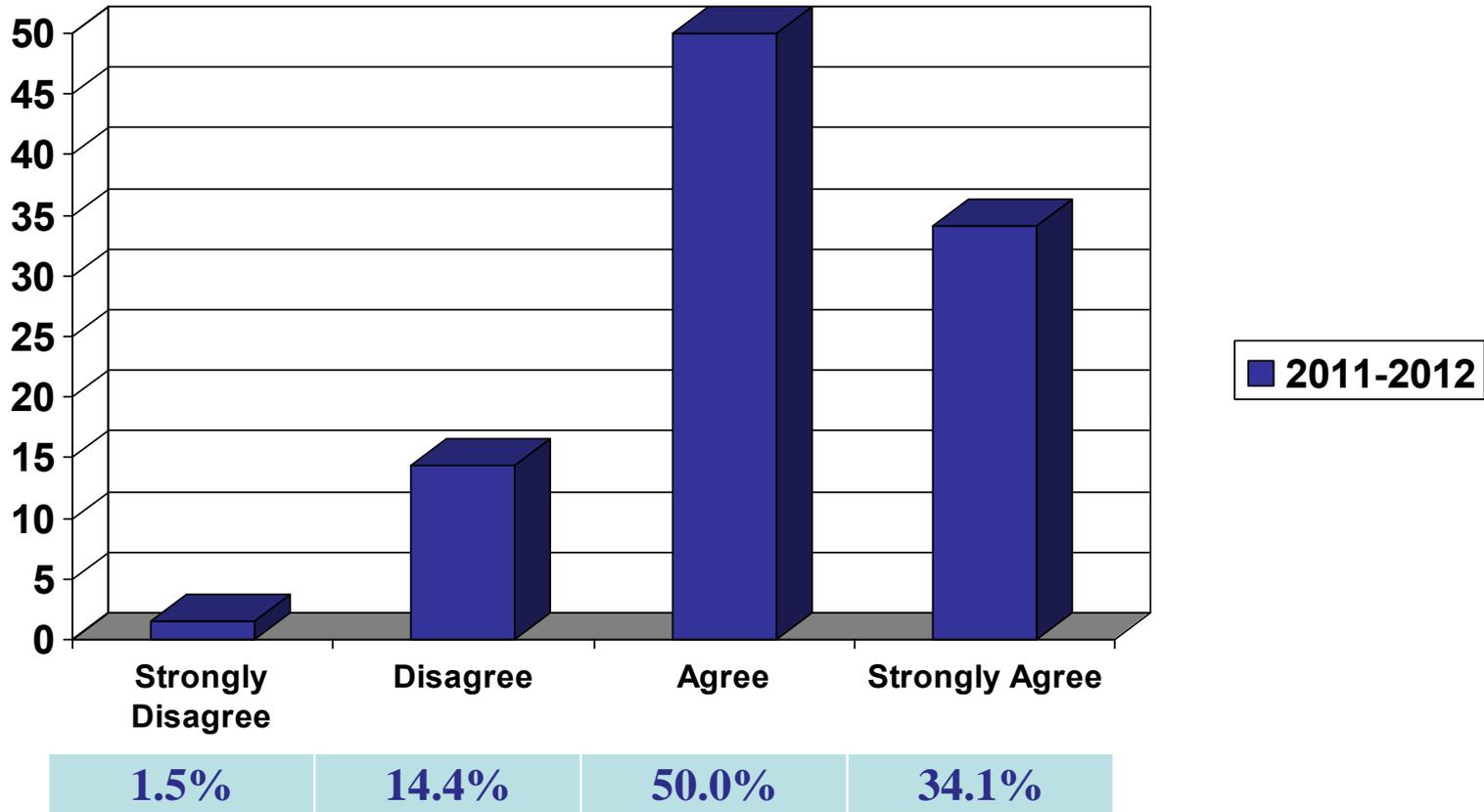
Quality of Instruction is High



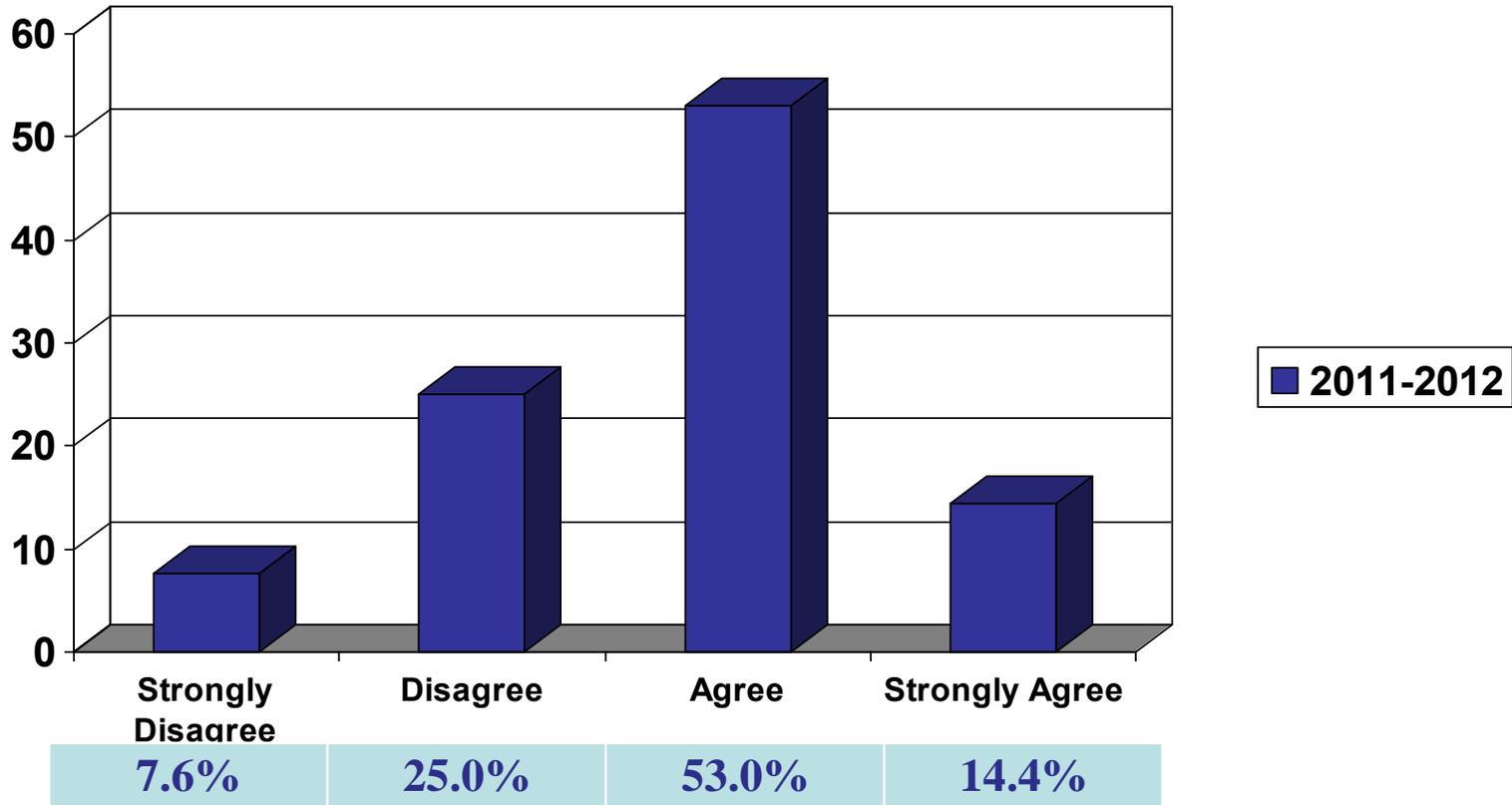
My Child's Academic Achievements



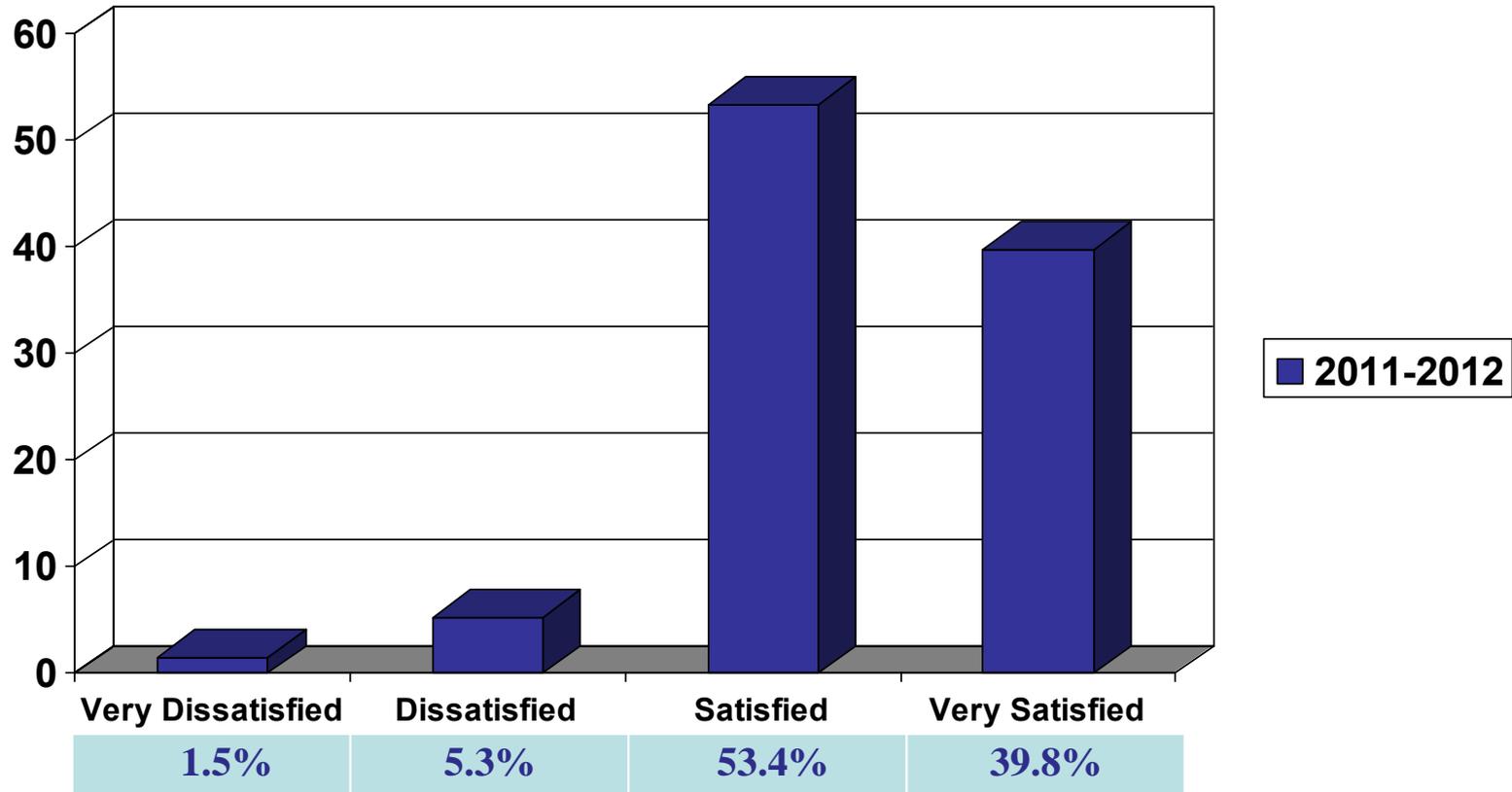
My Child Receives Sufficient Individual Attention



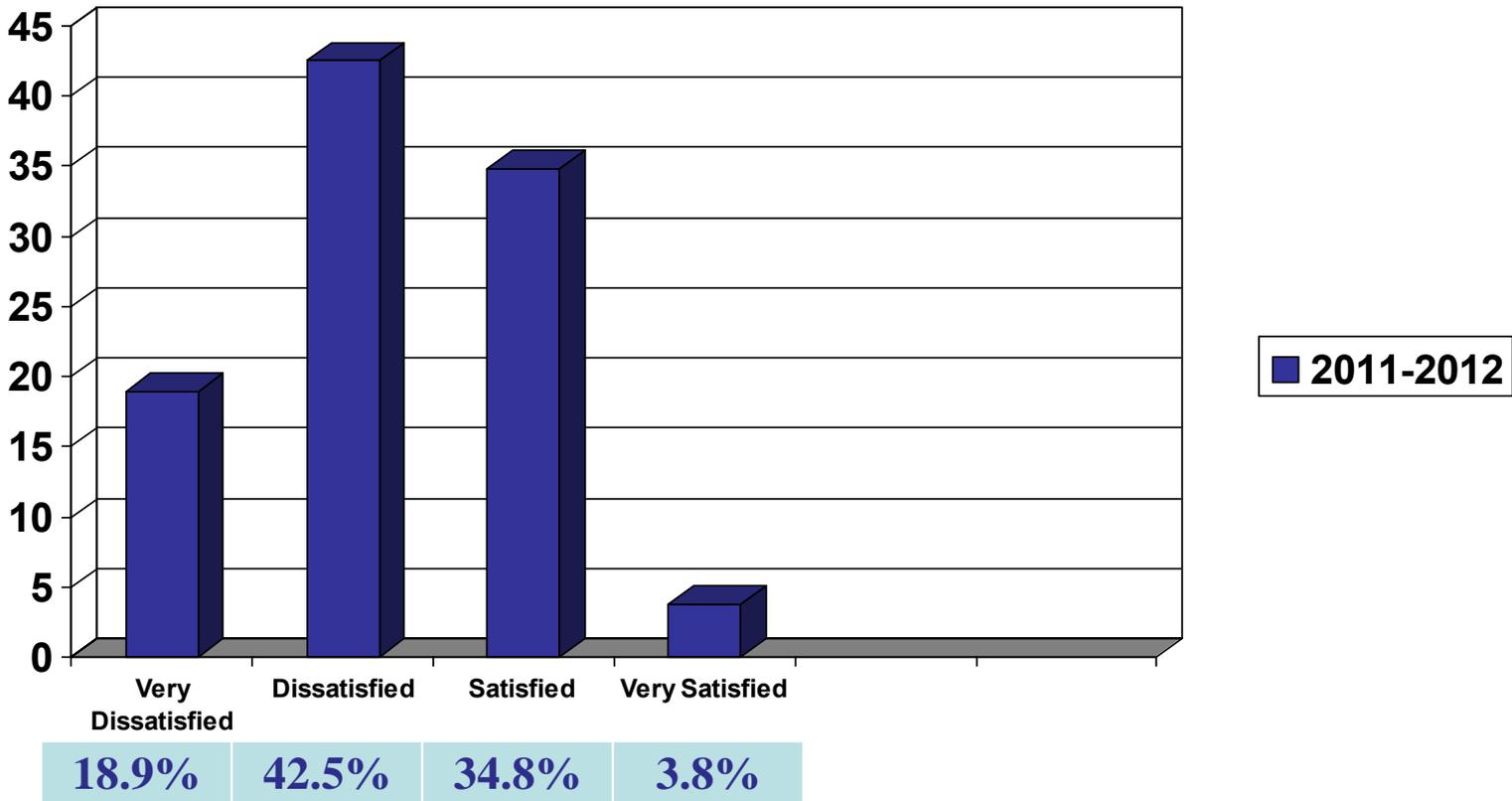
Support Services Are Available to My Child



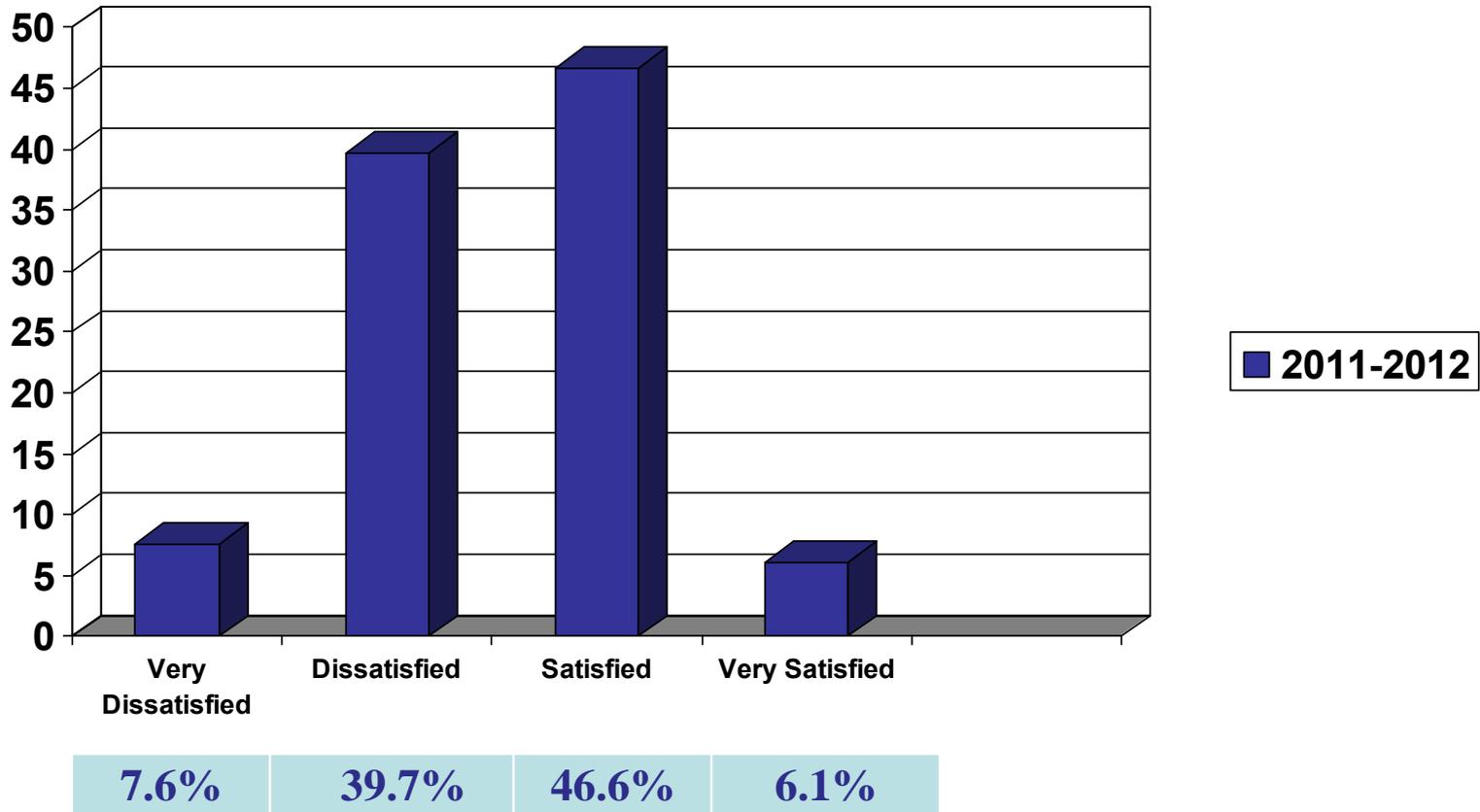
Overall School Climate/Environment



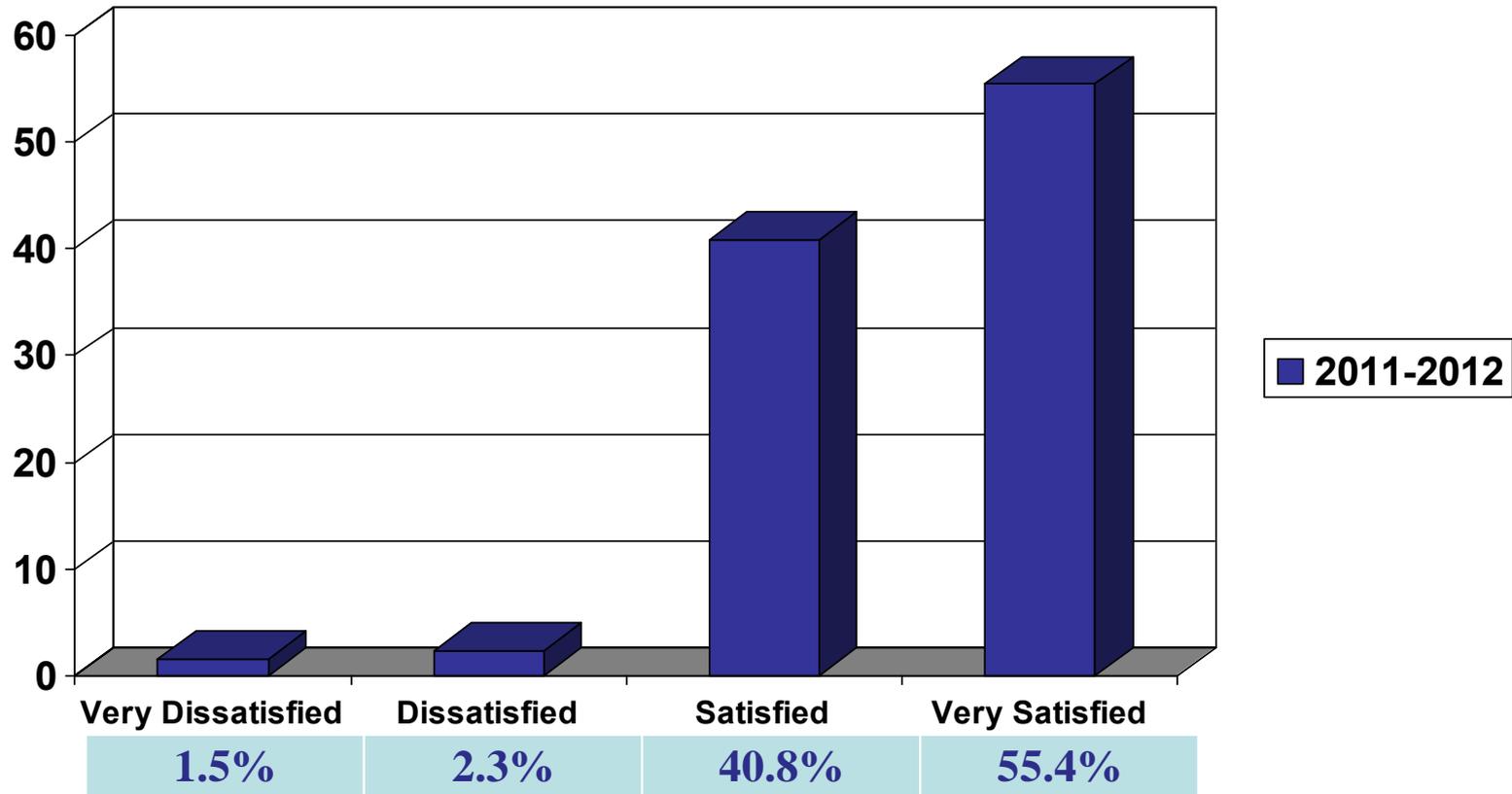
Physical Facilities



Extracurricular Activities

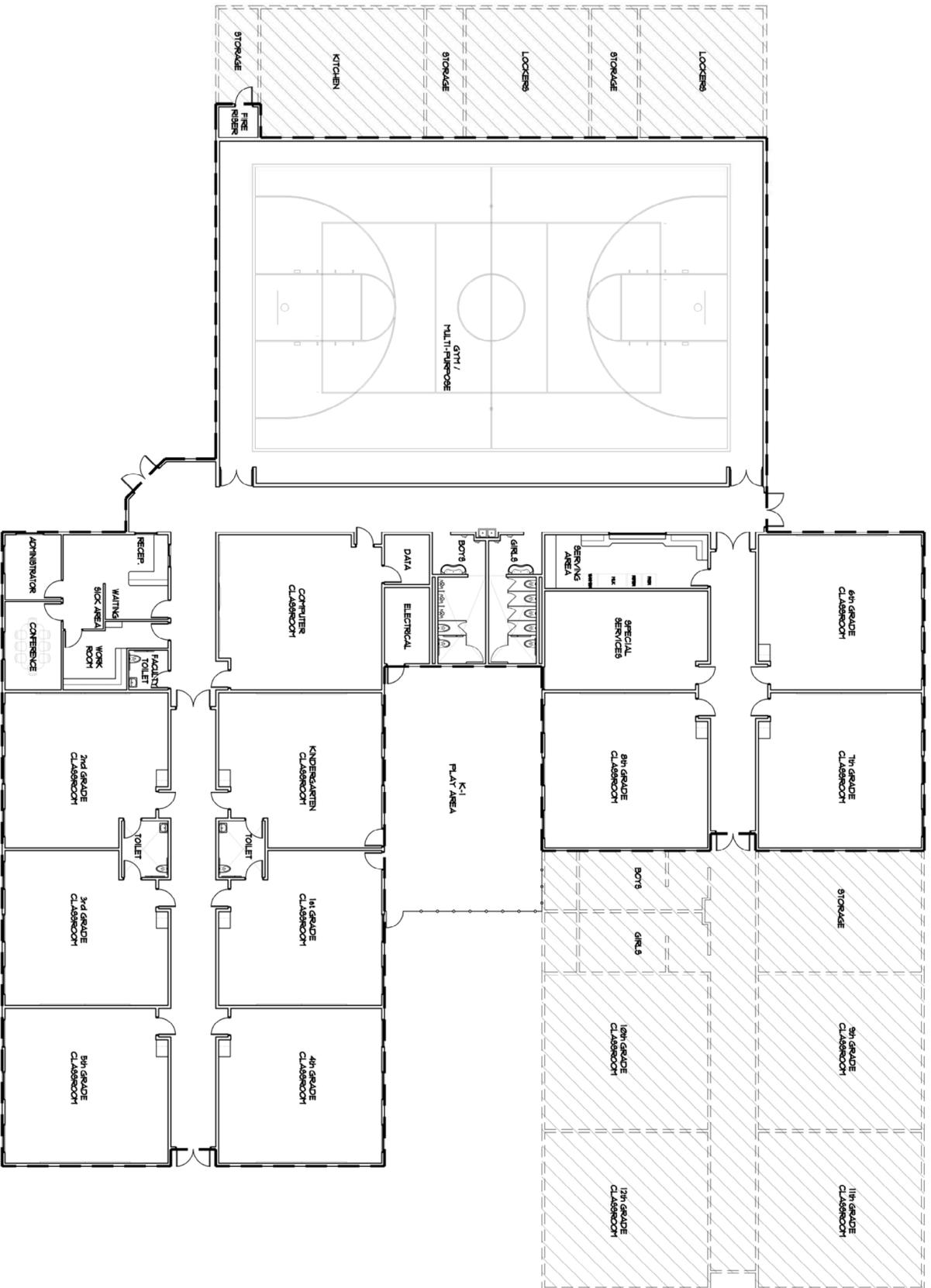


Potential for Parental Involvement





CONCEPTUAL FLOOR PLAN



LEGEND	
	PHASE 1 - ADMIN. / K & 8TH CLASSROOMS / SP SERVICES / COMPUTER / GYM 19,203 SQ. FT.
	FUTURE PHASE - KITCHEN / LOCKERS / STORAGE / 9-12TH CLASSROOMS 7,543 SQ. FT.
TOTAL AREA = 26,746 SQ. FT.	

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CURRENT FISCAL YEAR BUDGET COMPARISON

	A	B	C	D	E	F	G	H
							State Comparison (Anticipated Year End Numbers) <i>This column for state use only.</i>	Difference Between State and School's Projected
1	Falcon Ridge Public Charter School January 10, 2013	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes		
2	REVENUE							
3	Salary Apportionment	\$710,786.00		\$710,786.00	0.00%	30 Employees - 16 Certified, 14 Classified		
4	Benefit Apportionment	\$107,878.00		\$107,878.00	0.00%	30 Employees - 15 Full Time, 15 Part Time		
5	Entitlement	\$275,884.00	\$938,316.00	\$275,884.00	340.11%	Budget is based on 14 Units - 264 Students		
6	State Transportation	\$110,000.00	\$0.00	\$110,000.00	0.00%			
7	Lottery				#DIV/0!			
8	Other State Funds (Specify)	\$4,000.00	\$280.00	\$4,000.00	7.00%	\$1500 - IRI, \$2500 - ISAT Remediation		
9	Special Ed - Regular	\$46,123.00	\$0.00	\$46,123.00	0.00%	Title VIB Fund 257		
10	Special Ed - ARRA				#DIV/0!			
11	Title I				#DIV/0!			
12	Federal Title I Funds : ARRA				#DIV/0!			
13	Medicaid Reimbursement	\$5,000.00	\$965.00	\$5,000.00	19.30%	Medicaid Fund 242		
14	Title IIA				#DIV/0!			
15	Local Revenue (Specify)	\$100,000.00	\$100,000.00	\$100,000.00	100.00%	Operating Reserve Fund 244 - Carryover \$100,000		
16	Federal Startup Grant	\$347,590.00	\$347,590.00	\$372,590.00	100.00%	Building Fund 249 - \$347,590 Carryover + \$25,000 to transfer in from General Fund		
17	Other Grants (Specify)	\$10,000.00	\$10,000.00	\$10,000.00	100.00%	Tech Professional Development Grant - Carryover from 2011-2012		
18	Fundraising	\$4,116.00	\$7,849.00	\$7,849.00	190.69%	Tech Fund 245 - \$4116 Carryover + \$3733 (FY13 Funds)		
19	Interest Earned		\$670.07	\$1,000.00	#DIV/0!			
20	Other (Specify)		\$710.03	\$1,000.00	#DIV/0!	Donations / Contributions		
21	Other (Specify)		\$60,065.00	\$60,065.00	#DIV/0!	Pay for Performance		
22	TOTAL REVENUE	\$1,721,377.00	\$1,466,445.10	\$1,812,175.00	85.19%		\$0.00	
23								
24	EXPENDITURES							
25	100 Salaries							
26	Teachers	\$481,530.00	\$241,910.00	\$541,595.00	50.24%	Includes \$60,065 Pay for Performance		
27	Special Education	\$42,515.00	\$17,270.00	\$42,515.00	40.62%			
28	Instructional Aides	\$43,077.00	\$19,669.00	\$43,077.00	45.66%			
29	Classified/Office	\$50,100.00	\$24,150.00	\$50,100.00	48.20%			
30	Administration	\$62,000.00	\$31,000.00	\$62,000.00	50.00%			
31	Maintenance	\$4,000.00	\$1,600.00	\$4,000.00	40.00%			
32	Other (Specify)	\$4,750.00	\$2,375.00	\$4,750.00	50.00%	Tech Support		
33	Other (Specify)				#DIV/0!			
34	Total Salaries	\$687,972.00	\$337,974.00	\$748,037.00	49.13%			
35								
36	200 Employee Benefits							
37	PERSI/FICA/Benefits	\$122,426.00	\$57,117.00	\$122,426.00	46.65%			
38	Other (Specify)	\$53,654.00	\$20,478.00	\$53,654.00	38.17%	Health Insurance, Ret/Sick Leave		
39	Total Benefits	\$176,080.00	\$77,595.00	\$176,080.00	44.07%			
40								
41	300 Purchased Services							
42	Management Services	\$8,750.00	\$5,181.00	\$8,750.00	59.21%			
43	Staff Dev/Title IIA	\$19,200.00	\$36.52	\$15,000.00	0.19%			
44	Legal Pub/Advertising	\$500.00	\$219.00	\$500.00	43.80%			
45	Legal Services	\$1,500.00	\$388.00	\$1,500.00	25.87%			
46	Special Education	\$23,875.00	\$12,932.00	\$23,875.00	54.17%			
47	Liability & Property Ins	\$7,565.00	\$7,630.00	\$7,630.00	100.86%			
48	Substitute Teachers	\$3,100.00	\$1,798.00	\$2,500.00	58.00%			
49	Board Expenses	\$6,800.00	\$7,848.00	\$7,848.00	115.41%			
50	Computer Services	\$2,300.00	\$1,878.00	\$2,300.00	81.65%			
51	Transportation	\$154,000.00	\$71,100.00	\$154,000.00	46.17%			
52	Travel				#DIV/0!			
53	Other (Specify)	\$2,000.00	\$1,000.00	\$2,000.00	50.00%	Medicaid Match Funds		
54	Other (Specify)	\$7,000.00	\$772.00	\$5,000.00	11.03%	Workers Comp Insurance		
55	Total Services	\$236,590.00	\$110,782.52	\$230,903.00	46.82%		\$0.00	

February 14, 2013

CURRENT FISCAL YEAR BUDGET COMPARISON

	A	B	C	D	E	F	G	H
56								
57	Facilities				#DIV/0!			
58	Building Lease				#DIV/0!			
59	Land Lease				#DIV/0!			
60	Modular Lease	\$65,000.00	\$63,498.00	\$63,498.00	97.69%			
61	Utilities, Phones, Lndscp	\$21,000.00	\$11,020.00	\$21,000.00	8.56%			
62	Site Preparation				#DIV/0!			
63	Other (Specify)				#DIV/0!			
64	Other (Specify)				#DIV/0!			
65	Total Facilities	\$86,000.00	\$74,518.00	\$84,498.00	86.65%		\$0.00	
66								
67	400 Supplies and Maintenance							
68	Textbooks	\$1,000.00	\$370.00	\$500.00	37.00%			
69	School Supplies	\$4,550.00	\$3,327.00	\$4,550.00	73.12%			
70	Power School				#DIV/0!			
71	Custodial Supplies	\$3,000.00	\$1,359.00	\$3,000.00	45.30%			
72	Other (Specify)	\$6,250.00	\$2,645.00	\$6,250.00	42.32%	Maintenance Buildings/Grounds		
73	Other (Specify)				#DIV/0!			
74	Total Supplies	\$14,800.00	\$7,701.00	\$14,300.00	52.03%		\$0.00	
75								
76	500 Capital Objects							
77	Furniture	\$200.00	\$0.00	\$200.00	0.00%			
78	Technical AV Equipment				#DIV/0!			
79	Other (Specify)	\$25,000.00	\$0.00	\$25,000.00	0.00%	Falcon Ridge Building Fund		
80	Other (Specify)				#DIV/0!			
81	Other (Specify)				#DIV/0!			
82	Other (Specify)				#DIV/0!			
83	Total Capital Objects	\$25,200.00	\$0.00	\$25,200.00	0.00%		\$0.00	
84								
85	Debt Service							
86	Specify				#DIV/0!			
87	Specify				#DIV/0!			
88	Specify				#DIV/0!			
89	Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00	
90								
91	Grant Purchases							
92	Specify	\$10,000.00	\$7,297.00	\$10,000.00	72.97%	Laptops, Projectors, Document Cameras		
93	Specify				#DIV/0!			
94	Specify				#DIV/0!			
95	Specify				#DIV/0!			
96	Specify				#DIV/0!			
97	Total Grant Purchases	\$10,000.00	\$7,297.00	\$10,000.00	72.97%		\$0.00	
98								
99	Reserve Fund	\$40,025.00	\$0.00	\$0.00	0.00%	Contingency Reserve Account		
100	Building Fund	\$0.00	\$44,685.00	\$50,000.00	#DIV/0!	Building Fund 249 Expenses		
101								
102	Total Expenses	\$1,276,667.00	\$660,552.52	\$1,339,018.00	51.74%			
103								
104	Carryover from Previous FY	\$455,013.00	\$410,328.00	\$400,000.00	90.18%	Building Fund \$347,590 Operating Reserve \$100,000 Carry Over \$7,423	\$0.00	
105								
106	Reserve/(Deficit)	\$899,723.00	\$1,216,220.58	\$873,157.00	135.18%			
107								
108								
109								
110								
111								

February 14, 2013

UPCOMING FISCAL YEAR BUDGET COMPARISON

	A	B	C	D	E
1	Falcon Ridge Public Charter School January 10, 2013	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
2	REVENUE				
3	Local Revenue			(\$100,000.00)	reflects projected from "current FY"
4	State Revenue				
5	Entitlement	\$275,884.00	14 Units x \$19,706 265 Students	\$275,880.60	reflects State actual from "current FY"
6	Wages				
7	Administration				
8	Teachers	\$710,789.00			
9	Classified				reflects all salaries compared to State actual
10	Medicaid	\$5,000.00		\$710,789.00	from "current FY"
11	Benefit	\$120,718.00		\$0.00	reflects projected from "current FY"
12	Transportation	\$105,000.00		\$105,000.00	reflects State actual from "current FY"
13	Federal Revenue				
14	Title I			#DIV/0!	reflects State actual from "current FY"
15	Special Ed	\$45,000.00		#DIV/0!	reflects State actual from "current FY"
16	Title II			#DIV/0!	reflects State actual from "current FY"
17	Startup Grant			(\$1.00)	reflects State actual from "current FY"
18					
19	Other Sources (Specify)	\$4,000.00	IRI Expense, ISAT Remediation		
20	Other Sources (Specify)	\$100,000.00	Operating Reserve Account Carryover		
21	Other Sources (Specify)	\$300,000.00	Building Fund Carryover		
22	Total Revenue before holdback	\$1,666,391.00		#DIV/0!	
23					
24	PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
25	Teacher Salaries				
26	Classified Salaries				
27	Admin Salaries				
28	Benefits				
29	Entitlement				
30	Transportation				
31	Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
32					
33	Total Revenue after holdback	\$1,666,391.00		\$1,666,390.15	reflects State actual from "current FY"
34					
35	EXPENDITURES				
36	100 Salaries				
37	Teachers	\$483,000.00	No Pay for Performance this year	(58,595.00)	reflects projected from "current FY"
38	Admin	\$62,000.00		0.00	reflects projected from "current FY"
39	Classified	\$50,100.00		0.00	reflects projected from "current FY"
40	Special education	\$42,515.00			
41	Other (Specify)	\$48,750.00	Instructional Aides & Tech Support		
42	Other (Specify)	\$4,000.00	Maintenance		
43	Total Salaries	\$690,365.00		(58,595.00)	
44					
45	200 Benefits				
46	Benefit Dollars				
47	PERSI/Payroll taxes	\$125,000.00			
48	Other (Specify)	\$54,000.00	Health Insurance & Ret/Sick Leave		
49	Total Benefits	\$179,000.00		\$2,920.00	reflects projected from "current FY"
50					
51	300 Purchased Services				
52	Transportation	\$154,000.00		\$0.00	reflects projected from "current FY"
53	Special Education	\$22,000.00		(\$1,875.00)	reflects projected from "current FY"
54	Proctor costs				
55	Legal	\$1,500.00		\$0.00	reflects projected from "current FY"
56	Insurance	\$7,700.00		\$70.00	reflects projected from "current FY"
57	Copier Lease			\$0.00	
58	Printer Lease			\$0.00	
59	Facility Lease	\$64,000.00		\$64,000.00	reflects projected from "current FY"
60	Utilities	\$21,000.00		\$0.00	reflects projected from "current FY"
61	Professional Development	\$15,000.00		\$0.00	reflects projected from "current FY"

February 14, 2013

UPCOMING FISCAL YEAR BUDGET COMPARISON

	A	B	C	D	E
62	Technology	\$2,300.00		\$0.00	reflects projected from "current FY"
63	Management Services	\$8,450.00		(\$300.00)	reflects projected from "current FY"
64	Legal Publications/Advertising	\$500.00		\$0.00	reflects projected from "current FY"
65	Substitute Teachers	\$3,100.00		(\$5,600.00)	reflects projected from "current FY"
66	Board Expenses	\$7,900.00		\$52.00	reflects projected from "current FY"
67	Other (Specify)	\$5,000.00	Workers Comp Insurance		
68	Other (Specify)	\$2,000.00	Medicaid Match Funds		
69	Total Purchased Services	\$314,450.00		\$56,347.00	
70					
71	Supplies & Materials				
72	Teacher/Classroom	\$4,500.00		(\$50.00)	reflects projected from "current FY"
73	Office	\$0.00		\$0.00	Not in 2010 budget.
74	Janitorial	\$3,000.00		\$0.00	reflects projected from "current FY"
75	Textbooks	\$500.00		\$0.00	reflects projected from "current FY"
76	Other (Specify)	\$6,000.00	Maintenance Building/Grounds		
77	Other (Specify)				
78	Total Supplies & Materials	\$14,000.00		(\$50.00)	
79					
80	Grant Expenditures				
81	Specify				
82	Specify				
83	Specify				
84	Total Grant Expenditures	\$0.00			
85					
86	Capital Outlay			\$0.00	
87	Total Capital Outlay	\$0.00		\$0.00	
88					
89	Debt Retirement			\$0.00	
90	Total Debt Retirement	\$0.00		\$0.00	
91					
92	Insurance & Judgements			\$0.00	
93	Total Insurance & Judgements	\$0.00		\$0.00	
94					
95	Transfers			\$0.00	
96	Total Transfers	\$25,000.00	Transfer to Building Fund	\$0.00	
97					
98	Contingency Reserve	\$140,000.00	\$100,000 Operating Reserve + \$40,000 Contingency Reserve		
99	Building Fund	\$300,000.00			
100					
101	Total Expenditures	\$1,662,815.00		\$622.00	
102					
103	Carryover from Previous FY	\$873,157.00	Reflects projected reserve/(deficit) from "current year" worksheet		
104					
105	Reserve/(Deficit)	\$876,733.00			

SUBJECT

The Village Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209(2)

BACKGROUND

The Village Charter School (TVCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2011. TVCS currently enrolls approximately 290 students in grades K-8. Enrollment is anticipated to increase via the addition of one new class per year: in 2012-2013, an additional first grade class was enrolled; in 2013-2014, TVCS will add another second grade class.

DISCUSSION

TVCS will provide an update regarding the status of the school.

The school's [Star Rating](#) for the 2011-12 school year is 2 out of 5. The Achievement category results reflect a fairly high percentage of students performing at proficient or advanced in reading (87.4%) and language arts (81.5%) on the spring 2012 ISAT, while fewer students (68.1%) demonstrated math proficiency.

TVCS's Growth to Achievement results are more concerning. The school met the Adequate Growth Percentile (AGP) in reading and language. However, the low point assignments (2/5) indicate that although a sufficient percentage of students are on-track to achieve proficiency within three years or by 10th grade, whichever comes first, the majority of TVCS students did not grow as much as their academic peers.

The school did not meet the AGP in math. The point assignment of 1/5 reveals that most TVCS students did not grow as much as their academic peers and the rate of growth will need to improve in order for the typical TVCS student to reach math proficiency within 3 years or by 10th grade.

On November 29, 2012, PCSC staff met with TVCS to discuss the school's star rating and plans to improve. TVCS is partnering with BSU for professional development in Singapore Math and the Writing Project, increasing individual student progress monitoring (including RTI, Title I, and benchmark testing for all students), and developing systems and procedures to ensure their FY13 data is clean when it is submitted to the SDE.

In 2011-2012, TVCS met [AYP](#) targets for reading and language, but did not meet AYP for math. The school is in Alert status for NCLB Improvement.

Based on self-reporting, TVCS did not meet all of the Measurable Student Educational Standards (MSES) outlined in the school's charter. TVCS did not meet MSES 1 or 2 (identified as "a" and "b" in the charter). MSES 3 and 4 (goals "c" and "d" in the charter) are not easily measurable and are not included in this analysis.

The school's board appears to be functioning appropriately, and the school is fiscally stable.

IMPACT

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: ...(b) Failed to substantially meet any of the student educational standards identified in the approved charter..."

STAFF COMMENTS AND RECOMMENDATIONS

Particularly in light of TVCS's low Star Rating, which evidences a need to focus on improving academic results, staff recommends that the PCSC direct staff to issue to The Village Charter School a notice of defect on the grounds of failure to substantially meet MSES 1 and 2 in the approved charter.

COMMISSION ACTION

A motion to direct PCSC staff to issue The Village Charter School a notice of defect on the grounds of failure to substantially meet MSES 1 and 2 in the approved charter.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho Public Charter School Commission
Site Visit Report**

School	The Village Charter School (TVCS)
Address	Boise, ID
Date of Site Visit	December 11, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Lee Miller, Chair Jani Knox, Vice Chair Rachael Smith, Secretary Susan Hansen, Member
Administrator(s) Interviewed	Teresa England, Administrator
Business Manager / Clerk Interviewed	Lisa McIntosh, Part-time Business Manager
Other Stakeholder(s) Interviewed	Teachers (10), Students (5), Parents (3)

Board Member(s) Interview

Lee Miller, Chair, Jani Knox, Vice Chair, Rachael Smith, Secretary, and Susan Hansen participated in the interview. They expressed a clear understanding of the school’s mission and charter, and discussed their efforts to revise and update the charter based on how the school has transformed since it opened.

The board members feel they have a strong relationship with the administrator. Now that the school is in its second year of operation, the board and administration have been learning and adjusting to their roles, with the board transitioning away from activities related to the school’s day-to-day operations and focusing more on governance. The board and administrator communicate well and regularly, and their goals are aligned. The board undergoes regular training, including retreats.

When asked about their concerns for the school, the board said that the school’s 2 Star Rating concerns them, and they feel they should build on what the school is doing well so their test scores will reflect that. The board is always concerned with finances, and they recognize the need to be diligent as they work to identify new facilities. The board is working on developing and revising policies, and has discussed developing a strategic plan. Finally, the board members are proud of the quality of people who have come to work at the school, including the administrator and teachers, and have appreciated the flexibility of the staff and families during the early stages of the school’s development.

Administrator(s) Interview

Teresa England, Administrator, participated in the interview. Ms. England described the school’s mission to provide a hands-on, challenging curriculum, ensure that every child is treated as a whole child, and implement leadership and character development through the Leader in Me program.

Ms. England feels she has a great relationship with the board, stating that they work together well. The board has been pretty true to the concept of having one employee (the administrator), and they have trusted Teresa to do her job. Since the school is fairly new, Teresa has made recommendations to adjust some of the school’s curriculum, and the board is open to those discussions.

Ms. England feels that the school is doing well in preparing for implementation of the Common Core State Standards, particularly in regards to math. TVCS has used Singapore Math since they opened, and it is closely aligned to the Common Core. This year, the staff is working on Common Core alignment of their reading and language arts curricula.

When asked about concerns she has for the school, Ms. England said that she is “not super concerned” about academics, as she feels they have strong teachers, good collaboration, and are headed in the right direction. Finances are her biggest concern, particularly since the board and administration are hoping to move TVCS to a larger facility. TVCS had to scale back their budget when Idaho was not approved for federal Charter Start grant funds, however, the board is good about managing finances, and the school still has a carryover. Ms. England does anticipate a dip in their carryover if/when they decide to change facilities. Teresa also mentioned that she feels the school is a little understaffed, particularly in special services such as Special Education, so it will be critical for them to continue to manage funds well so they can improve their staffing model as they grow. On the other hand, she is proud of the staff and their ability to pull together to build the school; the teachers are passionate and on board with the mission and vision of the school.

Business Manager / Clerk Interview

Lisa McIntosh, Business Manager, participated in the interview. When asked how she feels the school is doing financially, Ms. McIntosh responded that she feels that finances are tight but fine. TVCS has a conservative spending policy and the board is active in monitoring the finances (the Board Chair is an accountant). In regards to budgeting, the school estimated their enrollment for this fiscal year at 302, and the actual is 284. While the budget is a little tighter as a result, she feels they are making appropriate adjustments. Ms. McIntosh feels the biggest financial challenge the school is facing in the near future is the likely increase in facility costs if the school moves.

Teacher Meeting

The PCSC staff member had the opportunity to meet with ten (10) teachers who teach a variety of grades and subjects (including PE and special education). Below are the questions presented to the teachers and their summarized responses:

What can be improved at The Village?

- Class size- we have quite a few students who have pretty high needs and it can be really difficult to differentiate and meet all of their needs
- Facility and space- we could use a gym, library, and a place for assemblies
- It would be good to have separate play areas (or times) for younger and older students
- More staffing would help- it would be good to have a Vice Principal; teachers know that Dr. England is stretched thin, so we may be hesitant to ask for support
- Our reading program / curricula could be improved – it could be more clear and defined
- We would like to have a social studies and Spanish curriculum, as well as other subjects, rather than having to create things from scratch
- Teacher pay could be improved- we are paid only what the state gives and know that other schools nearby are paid more. We work a lot and it’s hard to take a break, so sometimes we may be at risk for burnout, but we do it because we believe in the school. [Per a follow-up question, 7 of 10 teachers consider themselves at risk of burning out in the next 3-5 years if class size, pay, and/or work hours don’t improve]
- Electives could be improved, in terms of offerings, class sizes, and details

Describe the professional development you receive. Is it effective?

- Having a math coach has been amazing; professional development in math has been strong, including MTI- we feel prepared for Common Core implementation
- At the beginning of the year, Dr. England asked our feedback on what we wanted for professional development
- Professional development has been deliberate, and calendared and prepared for well in advance
- Planning and collaboration on Fridays is very helpful
- Teresa observes our classes and gives feedbacks, which allows us to improve our teaching
- We all work well together and help each other to become better teachers

What do you like about working at this school?

- My boss – Teresa is very responsive, helps with problem-solving, supports us, and is approachable
- We like each other, and we come back because we are a community that helps each other; we enjoy teaching the kids to have that same sense of community
- The leadership model
- The elective program and involving parents in it – it's also working well that electives are mixed-age
- Parent involvement

Student Meeting

The PCSC staff member had the opportunity to meet with five (5) students in grades one through eight. The students were open and honest and clearly have an understanding of the schools strengths and weaknesses. Below are the questions presented to the students and their summarized responses:

What can the school do better?

- More elective choices would be good, especially for the middle school students
- Students (especially older students) could be more involved in field trip planning; we'd like to help choose where we go and/or what we do, and would still keep it connected to learning
- Classrooms can be chaotic sometimes, particularly if the teacher leaves (4 of 5 said they have experienced this)
- Teachers could give fewer warnings to students who are misbehaving; they could be stricter. It varies by teacher and day-to-day, so there should be more consistency in dealing with behaviors
- More helpers in the classroom would be good
- Ensure that students are following ACE; review it and the 7 Habits more frequently – lots of time was spent teaching students the 7 Habits last year, but we haven't done it as much this year. New students need to learn it and returning students need reminded
- A nurse and/or place to go if someone gets hurt
- More hands-on experiences and projects – there are more in certain subjects than others
- More use of computers, especially for younger students so they can get used to using them early; we could also use more computers (for everyone) and better tracking of who is using them (a log) it is easier for teachers to know where they are or who to ask if something is missing

Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Yes (thumb up): 0
- Sort of / not so much (thumb to the middle): 4
- No (thumb down): 1

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- Some other students in my class are challenged, but before I came to this school, I was at a school with really high standards and I had homework every night. That's not true here; I don't feel as pushed
- Teachers seem to be teaching to the middle / low (1 student said this, 2 others nodded their head or spoke in agreement)
- The school is not as challenging for in-depth thinkers; kids who are excelling could be pushed more

What do you like about your school?

- The teachers and the other kids
- Having electives; some of the electives have been really good
- Parents can be involved and help in classrooms
- There are separate programs for higher achievers
- There is a supportive environment here – teachers, administration, and staff help students
- Teachers try to plan things that are fun
- Field trips
- Having no school on Fridays, even though it means other days are longer

Parent Meeting

The PCSC staff member had the opportunity to meet with three (3) parents whose children are in first grade, third grade, and sixth grade. Below are the questions presented to the parents and their summarized responses:

What can the school do better?

- A new facility would help – the school could benefit from more space and a cafeteria
- The parent section of the website could be more user-friendly and could help facilitate more communication and efforts to go paperless
- The calendar on the website has improved, but it could be better
- There is an open door policy for parent volunteers, but some people feel they don't have a spot (this might be impacted by continuing development of the school's culture)
- Sometimes classrooms or the school can be chaotic

- Kids could be more involved in maintaining their environment (keeping it clean, etc.)

The PCSC staff member facilitated a similar question about academics to the parents as was earlier presented to TVCS students. They were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each person could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

My child / children are challenged academically at this school.

- Yes (thumb up): 3
- Sort of / not so much (thumb to the middle): 0
- No (thumb down): 0

What do you like about this school?

- The teachers are approachable and willing to help – Dr. England is as well
- Everyone here cares about the kids – the secretary is amazing and makes everyone feel comfortable
- Teachers want to be here, they like teaching, they like kids, and they see the good in all of the kids in their classes
- Teaching assistants in the classrooms
- The curriculum
- This school is a significant improvement from my child's previous school

Documents Review

Finances

The finances through the 2011-2012 year were reviewed prior to the visit, and 2012-2013 year-to-date were reviewed in person. Questions were answered by the Part-time Business Manager, Lisa McIntosh. The school had a carryover of just under \$250,000 from FY 12. The financial documents were in order, and there are no concerns about the financial statements or processes at this time.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. All of the files were complete and two of the three were well organized. Tabs were used to separate documents, however, adding labeling the tabs / sections might further clarify where documents belong and aid in keeping the files more uniformly organized). All IEPs were up-to-date, accommodations pages were complete, and eligibility and LRE was included and appropriately filled out. All essential elements of the files were present, and at this time, there are no significant concerns about the special education files that were reviewed.

Classroom Observations

Classroom observations were generally positive, though somewhat mixed. In some classrooms, students were highly engaged in activities and minimal behavior issues were observed. In one such classroom, a student was facilitating a science experiment and teaching other students, and all students were active in the discussion. On the other hand, there were some classrooms where students did not appear to be actively learning; at times, students were not doing the assigned task

and the teacher did not step in to get them back on track. The level of disengagement varied. In one classroom, only a couple of students could have benefitted from redirection; in another, a larger number (app one third) of the class was not engaged in the task at hand. In general, those classrooms that had activities that were highly interesting, hands-on, or otherwise designed to involve the whole class demonstrated higher levels of student engagement. While observations did not reveal any significant classroom issues, it is clear that there is room for improvement.

Summary

Strengths

- The school is financially stable.
- The board and administrator have a strong relationship and their vision for the school seems to be aligned.
- Teachers report having a strong relationship with the administrator; they feel supported and encouraged to collaborate with each other
- The students, parents, and teachers all like the elective program.

Challenges or Areas for Improvement

- Academics need improvement, as reflected by the school's 2 Star Rating
- Based on student feedback, students who are high-performing may not be challenged academically
- Consistency in classroom / behavior management could be improved
- Based on teacher feedback, curriculum could be improved in certain subject areas

Concerns

- The school's 2 Star Rating and low points in the Student Growth sections is of concern.

Possible Charter Violations

- There are no apparent charter violations at this time.

Possible Charter Amendments

- The board and administration have expressed an intention to bring additional amendments to the PCSC for consideration, including changes to the school's MSES.

Recommendations

- PCSC staff recommends that the charter be amended to update MSES to be aligned with the ID Five-Star Rating System
- PCSC staff recommends that The Village board and administrator review curricula to identify and implement areas for improvement
- PCSC staff recommends that The Village administrator work with the board and teachers to identify professional development and/or other strategies for improving classroom management and student engagement (for students of all academic levels)

February 14, 2013

- PCSC staff recommends that the administrator, clerk, and board all remain diligent in monitoring their finances to give them the best possible chance of ending the year with an increased carryover

* Please Note: PCSC staff member sent this recommendation, along with praise for the things the school is doing well, in a follow-up e-mail to the school.

Materials or Follow-up Requested of the School

No follow-up was requested; the administrator and some board members participated in a meeting with the Charter Schools Program Manager regarding the school's star rating on November 29, 2012.

February 14, 2013

CHARTER SCHOOL DASHBOARD

Date: November/December 2012

School Name: The Village Charter School

School Address: 219 North Roosevelt Street, Boise, ID 83706

School Phone: 208-336-2000

Current School Year: 2012-13

School Mission: The mission of The Village Charter School is to provide a high quality free public education for our students enriching knowledge through a challenging and engaging curriculum, hands-on experience, real world application and creative methods. Each student is given the opportunity to achieve his or her full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our village includes passionate, innovative and encouraging teachers, administrators, parents and community members all working together to support our students.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Lee Miller	Board Chairman	Finance	leemiller@thevillagecharterschool.org	322-0116
Jani Knox	Vice-Chair	Marketing/Recruiting	jani@thevillagecharterschool.org	409-5053
Rachael Smith	Member	Grant Writing/Technology	rachael@thevillagecharterschool.org	938-7976
Mike Garrett	Member	Facility/Real Estate	mikegarrett@thevillagecharterschool.org	890-8356
Dave Lakhani	Member	Entrepreneur/Business	davelakhani@thevillagecharterschool.org	863-8298
Susan Hansen	Member	Policy	susanhansen@thevillagecharterschool.org	514-9554

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	50	97.40%	32	42	95.72%
1	50	96.03%	32	25	96.65%
2	30	97.25%	24	30	94.93%
3	26	98.86%	0	27	95.16%%
4	31	96.59%	0	31	95.88%
5	33	96.44%	13	26	96.09%
6	30	96.93%	0	33	95.96%
7	31	97.06%	0	12	93.74%
8	11	96.64%	0	10	93.41%
9					
10					
11					
12					

February 14, 2013

TOTAL	292			236	
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Student Attrition Rate: 20 students or .06% as 309 was our highest attendance count.

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 are planning to increase each year by one class. Next year we will add an additional second grade.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	19 (7%)	4 (1%)	245 (84%)	4 (1%)	3 (1%)	NA	107 (37%)	27 (9%)
Previous	19 (8%)	59(2%)	193 (82%)	2 (less than 1 %)	1 (less than 1 %)	NA	84 (35%)	15 (6%)

FACULTY AND STAFF

Administrator Name(s): Dr. Teresa England

Administrator's Hire Date: April 2011

Administrator Email(s): teresaengland@thevillagecharterschool.org

Current Classified Staff (# FTE): 1 Business Manager (.75), 1 Office Manager full time, 1 Custodian .63, 9 (.50 time) classroom paraprofessionals, 4 (1.0 time) paraprofessionals, and 1 (.25 time) time speech paraprofessional,

Classified Attrition Rate: 6 paraprofessionals from last year were replaced. Some of our paras were certified teachers who found full time employment elsewhere.

Current Faculty (# FTE): 10 full time teachers, 1 full time SPED director, 1 full time Administrator, 3 part-time specialists (Music, PE, Spanish) Total: 15 Certified

Faculty Attrition Rate: 4 from the past year. We hired a new Special Education Coordinator this year, and 3 new teacher specialists for Spanish, Music and PE. We have made two of the part-time teacher specialists positions full time by pairing them with a para position in order to assist with teacher retention. One teacher specialist had a baby, one moved out of state for a spouse's employment and one did not have a contract renewed.

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? No

If no, please specify indicator and status: We exceeded the AYP targets for both Reading and Language Usage, but missed the target by a few percentage points in Math.

If no, please describe plan for addressing need: We are continuing our partnership with Dr. Brendefur at BSU for our math professional development. We continue to refine our Singapore Math implementation and all of the current teaching staff have either taken the MTI course or are currently enrolled.

Was your school selected to participate in NAEP this year? Yes, February 2013 testing date has been set

REPORTING

Date of last programmatic operations audit? April 2012

Date submitted to authorizer? October 2012

Who performed your most recent programmatic audit? ICSN Team

Date of most recent fiscal audit? Fall 2012

Date submitted to authorizer? November 2012

COMMENTS

February 14, 2013

Please describe any significant changes experienced by your school in the past year:

We grew by another class of 1st grade students and also filled our 7th grade class. Next year we will have a full junior high (7-8) and grow by one additional 2nd grade class. We added the 2nd and final portable to meet our growth needs through the 2013-14 school year. Our future plans include obtaining a larger school site for the 2014-15 school year.

Please describe the greatest successes experienced by your school in the past year:

1-We are continuing our partnership with Dr. Brendefur at BSU for continued math professional development and implementation assistance with our Singapore Math program. We have also started a new partnership with the BSU Writing project and Jessica Westoff for Literacy Professional Development to meet the Common Core State Standards.

2-TVCS was invited to participate in the Idaho Leads project and received a \$5,000 grant to purchase additional technology. We received a grant from the SDE to provide additional technology /Common Core professional development and enhance sharing of best practices for integrating technology in the classroom.

3-Our Friday collaboration days continue to be extremely valuable as we begin to examine our first year data and make plans for the future. We have completed the initial Lighthouse training to become a Lighthouse 7 Habits School. We are beginning to address the criteria for becoming a Lighthouse school. One of the criteria we implemented during our first year was to conduct Student Led Conferences which were well received by our parent community.

4-We conducted our first Parent Satisfaction Survey at the end of our first year. The results were extremely positive. For example, 96.8% of parents agreed that their child liked school at TVCS, 94.5% of parents agreed that TVCS had a strong sense of community and 98.4% of parents agreed they were encouraged to contribute in meaningful ways.

5-Our elective program continues to be supported by parents in two important ways. One, parents volunteer to lead electives in their area of interest and our PTO supports the program through fundraising and community events.

6-TVCS Board held a 2 day fall retreat for governance training and strategic planning for the future. Our Board has recruited two additional Board Members, Dave Lakhani, expertise in entrepreneurship & Business to oversee fundraising and Susan Hansen, expertise in policy writing, to oversee Policy Development.

Our Board has developed a strong culture of Board development. During our monthly work sessions time is set aside to review sections of our Charter and to receive training in the 7 Habits. This Fall, our Board held a two day Board Retreat where our entire Board and administrative staff was able to attend. During our two day fall retreat, we received Governance training from the Idaho School Board Association and we brought in Beth Geagan from Balance Business to help us create a dashboard for measuring the success of our Charter. We also set up a framework for Board Committee accountability, updated our 2012-13 Strategic Plan, set our goals for the year, and evaluated our Board Effectiveness.

Our Board Goals for this year are:

1. Find a Permanent Home for our School
2. Launch a Capital Campaign
3. Long Term Fiscal Accountability

7-Our JH students raised funds to attend a week long MOSS Camp experience in McCall this fall.

8-The staff retention after year one was excellent, all classroom teachers returned for year two. We hired an additional 1st grade teacher for our growth and used a collaborative method for selection that included a practice teaching session and interview with a panel of teachers, parents and administrator.

Please describe any challenges you anticipate during the upcoming year:

Our school facility continues to be our biggest challenge. Adding the 3rd portable proved to be very expensive for the minimal space it provided. We are currently working with realtors to secure a larger site for our future growth.

Adequate funding continues to be a challenge for us as it is for all schools.

Finally, addressing the new Common Core State Standards and securing adequate technology to assist with the CCSS (setting up a permanent lab & adequate devices for classroom centers).

Please add any additional information of which you would like to make your authorizer aware :

The demographics table above does not allow us to report that we have 18 students that report two or more races.

REQUIRED ATTACHMENTS

February 14, 2013

- Most recent ISAT and IRI results (as applicable)
- Chart comparing ISAT and IRI 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
- Exit interview data for most recent school year

Measurable Student Educational Standards (MSES) Report

80% of kindergarten, 1st and 2nd grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve a score of 3 on the Spring IRI. By the end of the 3rd grade, 85% of students will receive a score of 3 on the Spring IRI.

Score:	3	2	1	
Grade K	35	3	6	
1	11	1	11	
2	20	6	3	
3	22	2	5	
Totals	88	12	25	125

TVCS did not meet the standard.

K-2 90%+ Attendance

69% = 3
11% = 2
20% = 1

Grade 3 90%+ Attendance

78% = 3
7% = 2
15% = 1

**The IRI is meant to be a screener test to identify students who need extra assistance with reading, not an achievement test. We are planning to edit this measurable standard as recommended by the PCSC.*

How TVCS Compares to the State:

Green=meets or exceeds/**Purple**=did not meet state percentage

2011-12 GRADE	TVCS-FALL			STATE-FALL			TVCS-SPRING			STATE-SPRING		
	3	2	1	3	2	1	3	2	1	3	2	1
K	73.81	21.43	4.76	56.38	24.58	19.04	74.42	9.3	16.28	82.37	12.17	5.46
1	64	20	16	61.32	22.65	16.03	44	8	48	72.39	17.19	10.42
2	53.85	23.08	23.08	54.42	25.62	19.97	68.97	10.34	20.69	72.34	14.9	12.76
3	86.21	10.34	3.45	62.71	23.26	14.03	75.86	6.9	17.24	75.66	13.53	10.81

2012-13 GRADE	TVCS-FALL			STATE-FALL			TVCS-SPRING			STATE-SPRING		
	3	2	1	3	2	1	3	2	1	3	2	1
K	88.89	11.11	0	54.41	24.75	20.84						
1	60	18	22	64.14	21.38	14.48						
2	60	10	30	53.74	25.80	20.26						
3	77.78	11.11	11.11	64.01	22.19	13.80						

80% of 3rd through 8th grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve proficient or advanced on the reading, math and language ISAT.

Reading-Met Standard (87%)

Language Usage-Met Standard (83%)

Math-Did not Meet Standard (71%)

TVCS WHOLE SCHOOL DATA					
Language	Advanced	Proficient	Basic	Below Basic	
Grade 3	11	8	1	4	
Grade 4	11	11	2	5	
Grade 5	11	7	1	1	
Grade 6	7	18	2	2	
Grade 7	3	5	1	0	
Grade 8	4	0	0	0	
TOTALS	47	49	7	12	115
Reading					
Grade 3	12	9	1	2	
Grade 4	13	7	6	3	
Grade 5	10	8	1	1	
Grade 6	15	13	1	0	
Grade 7	6	3	0	0	
Grade 8	3	1	0	0	
TOTALS	59	41	9	6	115
Math					
Grade 3	12	8	3	1	
Grade 4	8	12	4	5	
Grade 5	6	7	4	3	
Grade 6	10	9	9	1	
Grade 7	2	4	3	0	
Grade 8	2	2	0	0	
TOTALS	40	42	23	10	115

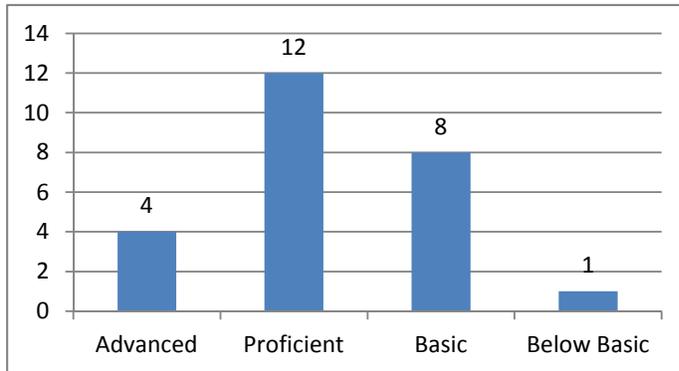
**charter to be edited to include the new growth model and star ratings*

February 14, 2013

The Village Charter School - ISAT Science Results

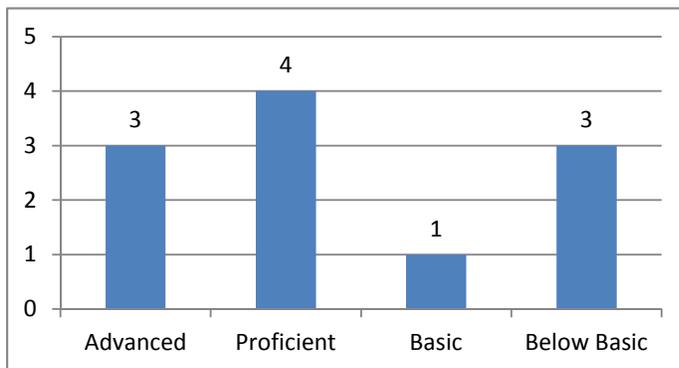
Grade 5 Science

Proficiency Level	# of Students
Advanced	4
Proficient	12
Basic	8
Below Basic	1



Grade 7 Science

Proficiency Level	# of Students
Advanced	3
Proficient	4
Basic	1
Below Basic	3

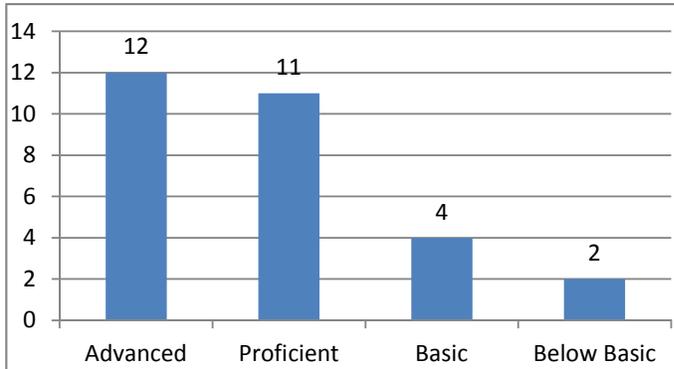


February 14, 2013

The Village Charter School - ISAT Math Results

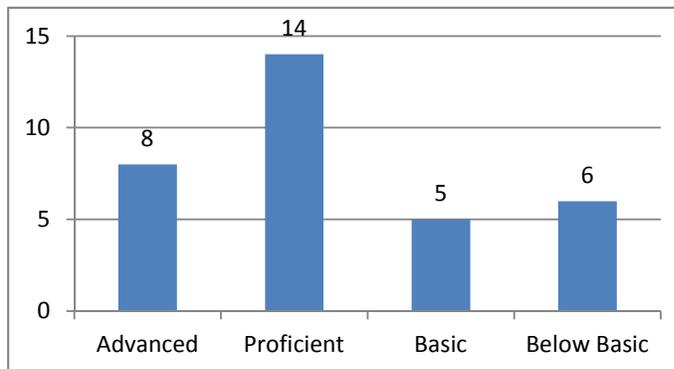
Grade 3 Math

Proficiency Level	# of Students
Advanced	12
Proficient	11
Basic	4
Below Basic	2



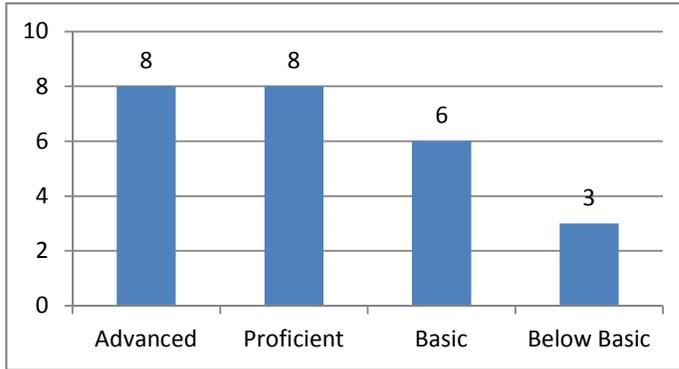
Grade 4 Math

Proficiency Level	# of Students
Advanced	8
Proficient	14
Basic	5
Below Basic	6



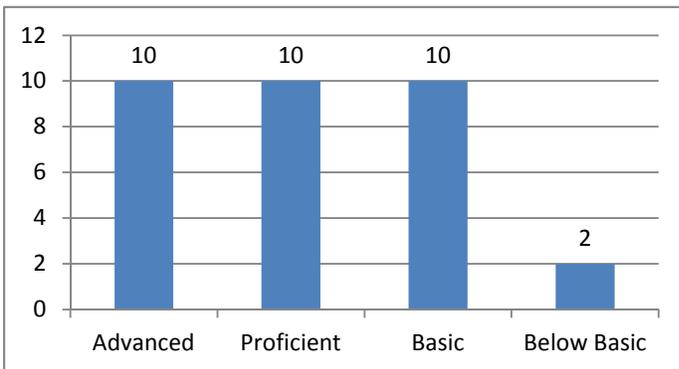
Grade 5 Math

Proficiency Level	# of Students
Advanced	8
Proficient	8
Basic	6
Below Basic	3



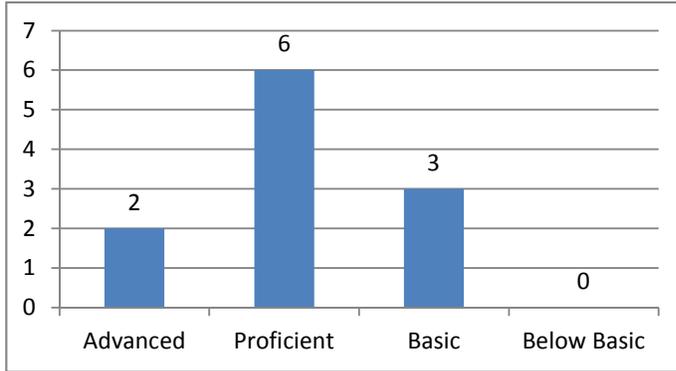
Grade 6 Math

Proficiency Level	# of Students
Advanced	10
Proficient	10
Basic	10
Below Basic	2



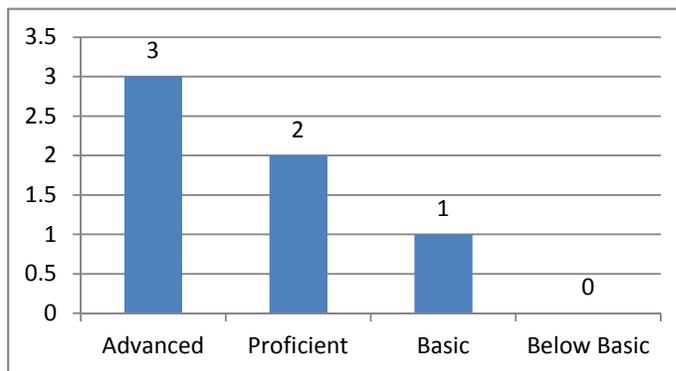
Grade 7 Math

Proficiency Level	# of Students
Advanced	2
Proficient	6
Basic	3
Below Basic	0



Grade 8 Math

Proficiency Level	# of Students
Advanced	3
Proficient	2
Basic	1
Below Basic	0

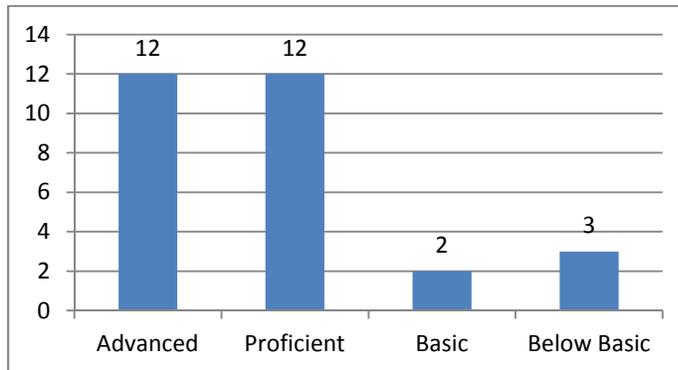


February 14, 2013

The Village Charter School - ISAT Reading Results

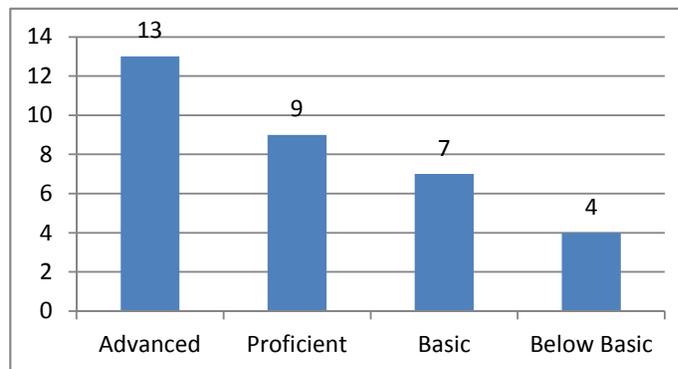
Grade 3 Reading

Proficiency Level	# of Students
Advanced	12
Proficient	12
Basic	2
Below Basic	3



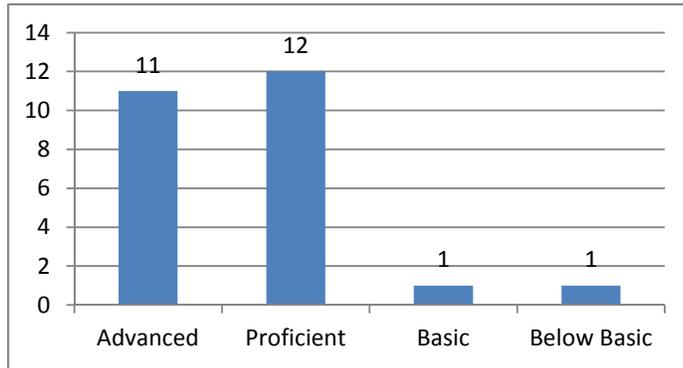
Grade 4 Reading

Proficiency Level	# of Students
Advanced	13
Proficient	9
Basic	7
Below Basic	4



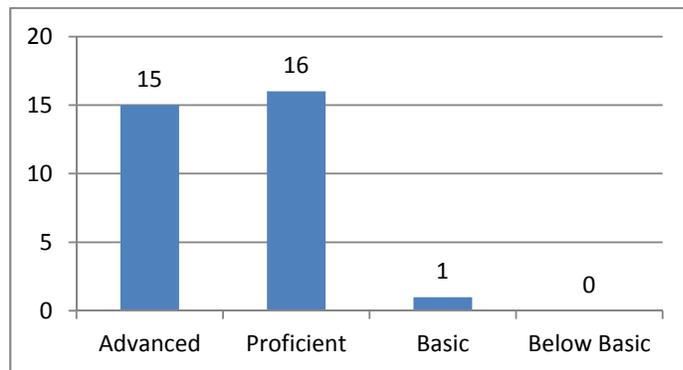
Grade 5 Reading

Proficiency Level	# of Students
Advanced	11
Proficient	12
Basic	1
Below Basic	1



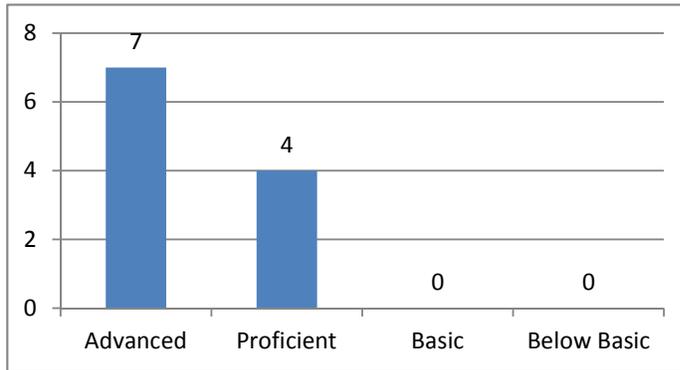
Grade 6 Reading

Proficiency Level	# of Students
Advanced	15
Proficient	16
Basic	1
Below Basic	0



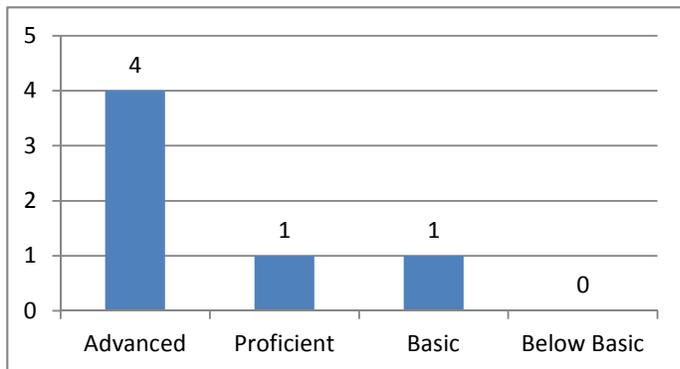
Grade 7 Reading

Proficiency Level	# of Students
Advanced	7
Proficient	4
Basic	0
Below Basic	0



Grade 8 Reading

Proficiency Level	# of Students
Advanced	4
Proficient	1
Basic	1
Below Basic	0

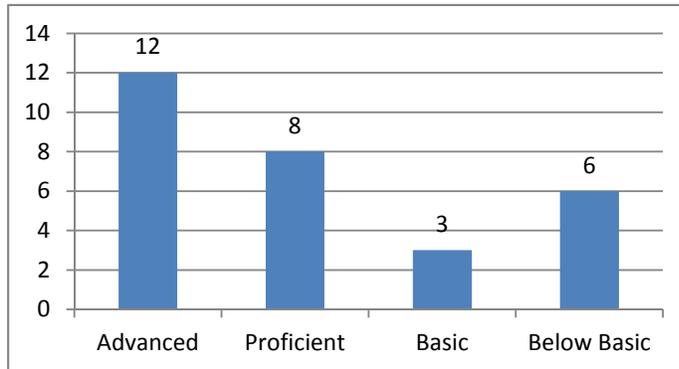


February 14, 2013

The Village Charter School - ISAT Language Results

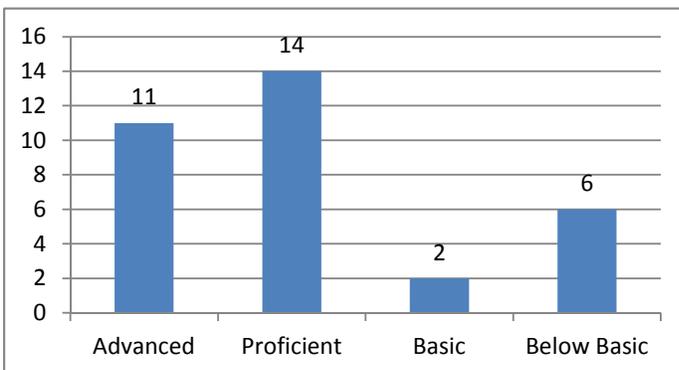
Grade 3 Language

Proficiency Level	# of Students
Advanced	12
Proficient	8
Basic	3
Below Basic	6



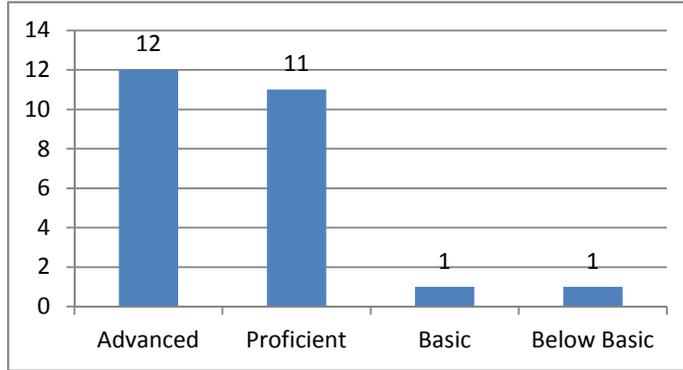
Grade 4 Language

Proficiency Level	# of Students
Advanced	11
Proficient	14
Basic	2
Below Basic	6



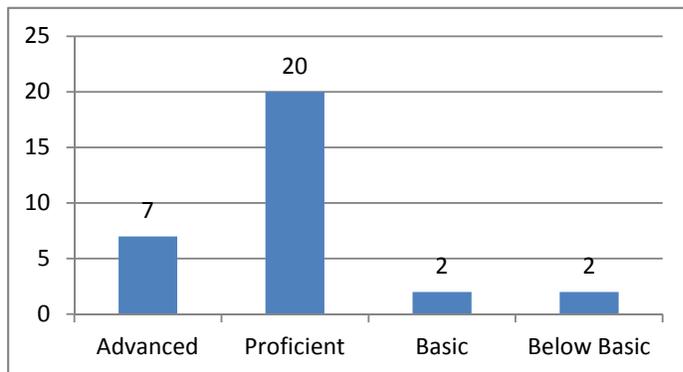
Grade 5 Language

Proficiency Level	# of Students
Advanced	12
Proficient	11
Basic	1
Below Basic	1



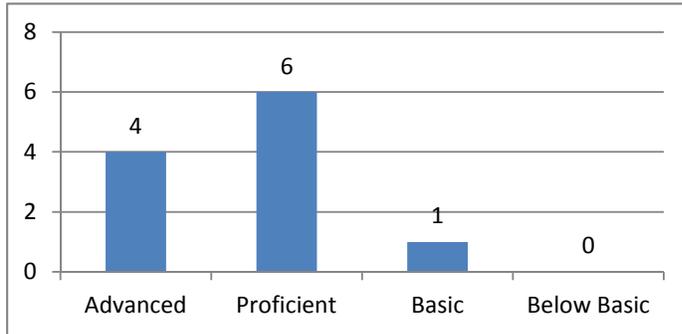
Grade 6 Language

Proficiency Level	# of Students
Advanced	7
Proficient	20
Basic	2
Below Basic	2



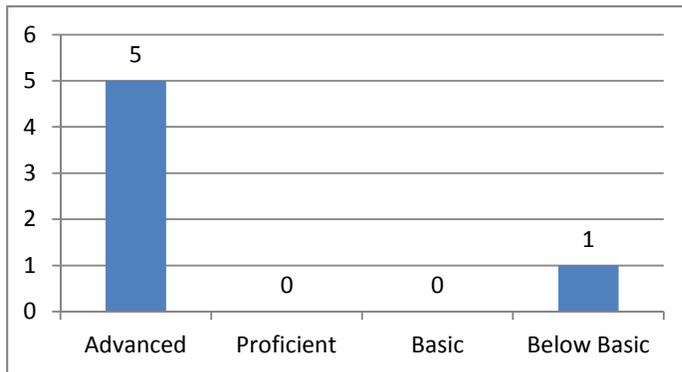
Grade 7 Language

Proficiency Level	# of Students
Advanced	4
Proficient	6
Basic	1
Below Basic	0



Grade 8 Language

Proficiency Level	# of Students
Advanced	5
Proficient	0
Basic	0
Below Basic	1



TVCS WHOLE SCHOOL DATA

LANGUAGE

Grade	Advanced	Proficient	Basic	Below Basic	
3	11	8	1	4	
4	11	11	2	5	
5	11	7	1	1	
6	7	18	2	2	
7	3	5	1	0	
8	4	0	0	0	
TOTALS	47	49	7	12	115

80% of students with 90% or better attendance will score Advanced or Proficient

Advanced 47
 Proficient 49
 96 83% met charter standard

READING

Grade	Advanced	Proficient	Basic	Below Basic	
3	12	9	1	2	
4	13	7	6	3	
5	10	8	1	1	
6	15	13	1	0	
7	6	3	0	0	
8	3	1	0	0	
TOTALS	59	41	9	6	115

80% of students with 90% or better attendance will score Advanced or Proficient

Advanced 59
 Proficient 41
 100 87% met charter standard

MATH

Grade	Advanced	Proficient	Basic	Below Basic	
3	12	8	3	1	
4	8	12	4	5	
5	6	7	4	3	
6	10	9	9	1	
7	2	4	3	0	
8	2	2	0	0	
TOTALS	40	42	23	10	115

80% of students with 90% or better attendance will score Advanced or Proficient

Advanced 40
 Proficient 42
 82 71% did not meet charter standard

Notes (for all):

5 students did not meet the 54 days rule for ISATS
 12 students did not meet the attendance criteria 90%

**The Village Charter School
ALL SCHOOL IRI SPRING 2012 DATA**

	3	2	1	
Grade K	35	3	6	
Grade 1	11	1	11	
Grade 2	20	6	3	
Grade 3	22	2	5	
TOTALS	88	12	25	125

80% of K-3 students with 90% or better attendance will score a 3 on the Spring IRI

Score of 3 88 77% **Did not meet standard**

Notes:

- Data calculated for students with 90% or better attendance
- 6 students had less than 90% attendance
- Recommendation from our 2011 PCSC visit was to eliminate this standard because the IRI is a screener test and is not intended to be an achievement test.

Parent Satisfaction Survey 2011-2012 Section A



1. General Questions

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	N/A	Rating Average	Response Count
1. My child(ren) like The Village Charter School.	58.7% (74)	38.1% (48)	2.4% (3)	0.8% (1)	0.0% (0)	0.0% (0)	3.55	126
2. My child(ren) feels safe at school.	59.5% (75)	34.9% (44)	3.2% (4)	0.8% (1)	0.8% (1)	0.8% (1)	3.53	126
3. I see evidence of a strong sense of community at The Village Charter School.	50.8% (64)	43.7% (55)	3.2% (4)	0.8% (1)	1.6% (2)	0.0% (0)	3.41	126
4. There is a culture of respect at this school among students, staff, parents and school leaders.	45.2% (57)	44.4% (56)	8.7% (11)	1.6% (2)	0.0% (0)	0.0% (0)	3.33	126
5. I see evidence of character development in my child(ren) - I see my child(ren) being more accountable, more considerate and better equipped for the future (ACE) based on this year at TVCS.	38.9% (49)	49.2% (62)	7.9% (10)	0.8% (1)	3.2% (4)	0.0% (0)	3.20	126
6. Parents are encouraged to contribute in meaningful ways.	65.1% (82)	33.3% (42)	0.8% (1)	0.0% (0)	0.8% (1)	0.0% (0)	3.62	126
7. I have the knowledge and ability to be a partner and participate at TVCS in a meaningful way if I choose to do so.	57.1% (72)	39.7% (50)	2.4% (3)	0.0% (0)	0.8% (1)	0.0% (0)	3.52	126

If you have comments, questions, concerns about the above section please respond in this text box.

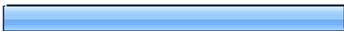
22

answered question	126
skipped question	1

2. School Leadership

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	N/A	Rating Average	Response Count
8. School administrator communicates regularly with families (i.e. newsletters, conferences, letters etc.).	62.7% (79)	34.9% (44)	1.6% (2)	0.0% (0)	0.0% (0)	0.8% (1)	3.62	126
9. I feel that I can approach the school administrator with my concerns.	61.9% (78)	33.3% (42)	3.2% (4)	0.0% (0)	1.6% (2)	0.0% (0)	3.54	126
10. I read The Village Charter School website or other postings to stay updated (i.e.: handbook, school newsletter, board meeting agendas & minutes, elective news etc.).	53.2% (67)	45.2% (57)	1.6% (2)	0.0% (0)	0.0% (0)	0.0% (0)	3.52	126
answered question								126
skipped question								1

3. 11. Did you attend the Registration Night on May 22nd?

		Response Percent	Response Count
No		53.3%	64
Yes - Please comment and tell us your thoughts about it - was it helpful?		46.7%	56
answered question			120
skipped question			7

4. 12. Did you attend the Singapore Math Night?

		Response Percent	Response Count
No		55.8%	67
Yes - Please comment and tell us your thoughts about it - was it helpful?		44.2%	53
		answered question	120
		skipped question	7

5. 13. Would you attend future evenings about our school curriculum such as a night about our Literacy program - Words Their Way?

		Response Percent	Response Count
Yes		94.2%	113
No		5.8%	7
		answered question	120
		skipped question	7

6. 14. What other evening topics would you like to see offered?

		Response Count
		120
		answered question
		120
		skipped question
		7

7. School Governance

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	N/A	Rating Average	Response Count
15. I am familiar with school board responsibilities.	22.5% (27)	39.2% (47)	22.5% (27)	0.0% (0)	15.0% (18)	0.8% (1)	2.55	120
16. I know where to find information about board meetings.	28.3% (34)	55.8% (67)	7.5% (9)	0.0% (0)	7.5% (9)	0.8% (1)	2.98	120

If you have comments, questions, concerns about the above section please respond in this text box.

5

answered question	120
skipped question	7

8. School Structures

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	N/A	Rating Average	Response Count
17. I liked having a two week spring break.	50.0% (59)	12.7% (15)	21.2% (25)	12.7% (15)	2.5% (3)	0.8% (1)	2.96	118
18. I am satisfied with the conferences (Fall-parent/teacher and Spring-student led).	53.4% (63)	38.1% (45)	5.1% (6)	1.7% (2)	1.7% (2)	0.0% (0)	3.40	118

If you have comments, questions, concerns about the above section please respond in this text box.

40

answered question	118
skipped question	9

February 14, 2013

Summary of Themes from Comments/Individual teacher response items:

1. Need consistent Communication across all grades/teachers.
2. Parents need more information about how we address the needs of struggling/advanced students. We need to be more transparent about this. We did address this in the Fall 2012 school year with a brochure on Limitless Learning included in the PCSC report.
3. Parents want to see more evidence at home of student work/learning.

**The Village Charter School
Family Exit Data**

E-mail Exit Data

Student Initials	Reason for Leaving TVCS	Date of email communication
GW	not thriving	8/4/12 before school year started
SE and CE	homeschooling	8/8/12 before school year started
AC and NC	Parent returning to school and cannot transport	8/10/12 before school year started
RC and KC	class size way too large	9/5/2012
KH	nothing to do with TVCS, still think it's a good fit-JH trip caused anxiety	9/17/2012
PC and PC	transportation/gas costs	11/6/2012
JB	homeschooling to catch up/left older sibling at TVCS	10/25/2012
LG	transferred to another charter that had an option for high school	10/28/2012
KC	not a good match for learning style/disappointed	10/29/2012

E-mail Exit Data

Student Initials	Perceived Reason for Leaving TVCS
RA & ZA	Lost child care/transportation option
RS and NS	Moved to Kuna
S family	Moved to Washington
W family	Moved to Washington
K and X	Moved to Florida
JW	Transportation
P & P	Moving to AK in Summer/no spring transportation

February 14, 2013

CURRENT FISCAL YEAR BUDGET COMPARISON

The Village Charter School-to-30Nov12	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) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$669,311.00	\$478,560.00	\$658,535.00	71.50%			
Benefit Apportionment	\$114,463.00	\$81,850.00	\$116,817.00	71.51%			
Entitlement	\$291,452.00	\$207,140.00	\$281,796.00	71.07%	Budget based on enrollment of 302; Actual enrollment 294		
State Transportation				#DIV/0!			
Lottery		\$11,036.00	\$11,036.00	#DIV/0!			
Other State Funds (Specify)	\$9,000.00	\$3,430.00	\$3,430.00	38.11%	Technology		
Special Ed - Regular	\$35,000.00		\$37,248.00	0.00%			
Special Ed - ARRA				#DIV/0!			
Title I	\$36,854.00		\$38,144.00	0.00%			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement	\$20,592.00		\$20,592.00	0.00%			
Title IIA	\$17,000.00	\$4,427.86	\$22,932.92	26.05%			
Local Revenue (Specify)	\$13,815.00	\$12,942.80	\$12,942.80	93.69%	Supply fees/Substitute reimbursement (\$140)		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising	\$10,000.00	\$403.57	\$3,000.00	4.04%			
Interest Earned	\$1,000.00	\$352.40	\$1,000.00	35.24%			
Other (Specify)		\$8,597.19	\$10,000.00	#DIV/0!	MOSS/Field trips		
Other (Specify)		\$5,717.27	\$10,000.00	#DIV/0!	PTO		
TOTAL REVENUE	\$1,218,487.00	\$814,457.09	\$1,227,473.72	66.84%		\$0.00	
EXPENDITURES							
100 Salaries							
Teachers	\$390,336.00	\$102,469.57	\$390,336.00	26.25%	Includes Title 1		
Special Education	\$40,800.00	\$10,699.99	\$47,000.00	26.23%			
Instructional Aides	\$83,334.00	\$21,175.83	\$83,334.00	25.41%			
Classified/Office	\$63,520.00	\$26,466.65	\$63,520.00	41.67%			
Administration	\$70,298.00	\$28,333.30	\$71,500.00	40.30%			
Maintenance	\$15,000.00	\$6,250.00	\$15,000.00	41.67%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	\$663,288.00	\$195,395.34	\$670,690.00	29.46%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$214,190.00	\$73,154.09	\$216,000.00	34.15%			
Other (Specify)	\$4,000.00	\$3,712.00	\$3,712.00	92.80%	Worker's comp insurance		
Total Benefits	\$218,190.00	\$76,866.09	\$219,712.00	35.23%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA	\$17,891.00	\$5,861.91	\$22,932.92	32.76%			
Legal Pub/Advertising	\$12,830.00	\$1,495.57	\$8,000.00	11.66%	Audit fees/990		
Legal Services	\$8,100.00	\$3,300.00	\$8,100.00	40.74%			
Special Education	\$20,000.00	\$1,337.50	\$16,569.00	6.69%			
Liability & Property Ins	\$7,982.00	\$7,982.00	\$7,982.00	100.00%			
Substitute Teachers	\$5,000.00	\$1,210.00	\$5,000.00	24.20%	Substitute teachers are not a purchased service and should be included in Salaries		
Board Expenses	\$1,000.00	\$1,475.00	\$1,475.00	147.50%			
Computer Services	\$5,700.00	\$2,425.00	\$7,200.00	42.54%			
Transportation				#DIV/0!			
Travel	\$6,500.00	\$838.41	\$6,500.00	12.90%			
Other (Specify)	\$0.00	\$7,074.60	\$18,374.60	#DIV/0!	MOSS/PTO		
Other (Specify)	\$7,216.00	\$3,390.19	\$7,216.00	46.98%	Copy machine rental, Security monitoring		
Total Services	\$92,219.00	\$36,390.18	\$109,349.52	39.46%		\$0.00	
Facilities							
Building Lease	\$68,000.00	\$28,333.35	\$68,000.00	4.85%			

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CURRENT FISCAL YEAR BUDGET COMPARISON

Land Lease				#DIV/0!		
Modular Lease	\$23,868.00	\$11,451.97	\$27,637.56	47.98%		
Utilities, Phones, Lndscp	\$18,000.00	\$4,807.82	\$18,000.00	6.72%		
Site Preparation	\$20,000.00	\$60,552.95	\$60,552.95	7.38%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	\$129,868.00	\$105,146.09	\$174,190.51	80.96%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$12,000.00	\$2,496.49	\$5,000.00	20.80%		
School Supplies	\$23,750.00	\$17,207.84	\$23,750.00	72.45%	Includes Special Education Supplies	
Power School	\$10,000.00	\$0.00	\$8,236.00	0.00%	Infinite Campus	
Custodial Supplies	\$2,000.00	\$2,950.08	\$4,000.00	147.50%	Bldg and grounds supplies	
Other (Specify)	\$7,052.00	\$2,390.48	\$8,052.00	33.90%	Software licensing fees/Bus. Operation supplies	
Other (Specify)				#DIV/0!		
Total Supplies	\$54,802.00	\$25,044.89	\$49,038.00	45.70%		\$0.00
500 Capital Objects						
Furniture	\$10,000.00	\$8,895.29	\$10,000.00	88.95%		
Technical AV Equipment	\$6,600.00	\$2,853.63	\$2,853.63	#REF!	phone system setup in 3rd portable	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$16,600.00	\$11,748.92	\$12,853.63	70.78%		\$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	\$1,174,967.00	\$450,591.51	\$1,235,833.66	38.35%		
Carryover from Previous FY	\$250,000.00	\$249,513.00	\$249,513.00	99.81%		\$0.00
Reserve/(Deficit)	\$293,520.00	\$613,378.58	\$241,153.06	208.97%		

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UPCOMING FISCAL YEAR BUDGET COMPARISON

The Village Charter School - Projected FY14 budget (2013- 2014)	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$17,500.00		#REF!	reflects projected from "current FY"
State Revenue				
Entitlement	\$299,925.00	Enrollment; 300	\$299,924.29	reflects State actual from "current FY"
Wages				
Administration	71,911.28			
Teachers	\$514,943.87			
Classified	\$106,957.00		\$1,011,236.43	reflects all salaries compared to State actual from "current FY"
Medicaid	\$20,592.00		\$0.00	reflects projected from "current FY"
Benefit	\$112,586.00		#DIV/0!	reflects State actual from "current FY"
Transportation			#DIV/0!	
Federal Revenue				
Title I	\$38,000.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$38,500.00		#DIV/0!	reflects State actual from "current FY"
Title II	\$17,000.00		\$16,999.74	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	\$1,237,915.15		#REF!	
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	\$1,237,915.15		\$1,237,914.48	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$424,233.00		33,897.00	reflects projected from "current FY"
Admin	\$73,540.00		2,040.00	reflects projected from "current FY"
Classified	\$128,326.00		64,806.00	reflects projected from "current FY"
Special education	\$91,200.00			
Other (Specify)				
Other (Specify)				
Total Salaries	\$717,299.00		100,743.00	
200 Benefits				
Benefit Dollars				
PERSI/Payroll taxes	\$262,570.00	Health/Vision/Dental/PERSI/FICA-Med		
Other (Specify)				
Total Benefits	\$262,570.00		\$42,858.00	reflects projected from "current FY"
300 Purchased Services				
Transportation		No busing provided	\$0.00	reflects projected from "current FY"
Special Education	\$20,000.00		\$3,431.00	reflects projected from "current FY"
Proctor costs	\$5,500.00			
Legal	\$8,400.00		\$300.00	reflects projected from "current FY"
Insurance	\$7,982.00	Commercial Liability	\$0.00	reflects projected from "current FY"
Copier Lease	\$7,200.00		\$7,200.00	
Printer Lease		No leased equipment	\$0.00	
Facility Lease	\$97,672.00	Roosevelt and 3 portable leases	\$97,672.00	reflects projected from "current FY"
Utilities	\$18,000.00		\$0.00	reflects projected from "current FY"
Professional Development	\$17,000.00		(\$5,932.92)	reflects projected from "current FY"
Technology	\$10,900.00	IT Contracted services, 2M software updates	\$3,700.00	reflects projected from "current FY"

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UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services	\$8,100.00	Infinite Campus-Student Information System	\$8,100.00	reflects projected from "current FY"
Legal Publications/Advertising	\$6,000.00		(\$2,000.00)	reflects projected from "current FY"
Substitute Teachers		Included in Classified salaries above. This is NOT a purchased services expense.	(\$5,000.00)	reflects projected from "current FY"
Board Expenses	\$1,000.00		(\$475.00)	reflects projected from "current FY"
Other (Specify)	\$10,266.00	Financial and Programmatic audits, website updates, security system management		
Other (Specify)	\$1,450.00	Memberships: IASBO/ISBC/ISBA, etc.		
Total Purchased Services	\$219,470.00		\$106,995.08	
Supplies & Materials				
Teacher/Classroom	\$16,042.50	Includes: Title 1/IDEA	(\$7,707.50)	reflects projected from "current FY"
Office	\$11,000.00		\$11,000.00	Not in 2010 budget.
Janitorial	\$3,000.00	Building/Grounds/Maintenance	(\$1,000.00)	reflects projected from "current FY"
Textbooks		Part of teacher/classroom supplies	(\$5,000.00)	reflects projected from "current FY"
Other (Specify)	\$8,300.00	Office/IT Equipment		
Other (Specify)	\$8,000.00	New classroom setup		
Total Supplies & Materials	\$46,342.50		(\$2,707.50)	
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	\$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	\$1,245,681.50		\$247,888.58	
Carryover from Previous FY	\$241,153.06	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$233,386.71			

SUBJECT

Commission Education: Charter School Closure Process

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The National Association of Charter School Authorizers (NACSA) views the act of closing schools as “an essential aspect of the charter school movement.” At the heart of the charter school movement is the belief that schools should be given freedom to innovate while also being held to a higher level of accountability. As a result, one of the key activities of the authorizer is to identify when closure is the appropriate response to a school’s inability to produce strong academic results or fiscal and operational stability.

Charter school closures may happen as a result of relinquishment, revocation, or non-renewal. While the reasons for closure have an impact on the timing and essential steps towards dissolution, the primary phases and activities remain the same. The most effective closures happen when the process and roles between parties are clearly identified and a closure plan is implemented with a focus on minimizing negative impacts on students, the community, and the state.

DISCUSSION

Alison Henken, Charter Schools Program Manager for the Idaho Public Charter School Commission, will discuss the charter school closure process and the roles of the school, the PCSC, and the SDE.

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 Commission.

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**COMMISSION EDUCATION
CHARTER SCHOOL CLOSURE PROCESS**

APPLICABLE STATUTES

- I.C. §33-1021
- I.C. §33-5206(9)
- I.C. §33-5209
- I.C. §67-5732A
- IDAPA 08.02.04.303

EFFECTS OF VARYING REASONS FOR CLOSURE

- Relinquishment vs. Revocation or Non-Renewal
- End-Year vs. Mid-Year

IDAHO REQUIREMENTS / EXPECTATIONS

Reporting

- Final independent financial audit
- Final ISEE report (as soon as possible upon closing)
- Final budget and reporting (within 120 days of closure)
- Final program reports (i.e. Title I, etc.)
- Report to PERSI, Department of Labor, etc.

Records

- Student records: Must be maintained indefinitely in a useable format; records must be transferred within 10 days of a request
- Personnel records:
- Federal records: Must be maintained for five years

Asset Distribution

- Appropriate assets must be returned to the PCSC for re-distribution per federal requirements and state law (I.C. §33-5206(9))
- Remaining assets must be disposed of according to applicable law (I.C. §67-5732A)

TOOLS AND RESOURCES

- NACSA: Issue Brief on Closure; Comprehensive Guide on School Closure
- Colorado School Closure Checklist
- School's Existing Contract (if applicable based on potential changes to statute)
- Legal counsel

BALANCE OF ROLES

Charter School Board & Administration	PCSC	SDE
<ul style="list-style-type: none"> ➤ Implement a comprehensive closure plan with support of PCSC and SDE that: <ul style="list-style-type: none"> • is aligned with appropriate state and federal laws and requirements; and • minimizes negative impacts on students ➤ Communicate regularly with the PCSC and SDE to keep them informed on status of closure activities 	<ul style="list-style-type: none"> ➤ Oversee the closure process and ensure the closure process is completed according to state and federal laws and requirements ➤ Provide support and guidance to the school as requested and/or necessary 	<ul style="list-style-type: none"> ➤ Provide technical assistance and support to the school throughout the closure process ➤ Ensure that data and reports are received and accurate ➤ Communicate with affected districts to minimize impacts on districts and students

RECOMMENDED BEST PRACTICES FOR THE CLOSURE PROCESS

Immediately After Initial Closure Decision (before appeals or finalization)	
Authorizer	Charter School
<ul style="list-style-type: none"> ➤ PCSC staff meet with the SDE & charter school leadership (ideally Administrator, Business Mngr & Board) <ul style="list-style-type: none"> • Build rapport • Clarify the process (including any reporting requirements) and support / resources available to the school • Discuss the development of a closure plan and/or recommend early preparations the school can undertake • If able (and applicable), identify key staff who act as communication leads ➤ School sends letters joint-signed by the school and PCSC to families and affected districts regarding initial decision, noting that changes / appeals could affect the final result 	<ul style="list-style-type: none"> ➤ Review closure frameworks and checklists to consider all important closure tasks and clarify Idaho and federal requirements for reporting, dealing with assets, etc. ➤ Identify key staff, board, and other parties for roles in the closure process ➤ Draft public announcements (with assistance from the PCSC & SDE) ➤ Meet with teachers and staff to notify them of the decision, reasons, and tentative process ➤ Send letters joint-signed by the school and PCSC to families and affected districts regarding initial decision, noting that changes / appeals could affect the final result ➤ Develop a plan for dealing with student, personnel and operational records, including transferring and storing

Immediately After Official / Final Closure Decision

Authorizer	Charter School
<ul style="list-style-type: none"> ➤ School and PCSC make public announcement; school sends joint-signed letters to families and affected districts regarding final decision ➤ PCSC staff remains in regular communication with SDE and charter school regarding process, and reminds the school of deadlines as needed ➤ PCSC addresses questions of charter school staff, stakeholders, and the community ➤ PCSC provides support to the school as requested 	<ul style="list-style-type: none"> ➤ School and PCSC make public announcement; school sends joint-signed letters to families and affected districts regarding final decision. This letter to families (or follow-up, depending on timing) should include: <ul style="list-style-type: none"> • Reasons for closure • Schedule of any pre-closing events and final day of classes • A list of school options for students and, ideally, appropriate application or lottery deadlines • Information regarding how families can request transfer of student records ➤ School contacts all critical business contacts (creditors, debtors, contractors, lenders, insurance agents, benefits providers, etc.) ➤ Make arrangements for a final fiscal audit, budget reporting, and final ISEE data submission

Charter School Wrap Up, Closure, and Dissolution

Authorizer	Charter School
<ul style="list-style-type: none"> ➤ If applicable, PCSC staff monitors school's finances and operations to ensure the school can remain open until the end of the school year and provides the highest quality education possible ➤ PCSC staff remains in regular communication with SDE and charter school regarding process, and reminds the school of deadlines as needed ➤ PCSC addresses questions of charter school staff, stakeholders, and the community ➤ PCSC provides support to the school as requested ➤ PCSC and SDE staff communicate with each other and the school to ensure that closure and dissolution process is completed according to applicable laws and regulations 	<ul style="list-style-type: none"> ➤ Maintain and organize detailed paperwork: <ul style="list-style-type: none"> • Financials • Personnel & Students • Governance ➤ Transfer student and personnel records as requested; establish a location for long-term storage ➤ Establish & prioritize list of creditors and contractors ➤ Request payments from debtors and final invoices from creditors and contractors ➤ Inventory assets and distribute / dispose of assets according to applicable state and federal laws ➤ Conduct a final financial audit ➤ Submit final reports to the PCSC, SDE, and others as required ➤ Dissolve charter school and non-profit organization and notify appropriate entities (Secretary of State, IRS, etc.)

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COLORADO CHARTER SCHOOL

Sample Closure Framework

January 2011



COLORADO LEAGUE of
CHARTER SCHOOLS
focus on achievement



cde Improving
Academic
Achievement



BUILDING CHARTER
SCHOOL QUALITY

Funding for this project was provided by the U.S. Department of Education's Office of Innovation and Improvement as part of a National Activities Leadership Grant (Grant # U282N060030) for Building Charter School Quality: Strengthening Performance Management Among Schools, Authorizers, State Charter Support Organizations, and Funders.

Background

This Sample Closure Framework provides a Colorado-specific guide to charter school closure, complementing the Colorado Charter School Standard Application, Checklist, and Review Rubric, A Resource for Developing Charter School Contracts, and Colorado Sample Contract Language and Attachments. All of these documents are a product of a collaborative initiative of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute, and are available at www.charterschoolquality.org.

This Framework benefits from review by authorizers and charter schools. Additional feedback from authorizers and schools will be gathered over time to improve this document to ensure it continues to reflect best authorizing practices in Colorado.

This work is part of a larger four-year project entitled, "Building Charter School Quality: Strengthening Performance Management among Schools, Authorizers, State Charter Support Organizations and Funders," which was supported by a National Activities grant from the U.S. Department of Education.



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Introduction

CLOSING A CHARTER SCHOOL CAN PRESENT MANY CHALLENGES, GIVEN THE DATA THAT MUST BE COMPILED AND ANALYZED, PUBLIC MEETINGS THAT MUST BE HELD, AND THE POLITICAL CONSIDERATIONS THAT MUST BE ADDRESSED BEFORE A CHARTER SCHOOL CHOOSES TO VOLUNTARILY CLOSE OR BEFORE THE AUTHORIZER VOTES TO NOT RENEW OR TO REVOKE THE CHARTER SCHOOL CONTRACT.

Given the challenges, a carefully developed, detailed school closure plan is a high priority. An orderly closure process providing for continuity of instruction until the closure date, identifying new school options for students, and meeting the school's financial, legal, and operational obligations is in the best interest of all parties. This Colorado-specific checklist of tasks in a template format was developed to assist authorizers and charter schools with the closure process.

This document draws heavily on several sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

Colorado charter school authorizers were helpful in reviewing this document to enhance usability and completeness. Additional feedback from authorizers and charter schools will be gathered over time to improve this document to ensure it continues to reflect best Colorado authorizing practices.



Background

WHENEVER A CHARTER SCHOOL CLOSES, THERE ARE MANY TASKS THAT MUST BE COMPLETED; HOWEVER, THE TASKS ASSOCIATED WITH THE WINDING UP OF BUSINESS WILL BE DIFFERENT FOR EACH AUTHORIZER AND CHARTER SCHOOL, REFLECTING THE CIRCUMSTANCES SURROUNDING THE CLOSURE.

These circumstances include the following:

1. Timing of closure – during or at the end of a school year.
2. Reasons for closure – for example, financial mismanagement, student performance, or lack of enrollment.
3. Charter school capacity – the extent to which the charter school can accomplish the tasks associated with closure.
4. Relationship of the parties – can the authorizer and the school work together cooperatively to close the school?
5. Expectation of closure – whether the authorizer and charter school expected and planned for the closure.
6. Appeals and legal action – the time period before a final decision is reached on closure.
7. Student reassignment – the availability of space, school options, and impact on school districts that will be receiving students.

The circumstances outlined above will be affected by whether or not the closure is voluntary. Voluntary closure typically occur when either the school does not seek renewal of its charter or when the school recognizes that it is no longer academically or financially viable.

Involuntary closure may occur when a charter renewal application is denied, but may also be precipitated by charter revocation due to a financial crisis or persistent low academic achievement. In such circumstances, the school and authorizer may have genuine disagreements about the school's performance. In other cases a charter school may believe that renewal is pro forma, ignoring the accountability-for-autonomy agreement that is the foundation of the charter school contract. In these circumstances, closure is unexpected in addition to being involuntary.

In rare circumstances, an involuntary closure may be preceded by an authorizer requesting that the Commissioner of Education invoke the Emergency Powers Act (C.R.S. 22-30.5-701 et seq.) In this case, closure is usually related to financial mismanagement, a threat to district or school property, and/or student safety. An involuntary closure, and especially one where the Emergency Powers Act has been invoked, is likely to present the authorizer with many more difficulties than a voluntary closure.

When the charter school closure is involuntary, an appeal of the decision to the State Board of Education is likely. The appeal process may add up to 90 days before a final decision on closure is reached (30 days to file an appeal and 60 days for the State Board to hear the appeal and make its findings). In rare cases, a second appeal could precede closure. This could result in an additional 90 days before a final decision (30 days for the local board to reconsider its decision and make a final decision, 30 days to file an appeal, and 30 days for the State Board to make a decision) (C.R.S. 22-30.5-108). In any case, an authorizer will need to have contingency plans to address the various scenarios that may occur.

Regardless of how the process unfolds, the authorizer's staff should meet with the charter school board and principal immediately after the initial closure decision to determine who will send letters to the school districts that are materially affected and to the school's parents notifying them of the decision. Ideally, all parties will agree on the content of the letters. Additional letters should be sent to parents and school districts updating them about the timing and outcome of any appeals.



Whether or not closure is scheduled during or after the school year is a key factor in developing the closure plan. An end-of-year closure is almost always in students' best academic and social interests; in addition, it simplifies the financial issues associated with the closure. In the event that the school is unable to operate until the end of the school year, the authorizer will need to consider whether its best interest is served by continuing to operate a school in the charter school facility until a smooth transition is possible.

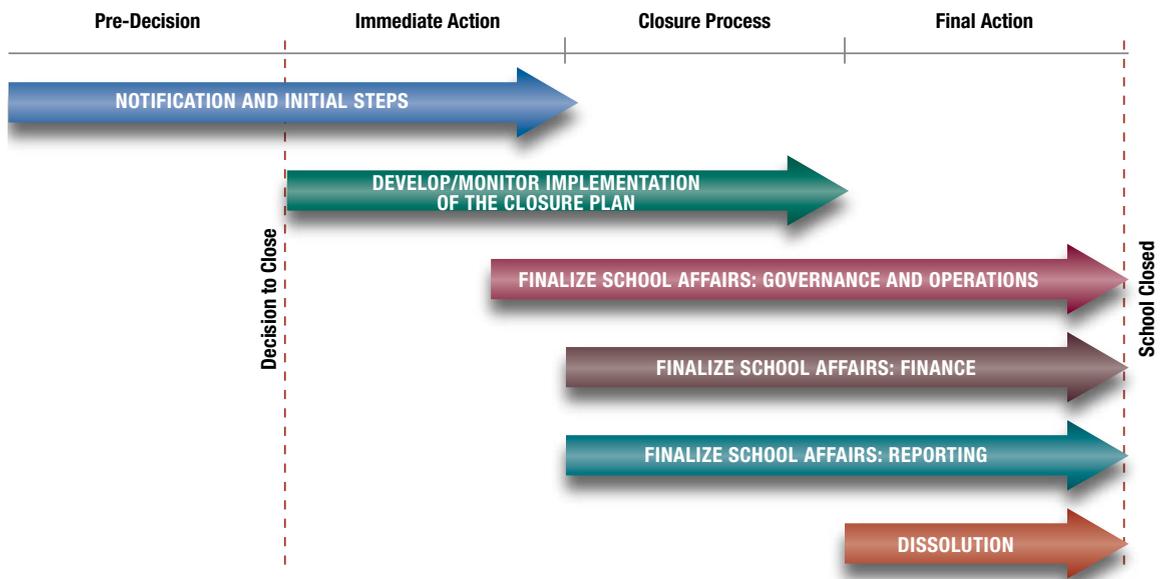
Regardless of the specifics of the closure plan, there are three primary goals to be accomplished in the winding up of the school's affairs:

1. Providing educational services in accordance with the charter contract until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

These goals should be given the highest priority during the closure process.

Based on the circumstances surrounding the closure, not all tasks in this framework may apply. The authorizer and charter school should meet prior to starting closure proceedings and agree which tasks will be necessary and how the authorizer wants to superintend the closure. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The closure process has many tasks, which are illustrated in the chart below: 1) notification to affected school districts and families; 2) developing and monitoring the closure plan; 3) winding up the school's affairs in governance and operations, finance, and reporting; and 4) dissolution. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and dates of completion.

A Conceptual Timeline for Closure



Notification and Initial Steps

The following checklists can be downloaded at www.charterschoolquality.org > Publications & Tools > Authorizers.

DESCRIPTION OF REQUIRED ACTIONS	RESPONSIBLE PARTY	COMPLETION DATE	STATUS
<p>Notify Parents / Guardians of Closure Decision</p> <p>Within one day of the authorizer’s decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents / guardians are notified regarding the closure decision. Such notification includes:</p> <ol style="list-style-type: none"> 1. If applicable, an explanation of the process for an appeal to the Colorado State Board of Education and possible litigation including the implications for families. 2. Assurance that instruction will continue through the end of the school year or the date when instruction will cease. 3. Assurance that after a final decision is reached, parents/students will be assisted in the reassignment process. 4. FAQ about the charter closure process. 5. Contact information for parents/guardians with questions. 			
<p>Notify School Districts Materially Impacted</p> <p>Within two days of the authorizer’s decision to close the charter school, notify districts materially impacted by the closure decision, including:</p> <ol style="list-style-type: none"> 1. Possible appeals and timeline for final decision. 2. Copy of the letter sent to parents. 3. Closure FAQ. 4. Information about the plan being developed to ensure an orderly closure process. 5. Contact information for questions. 			
<p>Review Budget</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. 2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved. 3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources. 4. Ensure that the school continues to collect revenues included in the school’s budget, if applicable. 			
<p>Meet with Charter School Faculty and Staff</p> <p>Principal and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Discuss plans for helping students find new schools. 4. Identify date when last salary check will be issued, when benefits terminate, and last day of work. 5. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 			
<p>Send Additional and Final Notifications</p> <p>Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. In the letter to parents after the closure decision is final, include:</p> <ol style="list-style-type: none"> 1. The last day of instruction. 2. Any end-of-the-year activities that are planned to make the transition easier for parents and students. 3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, choice fairs, individual meetings with families, and prospective school visitations. 			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	RESPONSIBLE PARTY	COMPLETION DATE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles Transition team includes:</p> <ol style="list-style-type: none"> 1. Lead person from authorizer staff. 2. Charter school board chair. 3. Lead administrator from the charter school. 4. Lead finance person from the charter school. <p>Develop plan, exchange contact information and assign roles.</p>			
<p>Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students. 2. Return or distribution of assets. 3. Transfer of student records. 4. Notification to entities doing business with the school. 5. The status of the school's finances. 6. Submission of all required reports and data to the authorizer and/or state. 			
<p>Submit Final Report Submit a final report to the authorizer detailing completion of the closure plan.</p>			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	RESPONSIBLE PARTY	COMPLETION DATE	STATUS
<p>Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>			
<p>Notify Commercial Lenders / Bond Holders Within 10 days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.</p>			
<p>Terminate EMO/CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. 3. The school and the management company agree when other services including business services will end. 			
<p>Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility and vehicles, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 			
<p>Maintain Corporate Records Maintain all corporate records related to:</p> <ol style="list-style-type: none"> 1. Loans, bonds, mortgages and other financing. 2. Contracts. 3. Leases. 4. Assets and asset distribution. 5. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. 6. Governance (minutes, bylaws, policies). 7. Employees (background checks, personnel files). 8. Accounting/audit, taxes and tax status, etc. 9. Personnel. 10. Employee benefit programs and benefits. 11. Any other items listed in the closure plan. <p>Determine where records will be stored after dissolution.</p>			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	RESPONSIBLE PARTY	COMPLETION DATE	STATUS
<p>Notify Employees and Benefit Providers</p> <p>Formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. COBRA) and eligibility for Colorado Unemployment Insurance pursuant to any regulations of the Colorado Department of Labor. Notify benefit providers of pending termination of all employees, to include:</p> <ol style="list-style-type: none"> 1. Medical, dental, vision plans. 2. Life insurance. 3. Cafeteria plans. 4. 403(b), retirement plans. 5. PERA. <p>Consult legal counsel as specific rules and regulations may apply to such programs.</p>			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 			
<p>Transfer Student Records and Testing Material</p> <p>Send student records, including final grades and evaluations, to the authorizer, including:</p> <ol style="list-style-type: none"> 1. Individual Education Programs (IEPs) and all records regarding special education and supplemental services. 2. Student health / immunization records. 3. Attendance record. 4. Any testing materials required to be maintained by the school. 5. Student transcripts and report cards. 6. All other student records. <p>Document the transfer of records to include:</p> <ol style="list-style-type: none"> 1. The number of general and special education records transferred. 2. Date of transfer. 3. Signature and printed name of the charter school representative releasing the records. 4. Signature and printed name of the authorizer's representative who receives the records. 			
<p>Inventory assets</p> <p>Inventory school assets, and identify items:</p> <ol style="list-style-type: none"> 1. Loaned from other entities. 2. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. 3. Belonging to the EMO/CMO, if applicable, or other contractors. 4. Purchased with federal grants (dispose of such assets in accordance with federal regulations). 5. Purchased with Public Charter School Program startup funds (transfer assets to another charter school within the district or state). <p>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</p>			
<p>Notify Food and Transportation Services and Cancel Contracts</p> <p>Cancel school district or private food and/or transportation services for summer school and the next school year.</p>			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	RESPONSIBLE PARTY	COMPLETION DATE	STATUS
<p>Review and Revise School Budget</p> <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions that take into account closure and associated expenses while prioritizing continuity of instruction. 3. Identify acceptable use of reserve funds. 			
<p>Maintain IRS 501(c)(3) Status</p> <p>Maintain IRS 501(c)(3) status, including:</p> <ol style="list-style-type: none"> 1. Notify IRS regarding any address change. 2. File required tax returns and reports. 			
<p>Notify Funding Sources / Charitable Partners</p> <p>Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing the school's grants that the school will be closing.</p>			
<p>List all Creditors and Debtors</p> <p>Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ol style="list-style-type: none"> 1. This list is not the same as the contractor list, above, but may include contractors. 2. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. A UCC search should be performed to identify secured creditors. 3. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 			
<p>Notify Creditors</p> <p>Notify all creditors of the school's closure and request a final bill.</p>			
<p>Notify Debtors</p> <p>Contact all debtors and request payment.</p>			
<p>Determine PERA Obligations</p> <p>Contact PERA to determine remaining liabilities for employee retirement program.</p>			
<p>Itemize Financials</p> <p>Review, prepare and make available the following:</p> <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. <p>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</p>			
<p>Close Out All State and Federal Grants</p> <p>Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.</p>			
<p>Prepare Final Financial Statement</p> <p>Retain an independent accountant to prepare a final statement of the status of all contracts and other obligations of the school, and all funds owed to the school, showing:</p> <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 			

Finalize School Affairs: Finance (continued)

DESCRIPTION OF REQUIRED ACTIONS	RESPONSIBLE PARTY	COMPLETION DATE	STATUS
<p>Complete Final Financial Audit Complete a financial audit of the school in accordance with the Charter Schools Act by a date to be determined by the authorizer.</p>			
<p>Reconcile with Authorizer Reconcile authorizer billings and payments, including special education payments or other “lagged” payments. If the school owes the authorizer money, it should list the authorizer as a creditor and treat it accordingly.</p>			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	RESPONSIBLE PARTY	COMPLETION DATE	STATUS
<p>Prepare End-of-Year Reports Prepare and submit all required end-of-year reports to the authorizer.</p>			
<p>Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	RESPONSIBLE PARTY	COMPLETION DATE	STATUS
<p>Dissolve the Charter School</p> <ol style="list-style-type: none"> 1. The charter school board adopts a resolution to dissolve that indicates to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. 2. Unless otherwise provided in the bylaws, the members (if any) or board votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (C.R.S. 7-134-103). 			
<p>Notify the Secretary of State</p> <p>After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth:</p> <ol style="list-style-type: none"> 1. The name of the non-profit corporation. 2. The address of the non-profit corporation's principal office. 3. The date dissolution was authorized. 4. If dissolution was authorized by the directors, a statement to that effect. 5. If dissolution was approved by the members, a statement of the number of votes cast for the proposal to dissolve. 6. Such additional information as the Secretary of State determines is necessary or appropriate. 			
<p>Notify Known Claimants</p> <p>Give written notice of the dissolution to known claimants within 90 days after the effective date of the dissolution.</p>			
<p>End Corporate Existence</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Collecting its assets. 2. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 3. Discharging or making provision for discharging its liabilities. 4. Doing every other act necessary to wind up and liquidate its assets and affairs. (C.R.S. 7-134-105). 			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>			

Navigating the Closure Process

“ All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence, and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant but imperative responsibility of authorizers.”ⁱ

— James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools”

Charter school closure, though sometimes challenging and emotionally charged, is an essential aspect of the charter school movement. The purpose of this Issue Brief is to provide a practice-oriented resource for authorizers and other charter school stakeholders to navigate the closure process after the decision to close a school has been made. For additional information on charter school closure, please refer to NACSA’s *Accountability in Action: A Comprehensive Guide to Charter School Closure*, available for download at www.qualitycharters.org.

We have witnessed the impact of the closure of traditional schools across the country and have seen how challenging closures are for the students, parents, staff, and community of a closing school. When faced with possible school closure, stakeholders often fight to keep a school open regardless of the academic performance of the school. School closure displaces students and disenfranchises parents, who have little or no say in the decision.ⁱⁱ This is especially true of charter schools. Students do not land at charter schools by default; they, or their parents, choose to enroll in a charter school and, as a result, have a vested interest in seeing that the school they chose remains in existence.

When an authorizer decides to close a school through revocation or non-renewal, it puts itself at odds with the school’s stakeholders, especially the parents and students. Just as charter schools provide autonomy for school leaders, they represent choice for parents and students. School closure supersedes parents’ choice and leaves them powerless to effect change in any manner other than fighting for their school to remain open.



Stakeholders and Closure

In order to navigate the closure minefields, the authorizer must understand why the process is painful for each stakeholder and anticipate the information that each stakeholder group will need throughout the school's wind-up. During the closure process, the authorizer will encounter the effects of pain and uncertainty as it hears from angry, anxious constituents. In particular, the authorizer should anticipate the following:

- **Students will be displaced.** They will lose the relationships that they have developed with adults and other students at the closing school. They will want to know where they are going in the following school year and what choices they will have to continue their education. Students who are invested heavily in their school may also face morale issues, taking the failure of the school personally, especially if the closure is due to academic performance.
- **Parents will be concerned about where their children will attend school.** They will likely feel powerless and angry that the school they explicitly chose will no longer be available for them. Parents will want to know what their options are and how they get their children in to good schools. Parents may also become skeptical about charter schools as a viable option for their children's education, or blame the authorizer for not stepping in sooner to prevent closure.
- **Staff will be worried about losing their jobs.** They will be concerned about getting paid through the end of the year and will have questions regarding their benefits and pensions. They may look for other jobs mid-year, which would leave the school in a precarious position since the school cannot easily replace teachers once the closure decision is made. Finally, the impending closure may crush their motivation, leading to sub-optimal instruction. While the staff are not the responsibility of the authorizer, the authorizer may have to coach the school in managing its staff during the closure process.

Authorizing Matters Issue Briefs are a publication of the National Association of Charter School Authorizers (NACSA), the trusted resource and innovative leader working with public officials and education leaders to increase the number of high-quality charter schools in cities and states across the nation. NACSA provides training, consulting, and policy guidance to authorizers and education leaders interested in increasing the number of high quality schools and improving student outcomes.

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- **Leaders/Founders are emotionally invested in the school.** They are watching their creation die and will likely react strongly to the closure decision. Even if the board of directors agrees with the closure process, the school leader may not. It is extremely important to engage the leaders in the closure process and obtain their buy-in for closure activities. A disengaged and disenfranchised school leader can have a toxic effect on the school.
- **Board members, like the school leaders, are invested in the school emotionally and often, financially.** The closure can leave the board frustrated and disappointed, and, as a result, uncooperative throughout the process. Board members may be concerned about their reputations and will most certainly feel burdened with a failing organization. As discussed below, the board's buy-in and active participation in the school closure activities will have a significant positive impact, ensuring that students and parents are well supported.

Additional stakeholders who will be impacted by the closure and may require the attention of the authorizer include:

- Community members who may view the school as a beacon in the community, especially if there are no other quality school options in the neighborhood;
- Receiving districts or schools, who must absorb displaced students;
- Government agencies, which must be involved due to state statute, regulation, or the charter agreement; and
- Other public and private entities, which will need reports and/or data from the school prior to or just after closure.

Successful Closure Planning

“For many parents who exercise it, school choice is a lifeline—a critical chance to realize their hopes and dreams for their children. Unfortunately, not every charter school fulfills its mission and promises to the community, and, as a consequence, some schools must be closed.”ⁱⁱⁱ

— Justin Testerman “Supporting Students and Families”

Strong authorizer management can mitigate stakeholder pain. A well-orchestrated closure can maximize other schooling options for parents and minimize disruption for students while ensuring that public funds are used

appropriately. There are three types of charter school closures: the charter holder relinquishes the charter, the authorizer revokes the charter, or the authorizer opts not to renew the charter. While these types of closures have their unique challenges, the authorizer's approach should be similar for each one. There are six steps that an authorizer can take before and immediately after the closure decision has been made that will help to ensure a successful process.

1. Partner with the school leadership

Once the closure decision has been made, the critical first step is to meet with the board of directors of the school. The school's board of directors will manage most of the activities associated with the school's closure. The relationship that develops between the board and the authorizer will dictate, in large measure, how amicable the closure process will be. It is in the authorizer's best interest to meet with the board within 24 hours of the closure decision to establish that the authorizer is available to help the board manage the closure process. It is essential to arrive at this meeting with a closure process in hand that outlines the specific responsibilities of the board and the authorizer. In many instances, the board accepts that the closure decision has been made and welcomes the guidance and support of the authorizer. However, the authorizer must hold this meeting and inform the board of its responsibilities, even if the board is uncooperative or is fighting the school closure.

There are several key aspects of the partnership that will help to make the closure run smoothly. Among the most important is that the school and authorizer work in a coordinated effort to support students and parents as they search for schooling options for the next school year. This collaboration will instill confidence that the school and the authorizer are committed to helping students and families in their new school searches. Partnering with the board of directors also helps to ensure that the school and the authorizer are consistent in their messaging, which in turn eases the anxiety, mistrust, and confusion that many parents will experience. A collaborative relationship will allow the school to define the areas in which it needs the support and guidance of the authorizer. Collaboration will also make it easier for the authorizer to monitor the school's progress with the closure requirements.

One critical outcome from the initial meeting with the board of directors is the creation of a transition team or wind-up committee to prepare for closure. The team will include a main point of contact for both the school and authorizer, as well as other individuals from the school who have financial, legal, and school administration experience. This team may

also include staff, parent, and community representatives. The board should identify the charter school's members of the team and schedule a strategic planning meeting within the first 24–48 hours after the closure decision. The goal of the transition team's initial meeting is to review the closure plan, assign responsibilities to team members, and set deadlines. This team should meet weekly to discuss the status of wind-up activities.

2. Be aware of timing considerations

There are many considerations that should impact the timing of school closure decisions and announcements. Ideally, decisions are made early enough in the school year to allow students to become informed about and to apply for other schools of choice, including charter, magnet, and private schools. However, there are unintended outcomes related to announcing a closure decision too early in the school year. Announcements of school closure often result in diminished teaching and learning. In fact, the *Consortium on Chicago School Research* found that the announcement of a school closing negatively impacted academic achievement for the remainder of the school year.^{iv} In addition, if a closure decision is announced at the beginning of the school year, teachers may pursue other jobs, leaving vacant positions that will be hard to fill. There is also a risk of a student mass exodus. Dramatic changes in enrollment could have a significant impact on school finances, which in turn could force a school to close its doors mid-year. There is tension between giving parents the time to make choices for the upcoming year and providing students with a high-quality education for the remainder of the school year. However, it is most important to notify parents prior to the schools of choice application deadlines whenever possible.

Authorizers have a tremendous amount of control regarding the timing and announcement of a school closure. Since the closure decision is often related to a charter renewal or school evaluation process, the authorizer should plan these activities with the ideal closure announcement date in mind. While there is no clear right or wrong decision regarding timing, the authorizer should make its decision in the context of what is best for students and parents.

3. Develop a plan prior to the closure decision

A clear and detailed closure process is one of the most critical success factors. The closure plan will delineate which parties are responsible for the myriad activities that start as soon as the closure decision is made and continue through the fall of the following school year (in some cases there is a longer timeframe). A strong plan will serve as

a blueprint that provides transparency and direction to a group of emotional, confused, and angry stakeholders. The plan will establish key dates and milestones for the work associated with the school closure. It is important to remember that charter school closures are much more complicated than the closures of traditional schools. When a traditional school closes, the school district absorbs the vast majority of the complex issues. This is not the case for charter schools. Most of the time, the primary role for the authorizer is to oversee the process and support the charter school with certain specific closure activities. Unlike a school district closing a traditional school, charter school authorizers should not assume any of the school's operational responsibilities.

Charter school closures are often further complicated because they are accompanied by corporate dissolution.^v A sound closure plan considers three distinct periods: the first weeks immediately following the announcement, the remainder of the school year, and the period after the end of classes.

The closure plan should include:

- Notifications to all stakeholders, including parents, students, community members, the press, funders, creditors, debtors, contractors, receiving schools or districts, and state education agencies;
- Creation of a closure team that includes a project manager from the authorizer and one from the school, as well as individuals with expertise in law, finance, and school administration;
- Detailed instructions regarding the treatment of student records;
- Detailed instructions regarding the treatment of corporate records;
- Financial reporting requirements (note, these may differ from the "normal" reporting requirements);
- Treatment of debtors, creditors, and assets;
- Development of a post-end-of-classes plan that addresses the corporate activities that must occur, such as closing bank accounts, terminating staff, and making final tax payments; and
- A process for protection and disposition of assets.

There is a tremendous amount of activity for both the authorizer and the school that should occur in the first days and weeks following the announcement. These activities should focus on:

- Initial written notification to stakeholders;
- Preparation of a press release;
- Development of talking points for different constituencies;
- Meetings for parents, staff, and the community; and
- Provision of detailed financial information to the authorizer.

It is important that the notification of different stakeholders occur concurrently and within the first 24–48 hours after the closure decision has been made. This will help to stave off rumors and misinformation.

The middle period requires a significant amount of work for the school and monitoring for the authorizer. During this timeframe, the school should be actively working to support student placement for the following school year and securing student records. In addition, the school must use this time to work with creditors, debtors, and other business interests while preparing for the wind-up period after the end of classes. The school should also continue to provide faculty and parents ongoing information on a regular basis through meetings and written communications. Finally, the school should continue instruction and operate the strongest education program possible. Although the authorizer is not responsible for the staff, it should work closely with the school's board of directors to support the continuation of high-quality instruction through the end of the school year.

During the post-end-of-classes period, the key activities should focus on student records; corporate records; asset liquidation; preparation of any and all reports due to the local, state, and federal governments; and final agreements with creditors and lenders. In addition, the school must finalize all financial activity to prepare for and execute the audit. The school should also provide parents with final report cards, transcripts, and the contact information for a student records custodian. All wind-up activities should be carefully documented and provided to the authorizer.

4. Anticipate the need for authorizer personnel

School closures are incredibly time consuming for authorizers and may require hiring external individuals. As mentioned above, the authorizer should assign a project manager to lead the team and serve as the information hub and single point of contact for the authorizer. The project

manager can be a member of the staff or a third-party consultant. This role requires coordination between the authorizer, parents and students, the community at-large, the receiving district, the state education agency (SEA), and the school. The project manager will need access to legal counsel, financial personnel, and public relations experts during the course of the closure process. A smooth and well-organized closure could require several days a week of the project manager's time, while a contentious closure could easily require the project manager's full-time attention as well as a significant amount of time from the authorizer's lawyers. When a school closure is battled out in the press, the authorizer's public relations personnel or consultant will have to invest a substantial amount of time as well.

The project manager will monitor the closure process against the benchmarks established in the closure plan to ensure that the school is taking the necessary steps to meet stakeholder needs and prepare for the wind-up of activities. If possible, the project manager should be onsite at the school regularly to gauge progress; take pulse of the students, faculty, and administration; be available to answer questions; and demonstrate that the authorizer is a partner in the process. The school's stakeholders often view the authorizer as a wrongdoer that has betrayed their trust. A physical presence helps to address this perception and facilitate a successful end of the school year. In cases where the school is not fully compliant with the work plan (or does not have the capacity to complete the tasks), the authorizer may need to step in and offer assistance in a select set of areas, including assistance with student transition, securing student records, and inventorying assets.

The project manager must have the financial acumen or rely on financial personnel to assess the school's ability to remain open for the remainder of the school year in order to avoid a mid-year closure. While there are a few situations that warrant mid-year closures, they should be avoided whenever possible as they cause tremendous distress and anxiety to families and interrupt instruction. School finances are one of the root causes of mid-year closures. A school that runs out of money and cannot meet payroll cannot stay open. If the authorizer is actively reviewing the school's financials, there is no reason for the authorizer to be caught off guard with an unexpected mid-year closure. As a part of the closure plan, authorizers should require an immediate assessment of the school's finances, its obligations to creditors, and its anticipated receipts from debtors. The school should prepare financial statements, a year-to-date budget-to-actual analysis, and a cash flow plan for the remainder of the school year. These should be updated and reviewed monthly through dissolution.

5. Develop a communications plan

The communications plan should be created in advance of the decision to close a school. It is extraordinarily important to maintain a clear and consistent message, especially to the parents, students, school officials, and the press. Rumors and misleading information about regarding school closures. A coordinated communications plan will help to ensure that the same information is provided to all stakeholders, which in turn will reduce their confusion and minimize anger and anxiety. To this end, communications with stakeholders should occur frequently through the end of the school year. The initial communications plan should focus on the first notifications to stakeholders as well as the communications during the two to three weeks following the announcement. The plan should include immediate action on several levels:

- Identify the project manager or another key player as the primary spokesperson regarding the closure process;
- Identify the school's primary point of contact for closure communications;
- Distribute contact information to stakeholders;
- Draft talking points for delivery to different stakeholders;
- Prepare a press release; and
- Write a letter to parents and school staff that explains why the school is being closed, outlines the transition plan, and establishes the date for at least an initial parent meeting.

This initial plan should focus on the near term, as it will inevitably need to be adapted as events unfold. After the first week following the announcement, the transition team should further develop the communications plan through the end of the school year.

Initial Notifications

To the extent that the school is fully cooperating with the authorizer, it is ideal for the initial letter to parents to come from both the school and the authorizer, as this will instill trust and confidence. When the school and authorizer are implementing the communications plan in tandem, they should determine which party will address each stakeholder. In general, the school administration/board of directors should be responsible for communications with staff, funders, partnering agencies (public and private), the charter management or education management organization (if applicable),

as well as corporate contacts such as creditors, debtors, contractors, lenders, insurance agents, benefits providers, and pension agencies. The school and authorizer should jointly notify parents, students, state and local education agencies, the community at-large, and other government partners. All written communications regarding the school closure should be copied to the authorizer.

If the school is not complying with the closure plan, it is important that the authorizer communicate directly with families. Authorizers should include a provision in the charter contract that clearly establishes communication channels with parents in the event of a school closure decision. This will ensure that the authorizer can immediately contact parents whether or not the school complies with the closure plan. In this situation, the authorizer's basic message should not change; however, it is important to recognize that in this situation, parents and community members are likely receiving conflicting information. In fact, the school may organize parents and other community members to fight to keep the school open. In this circumstance, the authorizer must be prepared for a significant level of media interest as well as parental resistance to any type of transition plan. If the parents challenge the closure decision they are likely hoping that the school will remain open and not looking at options for the following school year. It is imperative that the authorizer addresses the reasons for closure and provides information regarding transition options, regardless of the parents' position vis-à-vis the school closure. The authorizer's initial letter to parents should accomplish four things:

1. The authorizer should convey to families that their individual and collective needs are the top priority of the authorizer.
2. The letter should explain why the school is being closed. This should be an objective, fact-based account that includes a description of the authorizer's responsibility to hold schools accountable according to their charter agreements.
3. The authorizer should outline the transition plan for students. This plan should include an explanation of the supports that the authorizer is putting in place for parents and students, as well as a set of forums to discuss educational options for the following year. It should also include contact information for the authorizer's project manager.
4. The letter should provide a detailed timeline of activities related to the school closure as well as the application, selection, and transition to a new school.

Subsequent Communications

The authorizer and school should prepare a follow-up to the initial notification letter to parents within the first few weeks after the announcement is made. The second letter should provide more detailed and practical information such as the last day of classes, cancellation of summer school, information regarding student records, and dates for meetings and school fairs, as well as school choice information. Please note that the charter school is responsible for preparing a similar transition letter to the staff as well as any and all communication with vendors, debtors, creditors, and other partners.

The authorizer should plan to hold a series of meetings and school fairs for parents and the community. These meetings will provide parents and community members with the chance to ask questions about the closure and the transition planning for the next school year. It is important to note that the meetings should be informational, not political. The authorizer should make certain that parents and other stakeholders understand that the meetings are not a forum for discussing the rationale for closing the school or an opportunity for parents to protest the closure decision. As discussed, the timing of the closure announcement should provide ample opportunity for parents and students to learn about and apply to other schools of choice. A school fair should include officials from the receiving district schools, magnet or other district schools of choice, charter schools, and private schools. At these meetings, the authorizer should distribute applications, contact information, and literature from these potential receiving schools.^{vi}

The authorizer should monitor and review the school's communications to verify that all stakeholders have been contacted and that the requisite information has been included. If there are any gaps the authorizer should prompt the school to reach out to stakeholders as necessary. It is important to note that the authorizer should not take on the responsibility of formally contacting the school's vendors or creditors, as this may create legal problems for the authorizer.

6. Require an escrow account

Schools that are closing are often in financial distress and have few or no assets at the end of the school year. This is a problem, as there are significant expenses associated with the wind-up activities, the final audit, and corporate dissolution. Many authorizers require an escrow account in order to ensure that funds are available for these activities. For example, State University of New York's (SUNY) Charter Schools Institute requires that \$25,000 be placed in escrow for each of the first three years of

operation. Should the school close, the \$75,000 escrow is used for audit and legal fees, and bankruptcy fines. According to Ralph Rossi, the vice president and general counsel to the SUNY Charter Schools Institute, these funds are usually used in full during a school closure process.

School Wind-Up Process

For the most part, the school's board of directors should engage in all activities that take place during the wind-up process. As discussed above, the authorizer may become directly involved in the student transition supports but should work behind the scenes in other areas. The authorizer's job is to monitor the school's progress against the benchmarks established in the closure plan. This is a time-consuming and critical task. The authorizer should make sure that the school is positioned to provide high-quality instruction for the remainder of the school year. This requires the school leaders to actively manage the finances, provide staff members with detailed information regarding final payments and benefits, and keep the students engaged. Additionally, the school should be preparing student and corporate records for closure.

Among the most important functions during this timeframe is oversight of the school's financial wind-up activities. The authorizer should make certain that the school has appropriately notified all debtors and creditors, and terminated all contracts. Furthermore, the school must have an up-to-date inventory and a plan in place for liquidating fixed assets. The assets purchased with state or federal funds should be identified separately and disposed of according to the applicable government requirements. The school should be required to prepare a monthly cash flow projection through the end of the fiscal year, which includes all essential expenditures including payment in full for staff, payroll taxes, pension funds, and benefits. The cash flow projection should also take into account any lost revenue related to decreases in enrollment as well as any overpayments from the state or school district that must be returned. Monitoring these activities will require monthly reviews and ongoing dialogue with the school's business officials. The authorizer needs to have confidence in the projections in order to know with certainty whether or not the school will remain open through the end of the school year. Authorizers should not be involved in negotiations with creditors and should not make any decisions regarding which creditors get paid prior to speaking with legal counsel about possible liabilities.

If the school is not making adequate progress according to the closure plan, or is not providing sufficient documentation, the authorizer may wish to use remaining school payments as leverage. The authorizer may opt to

directly withhold payments and/or work with the state to withhold payments as allowable in the charter school contract.^{viii} If payments are made quarterly or semi-annually, the authorizer may also seek to shift to monthly payments. This will provide a more significant degree of control to the authorizer. As with the entire process, it is important to be transparent with any action that changes the way the school will receive funds.

Securing, preparing, and distributing student records represents another area where the authorizer can become directly involved in the process if necessary. Ideally, the school should complete this work shortly after the last day of classes. Proper management of the student records is necessary for students to smoothly transition to their new schools. This task can be incredibly time consuming and, if the school does not prepare the records for transfer, the authorizer may find itself with no choice but to take on this responsibility. The treatment of student records must adhere to the Family Educational Rights and Privacy Act, as well as to any state or local laws or regulations. Furthermore, there should be a clearly detailed process for transferring the student records to receiving schools, the local or state education agency, or the authorizer. Documentation of the transfer of student records should be sent to the authorizer. A word of caution: while the authorizer can work with student records, it should not work with or take responsibility for the corporate records, as this may create legal problems down the road.

Conclusion

School closure is difficult for all stakeholders, including the authorizer. However, the authorizer, in conjunction with the school leadership, has the opportunity to orchestrate a smooth, successful closure. Even when the school is actively fighting the closure decision, the board of directors and the authorizer should be able to find common ground by agreeing to make students' and families' needs the number one priority. A school that is fighting the closure process should be encouraged to advise its students to apply to other schools to ensure that they have educational options for the following year, if the school's appeals are unsuccessful. Putting students and families first entails keeping the school open through the end of the school year, assisting students and parents in exploring and applying to new schools, and securing the student records. If these three conditions are met, the school closure process should be considered a success.

For additional resources to aid authorizers in the closure process, including *NACSA's Accountability in Action: A Comprehensive Guide to Charter School Closure*, please visit www.qualitycharters.org.



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ENDNOTES

- i James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools." In *Accountability in Action: A Comprehensive Guide to Charter School Closure*, edited by Kim Wechtenhiser, Andrew Wade and Margaret Lin. Chicago: National Association of Charter School Authorizers, 2010, p. 9.
- ii Justin Testerman "Supporting Students and Families." In *Accountability in Action: A Comprehensive Guide to Charter School Closure*, edited by Kim Wechtenhiser, Andrew Wade and Margaret Lin. Chicago: National Association of Charter School Authorizers, 2010, p. 39.
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NACSA develops quality authorizing environments that lead to a greater number of quality charter schools. Learn more about NACSA at www.qualitycharters.org.

National Association of Charter School Authorizers, 2011

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February 13, 2013



Accountability in Action: A Comprehensive Guide to Charter School Closure

School Closure Guide



School
Closure

*Edited by Kim Wechtenhiser,
Andrew Wade and Margaret Lin*

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Introduction

Closing a failing charter school is difficult, but it can be done. In fact, it has been done hundreds of times across the country. However, if you are on the staff or the board of a charter school authorizing agency that is facing a closure decision, the fact that other authorizers have closed schools may be of small comfort. You are facing a daunting collection of academic, financial, compliance, legal, political, philosophical and personal information. Some of that information will suggest that you take bold action to close the school; other information may suggest more cautious strategies. Many authorizing staff and board members end up feeling overwhelmed and frustrated. Those feelings themselves often lead authorizers to become cautious and to keep a failing school open.

Yet other authorizers have been in your situation. They have faced the same complexities and emotions and then successfully closed a failing school. This *Comprehensive Guide to Charter School Closure* is designed to assist the staff and board members of authorizing agencies as they address the wide array of challenges involved in any closure decision. It draws directly upon the successful experiences of other authorizers across the country. Yes, closing a failing charter school is difficult. It *should* be difficult. Yet that difficulty must not stop us from making the tough decisions in the best interests of children. Far too many children in America, especially low-income children and children of color, are attending schools that are failing them — both charter schools and traditional district schools. As the staff and board of an authorizing agency, you are entrusted by the public with unique and extraordinary powers to approve new good charter schools and to close those that fail. This *guide* provides you with information and tools to help you fulfill those responsibilities so that more children attend only high-quality schools that successfully prepare them for their futures.



Greg Richmond
President & CEO
National Association of Charter School Authorizers

CHAPTER 1



Why Good Authorizers Should Close Bad Schools

James A. Peyser & Maura Marino

CHAPTER 1 GUIDANCE

- Define performance expectations up front.
- Identify red flags and build an evidence base.
- Make a strong case.
- Don't balk.

Charter schools serve a variety of purposes. They empower parents by giving them more educational options from which to choose; they provide opportunities for innovative educators to implement new approaches to teaching and learning; they create schools for specific student populations or neighborhoods that are underserved by local school systems; and they put competitive pressure on school districts to change and improve.

The charter sector is thus driven by diverse purposes, and authorizers have different reasons and motivations for chartering schools. Despite these differences, a bedrock principle of the movement is that charter schools must have the freedom to determine their own course within the broad parameters of their charters, and in return, they must be held accountable for their results.

This chapter provides an overview of charter school closure and the need for matching solid evidence with political will.

Reasons Bad Charters Remain Open

An explicit part of the autonomy-for-accountability bargain is that bad charter schools will be closed by their authorizers. While hundreds of low-performing charter schools have closed, many others are allowed to remain open year after year, from one charter renewal to the next. The reasons are complex and varied, and each case presents unique circumstances. Nevertheless, it is possible to generalize about why authorizers balk at revoking or not renewing charters.

Reason #1:

The absence of clear or meaningful performance criteria

In some cases, authorizers have not established clear performance criteria for charter schools at all; in others, the standards are vague or ambiguous. This is particularly common for special-purpose or highly innovative schools that are often focused on hard-to-measure outcomes other than academic achievement on state or other standardized assessments. In other cases charter school accountability agreements or contracts¹ have specific and measurable performance objectives, but they are aspirational rather than achievable (at least during the charter term), making it problematic at renewal time for authorizers to determine how much progress towards the goal is enough.

Reason #2:

The absence of a strong body of evidence gathered over the charter term

Often even when authorizers have established clear renewal criteria, they fail to gather a strong body of performance data and evidence over the charter term. Insufficient monitoring and inadequate evidence renders authorizers unable to build a solid, publicly defensible case for closure even when schools are on shaky ground.

Reason #3:

The absence of better alternatives in the surrounding neighborhood

Closing a low-performing charter school often means that displaced students will have to enroll in an equally weak (or even worse) district school. Compounding the problem is the troubling reality that former charter students may be forced to attend schools that are not only educationally unsound, but downright unsafe.

Reason #4:

Community and political support for the failing school

Even bad charter schools tend to have devoted parents, students and staff members who in turn are supported by local community leaders and public officials. This presents authorizers with two challenges. First, closing a well-loved school is contrary to the goal of parent empowerment, which most authorizers value highly. Second, bucking a mobilized group of parents and politicians is a tough assignment, especially when there is little or no countervailing public pressure in favor of closure. When it comes time to decide, authorizers are inevitably left alone to take the heat and can find themselves evaluating political costs and benefits, rather than the educational and organizational merits of the case or the best interests of the students affected.

These reasons for inaction are real and powerful. Some of them can be addressed directly by authorizers themselves. For example, authorizers should establish clear and achievable performance goals in each school's charter contract. Similarly, authorizers should develop clear closure protocols and policies that ensure options and orderly transition for affected students and families, such as providing admissions preferences at quality charter or district schools. Other reasons for inaction, including the poor quality of local district schools, may be beyond the immediate control of authorizers. But no matter how difficult it is to close bad schools, authorizers have an obligation to fulfill the promise of charter accountability by ensuring that all their schools meet basic standards of performance. In the face of powerful forces that favor keeping persistently low-performing schools open, what are the most compelling and defensible reasons for shutting them down?

Identifying a “Bad” School: Red Flags and Evidence Basis

Before examining several policy arguments for closing bad charter schools, we first have to define what “bad” means, as well as how to determine how to know a bad school when you see one. While it is impossible to reach consensus on exactly where to set the bar, it is possible to identify several red flags that should at least trigger consideration of school closure:

- Academic Underperformance.** The inability to deliver the student outcomes promised by a school’s charter is cause for serious concern and careful scrutiny. Minimum performance expectations for all charter schools should include reliable measures of academic achievement and attainment, including rigorous measures of student learning growth over time. A school’s promised outcomes may also include valid non-academic measures, provided that the authorizer approves their quality and reliability. Defining high-quality, multidimensional measures of success is especially important for schools serving specialized populations, such as former dropouts or students with disabilities, or schools with a particular mission (such as an arts or environmental focus) whose breadth of accomplishment may be only partially measured by state assessments. Authorizers need to ensure that rigorous, well-constructed performance measures and clearly defined targets or thresholds for acceptable performance form the basis for charter school performance contracts. In no case should authorizers use other failing schools as their benchmark; better than the worst is not good enough.
- Financial Mismanagement.** Often, the most obvious indicator of a troubled school is financial mismanagement. A charter school that is teetering on the brink of insolvency can certainly be characterized as bad, whether its condition is the result of misfeasance or malfeasance. Regardless of the strength of its academic program, a charter school that cannot pay its bills is a failure waiting to happen whether or not an authorizer intervenes to administer the last rites.
- Organizational Incompetence.** Struggling charter schools that are in organizational disarray or that lack the will and capacity to change and improve should also be candidates for closure — even if they are nominally meeting other minimum performance standards. These characteristics would disqualify a founding team from receiving a charter in the first place; they should also give an authorizer pause when evaluating an application for renewal.
- Non-compliance.** Finally, any school that is consistently or seriously out of compliance with applicable state or federal regulations governing public schools must be placed in jeopardy by its authorizer. Some compliance issues can be addressed short of school closure, but others — including those involving student safety or access to mandated special education services — may reflect either a disregard for public accountability or a level of incompetence that could justify non-renewal or revocation.

Analyzing such data over the charter term is essential for authorizers to make well-informed judgments, including closure decisions, that stand up to the scrutiny of a skeptical public.

Making the Case for Closure: Key Policy Rationales

To determine which schools are too weak to justify continued operation, authorizers should collect and analyze data over the full charter term (except in cases of mismanagement so egregious as to merit mid-term revocation). Assuming the authorizer has sufficient data to support a case for closure, it still needs to justify a closure verdict and avoid yielding to public or political pressure to give the school another chance. There are several broad policy rationales that support closure decisions when authorizers might otherwise be tempted to take the path of least resistance. Depending on the specific facts of a situation and the authorizer’s approach, the arguments for closing bad charter schools fall into three basic

categories: 1) safeguarding students and parents; 2) creating leverage for broader reform; and 3) protecting the public interest.

1. Safeguarding students and parents from schools that fail to meet basic standards

Protecting the interests of students and their families is a primary responsibility of authorizers. This obviously includes ensuring a safe learning environment in which students are protected from physical or emotional harm. It equally applies to ensuring that students are receiving the educational services they were promised and have a right to expect. Schools are not daycare centers; they are not simply charged with safely warehousing children between the hours of 8 am and 3 pm. Schools exist to prepare young people for higher levels of education, to open doors of opportunity in the workplace, to develop informed and engaged citizens, and to cultivate in each student an understanding and appreciation of themselves and the world around them. Schools that fail in this great mission — notwithstanding the good intentions of their leaders and staff — are not just wasting taxpayers' money, they are profoundly degrading the life chances of a generation and limiting the potential of America's future. This must not be brushed aside in an attempt to protect adults from embarrassment or unemployment. Given that students' futures are at stake, charter schools must be able to demonstrate that they are at least meeting the same minimum performance standards applicable to all public schools in their respective states and localities, even if many district schools fail to meet those standards.

2. Creating leverage for broader reform by raising the bar

For those authorizers who see charter schools as a vehicle for closing the achievement gap or driving system-wide reform, simply fulfilling the existing expectations for public education will not get the job done. If charter schools are providing a level of education that is only comparable to or even slightly better than the average district school, how will they ever catalyze the kind of transformational change that so many low-performing districts and low-income communities desperately need? Given the scarcity of human, financial and political capital needed to support charter school development, authorizers must set a high, yet attainable bar and be prepared to close schools that cannot meet it, so that others can come forward to take their place. In this way, an authorizer's portfolio of schools can strengthen over time, even if its growth is constrained by caps on the number of charter schools or by limited resources. The opportunity cost of sustaining a mediocre school is arguably far greater than the temporary dislocation caused by its closure.

3. Protecting the public interest from poor governance or mismanagement

As publicly-funded institutions, charter schools must be held accountable as reliable and productive stewards of tax dollars. That means the management and board must behave in a competent fashion to assure the public and its representatives that the school will continue to function in accordance with all applicable laws and regulations. Equally important is that the financial affairs of each school are in order, both in terms of fiscal health and internal controls over the use of resources. Basic standards for effective governance are rightly applied to all public agencies, even if they do not always live up to them. As public schools operating on tax dollars, charter schools must adhere to those same standards. Those that do not or cannot justify the public's trust should be closed.

If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average — especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.

Case Studies

A few recent real-world examples bring to life these arguments for charter school closure. In each of these cases, the authorizer's decision was difficult and controversial, though there was little doubt that the school in question was struggling operationally and falling short of its performance goals.

ROXBURY CHARTER HIGH SCHOOL

CASE STUDY

Reasons for Closure: Protecting the Public Interest; Safeguarding Students and Parents

Roxbury Charter High School for Business, Finance and Entrepreneurship (RCHS) received a charter in 2002 from the Massachusetts Board of Education and opened its doors to 75 9th grade students in the fall of 2003. It was intended to grow to eventually serve 400 Boston students in grades 9 through 12 and prepare students both for college and vocational paths, with a strong grounding in business education.

While RCHS presented a strong charter proposal, it struggled to develop systems that could deliver on its performance commitments. RCHS's charter agreement detailed several distinctive features of the school, including a curricular focus on business, finance and entrepreneurship; a longer school year and school day; and individual learning plans for all students. In practice, the curricular emphasis was not fully developed, nor did the individual learning plans come to fruition. RCHS was open for a longer school day, but not a longer school year.

Operationally, RCHS was unable to meet many of its goals. Though plans called for 100 9th-grade students, RCHS had only 63 its first year. In its second year, RCHS had filled only 59% of its available spaces. Low enrollment strained RCHS's financial position, and it ended its first year of operations with an \$84,000 deficit. Cash-flow problems continued during RCHS's second year, though the school made attempts to cut costs and stem its financial decline.²

School governance was weak and the organization was in "deep turmoil and paralysis" by the fall of 2004.³ The Board of Trustees was not able to effectively oversee school finances, nor manage the CEO or School Director.

While the Department of Education considered interventions and support to help the school improve, Massachusetts' Commissioner of Education David Driscoll ultimately recommended revocation of the charter on the basis of organizational disarray and financial mismanagement. The Commissioner's findings included the following:

- Significant cash-flow problems, largely stemming from under-enrollment;
- Lack of facilities plan;
- Ineffective oversight by the school's Board of Trustees;
- Failure to implement educational programs related to special education and English language immersion;
- Non-compliance with state and federal requirements for recordkeeping and documentation of Title I eligibility.⁴

In December of 2004, the Massachusetts Board of Education voted unanimously to revoke RCHS's charter, effective at the close of its second school year.

In May of 2005, the RCHS board asked that the decision be reconsidered, in light of increased organizational stability, the hiring of a new principal, and a donor who agreed to keep RCHS financially solvent. The State Board of Education decided not to reverse its decision, explaining that "a charter is a public trust that cannot be granted — or restored — lightly. And the decision must be grounded in evidence, not hope or wishful thinking."⁵

INTERNATIONAL CHARTER SCHOOL OF SCHENECTADY

Reasons for Closure: Protecting the Public Interest; Safeguarding Students and Parents

International Charter School of Schenectady (ICSS) opened in September 2002, with 267 students in kindergarten through 4th grade and a management contract with SABIS Educational Systems. The school was authorized by the Charter Schools Institute at the State University of New York (the Institute), with the following mission:

International Charter School of Schenectady will be recognized as a provider of top-quality education for a highly diverse student body. It will prepare all students for success in college, equip them with the ability and desire for life-long learning, and strengthen their civic, ethical and moral values. The School will maintain high standards of efficiency and accountability throughout its operation.

When ICSS came up for renewal in the spring of 2007, the Institute planned to recommend short-term renewal for a term of three years based on “the conclusion that the school has a varied or mixed record of educational achievement, and now has in place an academic program of sufficient strength and effectiveness that will likely result in the school’s meeting...those goals at the end of the three-year period.”⁶ However, as the State University of New York’s Board of Trustees was preparing to consider the staff’s renewal recommendation, ICSS decided to terminate its school management contract with SABIS. As a result, ICSS was granted only a one-year renewal, with an option for an extension pending implementation of its transition plan from SABIS to self-management.⁷

When ICSS returned in the spring of 2008, the Institute found that “the personnel, programs and structures in place are not sufficient in terms of quantity or quality...to make it likely that the school would meet or come close to meeting its Accountability Plan goals.” ICSS had again fallen short of its goals on New York’s state assessments, with its students performing on par or slightly below their peers in the Schenectady City School District. The school had not implemented many components of its transition plan, and the school board was “unprepared” to make critical decisions to support high-quality self-management. The “lack of rigorous oversight and organizational planning” resulted in under-enrollment and a weakened, albeit stable, financial condition.

In looking at the prospects for ICSS’s future, the Institute found that “to the extent International Charter School of Schenectady has not achieved its key academic goals, continues to implement an educational program that does not support achieving those goals, operates as an ineffective organization, and its financial condition has weakened, its plans to continue to implement the educational program as currently constituted for the next charter period do not appear to be reasonable, feasible or achievable.”⁸ In sum, the Institute argued that ICSS had failed in its governance responsibilities and in its obligation to provide students with an educationally sound program.

While some parents of ICSS students expressed concern about the non-renewal decision because it meant sending students back to the Schenectady City School District and its many “failing” schools,⁹ ultimately the State University board concurred with the Institute’s recommendation and voted to close ICSS.

FREDERICK DOUGLASS CHARTER SCHOOL*Reason for Closure: Safeguarding Students and Parents; Creating Leverage for Broader Reform*

Frederick Douglass Charter School (FDCS) in Boston, Massachusetts, opened in 2000 and was designed to serve grades 6 through 12. Its mission focused on college preparation through research, writing and public speaking, as well as on emulating Frederick Douglass's values of justice, integrity and personal responsibility.

By its fifth year of operation, FDCS served 349 students in grades 6-10, and had 93 students on its waiting list. It planned to reach full capacity by the fall of 2006. Founder Ben Anderson described FDCS as “an environment for children who had had unsuccessful, unsatisfactory experiences in other schools...our children were behind and really put off by education.” Ninety percent of students were African-American and 60 percent qualified for free or reduced-price lunch.¹⁰

Academically, FDCS students performed similarly or slightly below most other Boston public schools, which was well below the state average. In 2003, FDCS made Adequate Yearly Progress (AYP) in English/Language Arts (ELA) and Math; in 2004 it made AYP in ELA only. National norm-referenced exams showed few significant gains or declines during the school's charter term.

By January 2005, FDCS was in an “unsound and unstable” financial position, according to the Massachusetts Department of Education. The school ran a deficit of over \$250,000 in fiscal year 2004, which management attributed largely to relocation expenses. While FDCS had met a majority of its organizational performance goals, it fell short on its targets for student and teacher retention. Although retention rates were improving, they still remained high enough to create instability.¹¹

When FDCS came up for renewal, parents and students fought to keep the school open. Although state Commissioner of Education David P. Driscoll empathized with the FDCS families, he concluded that “the school clearly has not met the standards for renewal of a charter.” In February 2005, Commissioner Driscoll recommended non-renewal based on “low academic performance, high teacher turnover, the financial situation, and other issues.” The Board of Education voted unanimously not to renew the FDCS charter.¹²

While state officials certainly had concerns about the organizational capacity of FDCS, their decision was based primarily on their unwillingness to accept weak academic performance, even though other schools in the district were worse. Underlying this position was the belief that the power of charters to drive broader change depended on their ability to rise above the prevailing mediocrity: “If charter schools serve only to expand parental choice without significantly raising the bar of student achievement, this innovative and ambitious reform will have little or no impact on the wider landscape of public education.”¹³

Starting and running a charter school is hard work. It requires an around-the-clock commitment and a willingness to do anything and everything — from painting walls to raising money to recruiting new students — all within an often uncertain and contentious environment, and in some states hamstrung by threatening lawsuits and unfriendly legislation.

All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.

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ENDNOTES

- ¹ Different authorizers and jurisdictions may use terms such as “charter contract,” “performance contract,” “charter,” “memorandum of understanding,” “accountability plan” and “accountability agreement” for similar purposes.
- ² 2004-2005 Site Visit Report, Massachusetts Department of Education, Charter School Office, <http://www.doe.mass.edu/charter/reports/default.html>.
- ³ Hearing Officer's Initial Decision, Docket No. CSO-05-01, Massachusetts Department of Education, 2005.
- ⁴ “BOE Votes to Close Roxbury Charter High School in June,” Massachusetts Department of Education, December 21, 2004, www.doe.mass.edu/news/news.asp?id=2173.
- ⁵ “Statement on Roxbury Charter High School,” Massachusetts Department of Education, May 24, 2005, www.doe.mass.edu/boe/chairman/05_0524rcs.html.
- ⁶ Renewal Report: International Charter School of Schenectady, Charter Schools Institute at the State University of New York, March 9, 2007, www.newyorkcharters.org/documents/ICSSFINALReport.3-07withAddendum.pdf.
- ⁷ Addendum Regarding the Renewal Report of the International Charter School of Schenectady, Charter Schools Institute at SUNY, March 20, 2007, www.newyorkcharters.org/documents/ICSSFINALReport.3-07withAddendum.pdf.
- ⁸ Renewal Report: International Charter School of Schenectady, Charter Schools Institute at SUNY, February 27, 2008, www.newyorkcharters.org/ICSSFINALRenewalreport2-08.pdf.
- ⁹ “State Recommends Closing Schenectady Charter School,” *Schenectady Daily Gazette*, February 12, 2008.
- ¹⁰ *Frederick Douglass Charter School: The Renewal Decision*, by Childress, S. & Kozler, D. Harvard Business School case study, March 20, 2006, www.harvardbusinessonline.hbsp.harvard.edu.
- ¹¹ Summary of Review: Frederick Douglass Charter School, Massachusetts Board of Education, January 14, 2005.
- ¹² “Commissioner to Make Multiple Charter School Recommendations to Board of Education,” Massachusetts Board of Education, February 10, 2005, www.doe.mass.edu/news/news.asp?id=2269.
- ¹³ Statement by Chairman James A. Peyser, Massachusetts Board of Education, February 15, 2005, www.doe.mass.edu/boe/minutes.html?yr=2005.

CHAPTER 2

2
CHAPTER 2

It Depends on the **Meaning of “Bad”**: The Evidence Base Needed for School Closure

Margaret Lin

CHAPTER 2 GUIDANCE

- Incorporate performance expectations into contract.
- Build evidence throughout charter term.
- Use common core of indicators, measures and metrics of quality performance.

A central tenet — almost a mantra — of the charter school movement is that “bad schools will be closed.” When taken seriously, this accountability linchpin is pivotal to the fates of individual charter schools as well as the students who attend them. Yet across the country today, there is almost as much variation in how states and individual authorizers define “low-performing,” “bad” or “failing” as there is in charter school names and designs.

The movement that is often characterized, for better or worse, as “letting a thousand flowers bloom” has grown alongside almost as many different types of accountability systems and definitions of failure, created by authorizers as well as states. Indeed, authorizers often identify bad schools differently because they are looking at different evidence — or even the same evidence in different ways.

How an authorizer defines a “bad” school — and what is *so bad* as to merit closure — must be defined at the outset in the charter performance contract, where it is clear and agreed to by both the authorizer and the school. And to work toward the eventual judgment (whether it is ultimately for renewal or closure), the authorizer needs two critical tools — the first immediately, and the second built over time:

- 1) **A clear performance contract¹⁴** — executed before the school begins operating, that sets forth
 - a) the essential academic and operational performance standards and expectations the school must meet to earn charter renewal, and b) the types of data that will inform the authorizer’s judgment.

2) **A strong body of evidence** —

sound, multidimensional data as specified in the contract and that has been collected, analyzed and reported at least annually by the authorizer over the school's charter term.

The performance contract for any charter school should be based on an essential accountability framework that sets forth minimum elements and standards for both academic and operational performance as well as related data requirements. Operational performance accountability should include areas such as:

- financial performance and sustainability;
- Board performance and stewardship, including oversight of school leadership; and
- compliance with all applicable laws, regulations, and the terms of the charter contract.

Most state charter school laws explicitly state that financial mismanagement or material violation of applicable laws is grounds for revoking or not renewing a charter. As it turns out, a high proportion of charter closure decisions are explicitly based on reasons other than academic performance.¹⁵ This may be because financial or organizational failures are often more black-and-white — and are evident earlier — than educational failings.

In addition, financial management and legal compliance lend themselves to readily objective measures — such as balance sheets or audits — that authorizers can apply and cite concretely, unlike many educational judgments that are more debatable.

Authorizers can do much to make their educational judgments less debatable, by building well-founded judgments of “good” or “bad” from a sound, broadly accepted body of evidence. To help authorizers plan and build the educational evidence needed for firmly defensible high-stakes judgments — including closure decisions — this chapter will present a *Framework for Academic Quality* that was developed by a national consensus panel under NACSA's co-leadership. The chapter will also discuss several substantive issues concerning how to use the *Framework* in evaluating charter school performance. Lastly, the chapter will discuss important practices in data collection and analysis building up to a renewal or closure decision, whichever the case may be.

**Building the Standards and Body of Evidence:
A Framework for Academic Quality**

A few key principles governing a framework for assessing charter school academic quality include:

1. The framework should be based on **objective, measurable data** tied to performance outcomes — not inputs (such as mere participation in an activity) or subjective data.
2. Performance expectations should be tied to **clear standards at least equal** to state and local standards for district schools.
3. Adequate Yearly Progress (AYP), as defined by the state under the No Child Left Behind Act, should be included but should constitute only **one performance metric** in the framework. The framework shared in this chapter will present several performance measures and metrics in addition to AYP that are essential to a clear-eyed understanding of a school's academic performance.

The performance framework and minimum data elements described in this section are drawn from the recommendations of Building Charter School Quality, a national leadership project funded by the U.S. Department of Education and spearheaded by NACSA, the National Alliance for Public Charter Schools, CREDO at Stanford University and the Colorado League of Charter Schools. This project convened two

national Consensus Panels — composed of a diverse group of charter school operators, authorizers, support organizations, policy leaders, researchers, and charter school funders — to develop a performance framework to inform and improve evaluation of charter school quality across states. The work of the Consensus Panels represents a grassroots initiative to set quality standards to strengthen and advance the charter school sector.¹⁶

The *Framework for Academic Quality* is built around four essential indicators of academic quality and associated measures, metrics and benchmark comparisons. It is intended as a practical tool to spur and guide improvement throughout the charter sector, and it is designed to be applicable to all charter schools regardless of their particular mission or student population.

For authorizers, this *Framework* provides a common core of quality indicators, measures, metrics and benchmarks to guide evaluation of all the charter schools they oversee. Authorizers who already have a charter school accountability framework, plan or system can check it against the *Framework for Academic Quality* to ensure that they are collecting and evaluating this essential body of data at a minimum, even if they might use different terminology for particular elements. Likewise, new authorizers can use the *Framework* as a foundation on which to build a complete system for evaluating schools.

A few practical reminders to help authorizers use this *Framework* appropriately¹⁸:

- **The *Framework* is a minimum foundation.** This *Framework* outlines a core, minimum body of evidence recommended for authorizers as a foundation for evaluating charter school academic performance. Authorizers may choose to include additional indicators, measures and metrics in their performance contracts and evaluations, but the following should be part of the foundation for forming well-informed judgments of school academic quality.
- **Set performance targets for each measure and metric.** Clear performance targets are an essential element of the complete *Framework* and necessary to determine whether a school has met expectations. The following *Framework* overview does not include specific targets because these should be set by authorizers in conjunction with schools, as guided by federal, state, and local or authorizer policy. Authorizers should work with the charter schools they oversee to ensure that each school's performance contract includes clear, meaningful and measurable targets aligned with the *Framework for Academic Quality*.
- **Use the entire *Framework*.** Authorizers using this *Framework* for school evaluation and particularly for high-stakes judgments should use it in its entirety (subject to obvious grade-level limitations for certain elements), not selectively. It would not be appropriate to use only some measures in the *Framework* while ignoring others applicable

PERFORMANCE FRAMEWORK: KEY TERMS¹⁷

Key elements of the *Framework for Academic Quality* include (from the most general to the most specific):

Indicators > Measures > Metrics > Targets

Following is an overview of key terms used in *Framework*:

Indicators. Indicators represent general dimensions of academic quality or achievement, such as “**Postsecondary Readiness and Success.**”

Measures. Measures are general instruments or means to assess performance in each area defined by an indicator. Measures require the application of specific metrics or calculation methods (see below). For example, a measure of postsecondary readiness is **high school completion.**

Metrics. Metrics specify a quantification, calculation method or formula for a given measure. For example, the typical high school completion metric is a graduation rate, such as “**the percentage of ninth-graders graduating in four years.**”

Targets. Taking metrics a step further, targets are specific, quantifiable objectives that set expectations or define what will constitute success on particular measures within a certain period of time. For example, a graduation-rate target might be “**90% of ninth-graders graduating within four years.**” Likewise, **state-mandated performance levels are common targets.**

to the same grade levels. Likewise, no single source of data or benchmark comparison (explained below) issuing from the *Framework* should be the sole basis for high-stakes judgments concerning a school.

Following are the core elements of the *Framework for Academic Quality* (excluding performance targets, which authorizers should work with schools to establish for each measure and metric):

Framework for Academic Quality¹⁹

INDICATOR #1: STUDENT ACHIEVEMENT LEVEL (STATUS)

MEASURES	METRICS
Proficiency Levels on State Assessments by Grade and Subject	<ul style="list-style-type: none"> • Percentage of students scoring at proficiency • Percentage of students scoring at each state performance level (e.g., Advanced, Proficient, Below Proficient) • Attainment of Adequate Yearly Progress (AYP)
College Entrance Exam (e.g., ACT or SAT) Composite and Subtest Scores	<ul style="list-style-type: none"> • Percentage of students reaching score predictive of college success on exam (as determined by the test publisher) • Median score • Percentage of students taking college entrance exam
High School Exit Exam (if applicable)	<ul style="list-style-type: none"> • Percentage of students passing

INDICATOR #2: STUDENT PROGRESS OVER TIME (GROWTH)

MEASURES	METRICS
Annual Gains for Same (Matched) Students	<ul style="list-style-type: none"> • Percentage of students achieving or exceeding targeted gains
Longitudinal Growth Based on Similar Starting Points	<ul style="list-style-type: none"> • Typical or average growth rate • Percentage of students achieving or exceeding typical or average growth rate • Percentage of students making or exceeding target growth rate
Criterion-Referenced Longitudinal Growth	<ul style="list-style-type: none"> • Percentage of students making adequate growth to reach or maintain proficiency during a certain period of time • Percentage of students already proficient or advanced who maintain or improve their performance level • Percentage of students moving to a higher performance level

INDICATOR #3: POSTSECONDARY READINESS & SUCCESS (FOR HIGH SCHOOLS)

MEASURES	METRICS
Postsecondary Access & Opportunity	<ul style="list-style-type: none"> Percentage of students enrolled in a college-prep curriculum (as defined by state high school standards or admission standards for in-state public 4-year colleges) Percentage of graduates submitting applications to postsecondary institutions, by type of program (4-year and 2-year colleges, trade and apprentice programs)
High School Completion	<ul style="list-style-type: none"> Graduation rate calculated as recommended by the National Governors Association²⁰
Postsecondary Admission	<ul style="list-style-type: none"> Percentage of students gaining admission to postsecondary institutions (4-year and 2-year colleges, trade and apprentice programs) Percentage of students submitting a complete Federal Application for Financial Student Aid (FAFSA) Percentage of Free/Reduced-Price Lunch students admitted to postsecondary institutions
Postsecondary Enrollment or Employment	<ul style="list-style-type: none"> Percentage of graduates, by cohort, enrolled in postsecondary institutions (college, trade and apprentice programs) by February of Year 1 after graduating from high school Percentage of students, by cohort, not enrolled in postsecondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduating from high school Percentage of students, by cohort, enrolled in remedial courses during their first year of postsecondary education

INDICATOR #4: STUDENT ENGAGEMENT

MEASURES	METRICS
Student Attendance	<ul style="list-style-type: none"> Average Daily Attendance rate Percentage of students attending a target percentage of days
Continuous Enrollment	<ul style="list-style-type: none"> Percentage of students continuously enrolled throughout the year Percentage of students re-enrolled from one year to the next Percentage of students continuously enrolled for multiple years
Truancy	<ul style="list-style-type: none"> Percentage of students exceeding a particular number of truanies in a given period of time

To implement this *Framework* well, several issues are important to understand:

Rigorous Measures of Student Academic Growth: Many state and authorizer accountability systems still judge school academic quality on the basis of a single indicator: school-wide achievement level or status.²¹ This is simply an aggregate “snapshot” — like a photo of the whole student body — that reveals nothing about school productivity or how much schools improve (or fail to improve) student learning over time, given students’ individual starting points. Rigorously measuring student academic growth over time is necessary to reveal what schools are accomplishing or *not* accomplishing with their students and often provides a dramatically different picture of school achievement. In many ways, it lifts the shades on educational performance. It may reveal, for example, that a school that would be judged as “low-performing” on status alone is actually accelerating student learning far faster than any other school in the district. Conversely, it can show that a school always praised as “high-performing” is simply maintaining students at the same level, rather than challenging and helping them achieve more each year.

For this reason, sound growth measures and data are essential for the evidence needed to support a charter renewal or closure decision. Measuring growth requires appropriate assessments and methodologically sound data analysis, and authorizers must ensure that they are measuring student growth according to a sound model.²²

Assuming they have a strong system in place for assessing individual student growth, authorizers then need to determine how to weigh growth versus school-status measures in their performance framework. If this is not already established by their state accountability system, authorizers would be wise to give greater weight to growth measures because of the depth and quality of performance insight they provide. For example, the State of Colorado has established a ratio of 75/25 for weighting growth over status measures in its accreditation system.

Benchmark Comparisons: Authorizers and other stakeholders often wish to compare charter school performance to that of other schools — and valid, well-constructed comparisons are a valuable component of a performance framework. Across the country, however, there is wide variation in the types of comparisons used to judge charter schools, and some comparisons are so poorly constructed, limited in perspective, or misleading that they should not be used for high-stakes evaluation purposes.

A common pitfall lies in comparing school performance only to that of “similar” schools, usually identified by socioeconomic or demographic factors. This type of comparison may imply lower expectations for typically lower-achieving demographic categories of students. In contrast, building comparisons based on academic baseline data for all students is essential to understand school productivity and progress, and to enable “apples-to-apples” comparisons of school performance.

To help authorizers and other stakeholders construct valid, meaningful performance comparisons, the national Consensus Panel identified two types of benchmark comparisons — industry exemplars — for use alongside the *Framework for Academic Quality*.²³ These recommended benchmarks identify two types of meaningful comparison groups for any charter school and can be applied to both metrics and targets:

Benchmark (Comparison Group) 1:

The best-performing nonselective public schools in the chartering jurisdiction, state, and nation — defined as those demonstrating the highest sustained achievement and/or the highest sustained student growth, *without* adjusting for student race or socioeconomic status; and

Benchmark (Comparison Group) 2:

The best-performing comparable schools in the chartering jurisdiction, state, and nation — defined as those demonstrating the highest sustained achievement and/or the highest sustained student growth among schools with equivalent individual student academic histories,²⁴ *without* adjusting for race or socioeconomic status.

Note: While the Consensus Panel recommends identifying local, state and national benchmarks for broad perspective, many authorizers may not have easy access to such performance data. In these cases, identifying local benchmark schools for the above two types of comparisons is still useful and recommended.

Non-Traditional and Mission-Specific Measures: In addition to the above elements for judging academic quality, it can be valuable to include in charter performance evaluations additional rigorous, valid and reliable measures and metrics that a charter school may propose, provided that the authorizer approves their quality and rigor.²⁵

In developing the *Framework for Academic Quality*, the panel recognized that standardized tests and other conventional measures do not completely capture all dimensions of school performance and quality that may be central to a charter school's mission and its promises. For some schools more than others (depending on the school's mission and design), it may be particularly important to establish valid, reliable performance measures beyond standardized tests and traditional measures. Non-traditional performance measures are often necessary to assess and demonstrate a school's achievement of its unique mission and educational promises. These might pertain, for example, to the arts, technology, entrepreneurship or environmental education; or to character development, service learning, leadership skills or foreign-language proficiency. The panel agreed that non-traditional measures can be valuable if well-developed, and that schools and authorizers should work to develop and use valid, reliable measures and metrics for dimensions of school achievement not captured by standardized tests or other traditional means.²⁶

Setting Performance Expectations and Targets: As noted earlier, a charter school's performance contract should include clear, measurable performance targets for each measure and metric, so that it is clear from the outset to both the school and authorizer what the school must achieve in order to earn charter renewal.

In setting contractual performance expectations for charter schools, authorizers usually have some latitude, though they are guided by federal, state and local policy. At the least, authorizers should generally require charter schools to meet the **same minimum performance standards and expectations as district schools** in the state or locality. This makes sense even if not explicitly required by state law, to ensure that the "floor" for charter school performance does not sink below general standards for district schools. Authorizers may leave room for discretion to grant exceptions in certain high-stakes cases, where warranted by concrete evidence of substantial school improvement or other special circumstances. Exceptions should be rare, though, and authorizers should report strong countervailing data to justify any exceptions granted in renewal or other high-stakes decisions.

Holding All Schools Equally Accountable: Many charter schools target students who are marginalized or underserved in mainstream district schools — such as students with disabilities, English learners, students at risk of dropping out, or court-involved youth. The *Framework's* attention to student academic growth as well as other indicators makes it highly applicable and meaningful for the many special populations served by charter schools, including those that may be classified as alternative schools. Charter schools serving non-mainstream populations may require tailored attention, but should be **no less accountable** for student outcomes. Performance evaluation for such schools should include all the core indicators, measures and metrics in the *Framework* above, and may include additional performance indicators and objective, valid and reliable measures and metrics that permit meaningful, informative benchmarking of student achievement and preparation for postsecondary success, as approved or required by the authorizer.

Establishing the Evidence: Collecting and Analyzing the Data

Following are a few practical reminders to help authorizers use the above *Framework* appropriately and establish a solid evidence base for any charter renewal or closure decision:

- **High-stakes judgments require several years of disaggregated, rigorously analyzed data.** High-stakes decisions based on academic performance call for a rich body of multidimensional data gathered and carefully analyzed over the entire charter term. At least five years of data are preferable, to enable the authorizer to assess trends within the school beyond the start-up years. In states where charter terms are limited to fewer years, authorizers should collect the maximum years of data possible before drawing conclusions. Analysis of all student performance data should be disaggregated to the greatest extent possible (by grade, class and major student groups and subgroups) to clarify student achievement and school successes as well as needs for improvement.
- **Authorizers are responsible for collecting and analyzing data.** To ensure the accuracy, validity and reliability of school performance data used to evaluate charter schools, authorizers should maintain responsibility for collecting, analyzing and reporting all charter school data from state or other required external assessments. The importance of authorizer “quality control” over such data is perhaps nowhere more evident than in the area of longitudinal growth data and analysis, where analysis is necessarily technical and must be performed with consistent, rigorous methodology across schools. As part of ongoing oversight and evaluation, authorizers should give schools adequate opportunity to review the authorizer’s annual as well as culminating (renewal) analyses and reports, and to submit corrections, clarifications or supplemental information for the record.

Of course, some performance data, such as for school-developed assessments, will be self-reported by schools. In such cases, authorizers should verify that schools have appropriate protocols in place to ensure the validity, reliability, and general credibility of school-reported data that may be incorporated into the authorizer’s evaluations. At the same time, authorizers should maintain responsibility for collecting and analyzing the external assessment data that form the core evidence base for each school.

- **Every campus is individually accountable.** In cases where multiple campuses operate under a single charter, campuses should be individually accountable for performance, with their academic and financial data reported and analyzed independently of other campuses. Multi-campus charter contracts should be structured to reflect such individual-campus accountability for ongoing as well as renewal evaluation.

Conclusion

Building the body of evidence to support the ultimate decision on a school's fate is a critical ongoing task for authorizers, starting from the school's first day of operation. To support a closure decision — and defend it before the school community and the broader public — authorizers will need to have amassed a strong body of data over the school's charter term. The evidence must stack up to show that the school has failed to meet the standards and expectations agreed to in its contract. The *Framework for Academic Quality* outlined above guides authorizers in constructing a minimum foundation of educational evidence needed to inform and support a high-stakes charter judgment. In cases of school closure, the greatest reason for an authorizer's painstaking data collection and analysis over the charter term is not to be able to stand up to shouting parents or media scrutiny or a school's powerful patrons. It is to be able to look students in the eye and know, without question, that the decision to close their school is based on clear and strong evidence of the school's failings, and ultimately will best serve those students.

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ENDNOTES

- ¹⁴ Different authorizers and jurisdictions may use terms such as “performance contract,” “charter,” “charter contract,” “accountability plan,” and “accountability agreement” for similar purposes. This chapter uses the term “performance contract” to signify the contract, agreement or plan that sets forth the performance terms and expectations that guide how an authorizer will judge a charter school.
- ¹⁵ A national study shows that two-thirds of mid-term charter revocations have occurred for reasons other than academic performance. Gau, R., *Trends in Charter Authorizing*, Thomas B. Fordham Institute (2006), at 10.
- ¹⁶ The complete *framework*, explanatory notes and recommendations of the national Consensus Panels are available in two reports, *A Framework for Academic Quality* and *A Framework for Operational Quality*, available at www.bcsq.org and www.qualitycharters.org.
- ¹⁷ Adapted from *A Framework for Academic Quality: A Report from the National Consensus Panel on Charter School Academic Quality*, Building Charter School Quality Initiative (2008), at 7, available at www.bcsq.org and www.qualitycharters.org.
- ¹⁸ Adapted from *A Framework for Academic Quality*, at 6.
- ¹⁹ Adapted from *A Framework for Academic Quality*, at 8-14.
- ²⁰ “The NGA graduation rate formula divides the number of graduates in a particular year by the number of students entering the ninth grade for the first time four years before, plus the difference between the number of students who transfer in and out over the same four years. That is: [On-time graduates in Year X] / [(first-time entering ninth-graders in Year X – 4) + (transfers in – transfers out over the 4-year period)]. See *Graduation Counts: A Compact on State High School Graduation Data*, National Governors Association, 2005.” *A Framework for Academic Quality*, at 13.
- ²¹ Fortunately, the U.S. Department of Education is encouraging and approving more states each year to implement high-quality growth models to improve their state accountability systems.
- ²² For example, improvement in a school’s school-wide achievement level from one year to the next is not a measure of student academic growth. It is simply a *status improvement* — which could easily occur due to changes in the student population, rather than indicating academic growth for students who have stayed in the school continuously. For a fuller explanation of what authorizers need to know about growth measures and why rigorously measuring student academic growth is critical to valid school evaluation, see Ernst, J. and Wenning, R., “Leave No Charter Behind: An Authorizer’s Guide to the Use of Growth Data,” NACSA Issue Brief No. 19 (July 2009).
- ²³ *A Framework for Academic Quality*, at 7.
- ²⁴ “Individual student academic histories” reflect the students’ baseline achievement or academic starting points upon enrolling in the school. *A Framework for Academic Quality*, at 7.
- ²⁵ A recommended resource for charter schools and authorizers working to develop or approve rigorous mission-specific accountability measures is Lin, M., *Making the Mission Matter: Charting a MAP to School Mission Success*, The Center for Charter Schools at Central Michigan University (2009), available at www.thecenterforcharters.org.
- ²⁶ *A Framework for Academic Quality*, at 16.

CHAPTER 3



3
CHAPTER 3

Planning and Managing School Closure: Timing, Process and Appeals

Ralph A. Rossi II

CHAPTER 3
GUIDANCE

- Expected and unexpected closures differ in timing and process.
- Authorizers need to balance practical concerns with political realities.
- Expect wildcards.
- Transparency is key.

Making school closure decisions is the ultimate responsibility of authorizers, and managing the closure process is the ultimate test of the quality and the capacity of those authorizers. A poorly handled closure, or one that is reversed for reasons attributed to the authorizer, can have serious negative consequences for all parties, starting with the students whose educations are disrupted, and certainly including the authorizer.

The timing, execution and follow-through of a closure process — from the first staff discussion through the final appeal²⁷ — are vital to the authorizer’s effectiveness, and must be accompanied by thorough planning and careful attention throughout.

This chapter provides perspectives and advice for authorizers in planning and carrying out a strong, sound closure process, focusing on the following key topics:

- A Practical, Factual Approach to Timing
- Timing Wildcards
- Creating and Carrying Out a Transparent Process
- Making the Decision: The Authorizing Board and Opportunities for Internal Appeal
- Formal Appeals

From the authorizer’s perspective, there are two types of charter school closures — expected and unexpected. These types largely dictate the planning and timing of a closure decision and its implementation. Some closures are planned and intended. These expected closures include the “normal” situation in which a charter contract comes to the end of its term²⁸ and the authorizer performs some type of high-stakes review associated with continuing the charter, which the school fails. As a result, the authorizer closes the school. Expected closures may also include the voluntary surrender of a charter, as well as a negotiated agreement in which the charter school realizes that its chances for charter renewal are slim, and is therefore willing to relinquish its charter.

Some closures, however, are unexpected. They happen suddenly and without ample warning, due to some unforeseen event or circumstance. They may be largely beyond the control of the parties involved and occur when a school experiences a financial, governance, facility, legal or other crisis that destroys its ability to continue. Violations of state or federal law may be driving factors in these scenarios. For example, a school’s inability to meet its payroll may cause it to close or face legal liability through the application of state labor law. Involuntary bankruptcy by school creditors may be included in this category as well.²⁹ An unexpected closure may also be triggered by a governmental actor, such as a state attorney general or the Internal Revenue Service, which has statutory authority to revoke a charter school’s tax-exempt status or corporate existence.

The distinction between expected and unexpected closure is important for both timing and process. Furthermore, within the category of expected closures, the demands on the authorizer will vary depending on whether the closure is voluntary (mutually agreed to) or not. In cases of involuntary, yet expected closure — almost certainly to be opposed by the school — the authorizer must be proactive to ensure that it carefully follows due process and that appropriate policies and procedures are in place to guide the authorizer to a correct resolution. The authorizer must also plan and allocate time for evidence-gathering, reporting, decision-making, and internal and external appeals (both of which this chapter will discuss). In contrast, the timing of a voluntary closure may be less hurried, allowing authorizer policies and efforts to focus more directly on securing the surrender of the charter and a smooth transition for students. On the other hand, an unexpected closure puts the authorizer in a reactive mode that no existing policy can completely anticipate. In this situation, the authorizer must rely on experience and its general preparedness for expected closures to adapt to the exigencies of the unexpected closure.

Shades of gray surround these broad categories, but to the authorizer the differences are real. The authorizer must have the capacity to handle both expected and unexpected closures, including resources to effectively monitor school performance, fiscal health and governance. Given that authorizers can more effectively plan for the known than the unknown, this chapter largely focuses on expected closure situations in which the authorizer is exercising discretion to close a school for poor academic, fiscal or other performance.

A Practical, Factual Approach to Timing

This chapter focuses on “high-stakes timing,” or the time it takes to decide the closure issue through the exhaustion of all appeals. The authorizer must carefully consider the timing of its decision in the context of both the school year and where the school falls in its charter term, as every decision and mistake carries very real consequences.

At a minimum, an authorizer should possess a thorough understanding of the statutory, contractual, financial, educational and practical guideposts along the road to closure. These include anticipating the school’s reactions at each stage of the closure timeline, effectively handling the public debate, and convincing all involved that closure is in students’ best interest. An authorizer should approach closure with a focus on

planning; clear goals, comprehensive policies and procedures, appropriate allocations of resources, overall transparency, and the will and ability to make decisions (even if tough or politically unpopular). A few key principles will help authorizers organize and smoothly carry out the work of closure:

1. Put Students First. When taking steps that may lead to school closure, an authorizer must remember that the education of children is always the first priority — a simple fact that can be overlooked once a closure decision is under consideration. Where possible, the closure decision should be resolved by the end of the school year, so as to minimize disruption to children, parents and school staff.

2. Balance Practical Concerns with Political Realities. Neat timing can soon unravel when the authorizer digs deeply into statutory obligations, its own policy duties, and the competing interests of the school leaders, the management company (if applicable), parents, students, community members and politicians. To ensure that the authorizer fulfills its obligations and anticipates the demands of other stakeholders, it can be helpful to chart, at the outset, all closure-related events and considerations with appropriate “if/then” branches. This enables the authorizer to follow each potential path to its theoretical end, estimate extra time needed, and plan backwards to set the start of the process accordingly.

Specifically, the closure timeline should take the following needs and milestones into account:

- the release and availability of relevant student achievement data;
- the number of days an authorizer allows for a school to respond with factual corrections to its recommendations on renewal or closure;
- the authorizing board’s meeting schedule and other key decision points;
- applicable open-meeting rules or other notice provisions in the statute or contract;
- the number of days allowed by statute or policy for a school to indicate its intent to file an appeal; and
- the school calendar and the schedule for parents to exercise other school choice options.

3. Stay Informed. When carefully constructed plans go awry, it is the authorizer’s command of facts and relevant information about the school that can put the process back on track. An authorizer must stay informed of the status of a school facing closure at all times to anticipate key concerns, such as whether the school has enough funds to make it to the end of the school year. An authorizer’s monitoring systems should be strong enough to pick up indications of potential problems before they can undermine the school. If not, the authorizer should procure the needed capacity or institute mandatory self-reporting by the school to serve as an early-warning function. The authorizer should build an information-access provision into the charter agreement, if allowable. Equipped with proper information, the authorizer is better prepared to persuade, cajole, direct, arbitrate or assume other roles as necessary to fulfill its responsibilities. These facts are also useful in constructing a wall between the authorizer and efforts to exert political influence on the closure process.

Timing Wildcards

Admittedly, it is easier to write about closure than to execute it, especially if the authorizer is carrying out a closure for the first time. Unexpected variables can arise that make reasonable planning difficult if not impossible. Considering these potential wildcards reinforces the wisdom of planning authorizer closure practices far in advance of an actual closure situation. Following are general practices that can help authorizers minimize common wildcards and manage them when they do arise:

1. Build in More Time to Listen. Lack of cooperation from an understandably upset school is only one factor that can stretch a closure decision longer than anticipated. Unexpected delays and issues also may arise from within the walls of the authorizer's shop. Some staff may not believe closure is the right decision based on their understanding of the facts, law or policy. Philosophically, some authorizer employees may be of the "let a thousand flowers bloom" mindset in their personal vision of the charter movement, or may simply always want to give the benefit of the doubt to the school. Ensuring that staffs have the opportunity to voice their opinions fully helps to alleviate frustration and complications that can result from staff discord. Another option may be to employ outside consultants to lend objectivity and detachment to the evidence-gathering and decision-making process.

An authorizer will also need time to brief its governing body or chief executive on its closure recommendation, and then gather more evidence to satisfy their questions and concerns. Authorizers should not expect the final decision-makers to be as familiar as staff with the closure situation, facts and policy nuances, and so should come prepared with a logical but succinct presentation of the case. Such work will not be wasted and may well be the basis for a subsequent public presentation of the closure case, or a response to an appeal.

2. Consult with Legal Counsel. An authorizer may want to consult with its counsel or labor or bankruptcy attorneys to be certain applicable state and federal legal requirements related to worker notice and other matters are followed and incorporated into the authorizer's timeline. While some of these notification requirements may be an obligation of the school's governing body, an authorizer should take care to avoid creating a situation where the school could violate the law or the terms of any collective bargaining agreement by following the authorizer's timeline. Counsel can also highlight liability and administrative procedure issues that need accommodation.

3. Communicate with the School's Governing Board, School Leader, and Lawyers. Charter schools facing potential closure often feel overwhelmed by the perceived vast resources of their authorizer, and so turn to lawyers to communicate with the authorizer and represent their case. School lawyers are the norm in today's litigious society, and can be helpful to the authorizer as well as its client. Lawyers who are not extreme advocates may be far more rational than their clients in assessing the school's odds of overturning the authorizer's closure decision. This may make them easier to reason with regarding closure procedures, appeals and ground rules than a school staff whose positions may have hardened. As professionals, lawyers are expected to follow ethical rules even when flying a "Save Our School" flag, and usually will not want to engage in the scorched-earth tactics that may seem appropriate to school personnel who are fighting for survival. Lawyers tend to focus on the big picture, and this is exactly what the authorizer must do as well — dispassionately communicate the facts and policy that comprise the case for closure.

Working in the interest of their client, a charter school's lawyer may delay and derail timing and procedures in an effort to gain a perceived advantage. The authorizer must convince the school that sticking to the closure timeline is in everyone's best interest, check the opinions of the school's lawyer against its own, and keep all involved focused on the ultimate determination rather than be derailed by an errant piece of data or other extraneous details. Authorizers must also understand that if a school

lawyer exercises the option of engaging in litigation specifically designed to prevent the authorizer from closing a school, such as filing an injunction against the authorizer, then all bets regarding the timing of school closure are off until the litigation is decided.

4. Anticipate the Politics of the Situation and Educate Political Stakeholders. Politics are the true timing wildcard of school closure. The politics of a school closure are often predictable. For example, in a voluntary closure situation, politicians who are typically opposed to charter schools may have heard from parents in their district and then seek to keep the school open. Conversely, politicians and organizations that generally support charter schools may oppose the authorizer because they disagree with a particular closure decision. Both opponents and proponents of school closure may come from the highest levels of the legislative and executive branches of government. To successfully weather this storm, the authorizer must have a strong policy in place that allows the closure decision to stand, as justified by solid supporting evidence. It may be tempting for an authorizer to adopt the arguments of a traditional political opponent that supports the closure at hand, such as a school district that opposes charter schools and wants the school at issue to be closed. To the extent possible, the authorizer should resist engaging in the individual or situational politics of the many stakeholders who will weigh in, and should seek help from other authorizers if needed.

One goal of the authorizer must be to educate the various politicians, advocates and the school itself on the fact that delaying action on the closure decision will not serve the interests of the children and could jeopardize the availability of other school choice options. Given the level of competition for good school options, the parties opposing the closure are not likely to be successful in extending deadlines or reserving seats for charter school children who miss the normal admissions deadlines. Even school districts should not bend the rules or set aside seats to accommodate charter school parents who intentionally miss deadlines to show support for a school faced with closure. Such accommodation penalizes non-charter parents who are exercising their own form of school choice. However, if a fair and equitable solution can be worked out, such as a uniform extension of a deadline to all parents within a district, an authorizer may support extending that courtesy.

As both the closing school and its authorizer have in some sense failed the school's students and parents, it is incumbent on authorizers to try to accommodate their needs if at all possible. Sadly, many parents believe unrealistically that they or the school will be able to overturn the closure decision and do not exercise their choice options, ultimately winding up in schools of last resort. That is why good authorizers maintain communication with parents, and if the school is not cooperative in this regard, take action to directly communicate with them (see Chapter 5).

5. Build in Time for Reasonable Delays. Authorizers must know which deadlines are more important than others and which may be waived or modified. For example, if the authorizer's governing board is meeting on a certain date that cannot be changed, and moving a decision to a later meeting will throw off the closure timing completely, that must be made clear to the school up front. Similarly, if moving a less important deadline — such as allowing an extra week to respond to a draft non-renewal report — then the authorizer should give the extra time, perhaps earning a little goodwill in the process.

6. Deal with Unexpected Closures When Necessary. A relatively new closure phenomenon has emerged in which external governmental actors (such as a state auditor or an Attorney General) try to bring about the closure of a charter school. An authorizer facing a closure situation triggered from the outside should ask itself fundamental questions about whether it is fulfilling its statutory oversight role for the charter schools in its charge. An authorizer that is proactive about monitoring all charter schools and closing failing ones reduces the likelihood of externally triggered closure attempts, and invariably finds itself in a stronger position than an authorizer that takes no action until externally pushed.

The overall lesson of such worst-case scenarios is that closure is a necessary part of authorizing. While active planning for closure need not start the moment an authorizer approves a charter application, the potential for closure as a consequence of failure should be explicitly recognized from the beginning. Fleshed-out closure processes and protocols should certainly be in place by the time an authorizer is contemplating renewal or other reviews that could end in closure. Authorizers must have resources and practices in place to handle both expected and unexpected school closures, including capabilities to effectively monitor school performance, fiscal health and governance. Lastly, authorizers are advised to plan accordingly and allot more time than anticipated for most tasks.

Creating and Carrying Out a Transparent Process

When dealing with any closure, an authorizer should retain transparency in all aspects of the decision. Several actions and practices contribute to an effective and transparent process:

1. Guide the Process with Clear, Strong and Consistent Policy. Authorizers need both internal and external written policies and procedures for renewal, revocation and any other situation that may result in closing a school. These must explicitly detail the pitfalls schools should avoid, and should be part of the authorizer's information flow to its schools. If a school only learns that it is likely to be closed when it is too late to do anything about it, then the authorizer has failed, even if it has met its strict legal obligations. Schools, their employees, parents, investors and other stakeholders should not have to guess about the future — they should be able to read the proverbial writing on the wall to know where the school stands and take corrective action when needed. Just as schools need to know the academic, fiscal, legal and other performance or compliance thresholds that result in closure, authorizers must know their roles and responsibilities thoroughly, even though some are not often exercised.

Authorizer policies and procedures should be flexible enough to deal with a reasonable range of unusual situations that may arise. For example, if the authorizer needs to assemble a review team to make another visit to a school facing closure, it should have the discretion and resources to do so. Similarly, if a school's performance is abysmal and the authorizer has all the evidence it needs, its policies should not force it to conduct an unnecessary visit. When things do not go as planned (and they often do not), producing a situation not explicitly covered by the authorizer's policies, the authorizer should follow its mission statement. An authorizer that is visibly evenhanded and consistent will be able to push the envelope farther than one whose behavior appears aberrant.

2. Be Consistent. An authorizer's process should apply the same standards for closure to all its schools. This is true from a moral perspective, for public perception and potentially as a defense to an appeal. If an authorizer treats schools with similar academic performance or financial problems in different ways, it can give credence to allegations of discrimination, placing the authorizer in the unenviable position of having to prove it is not biased. To keep such distractions to a minimum, the authorizer should review its past closure experiences each time it faces a new decision. If the authorizer's approach or policies have evolved, it should articulate the reasons for the changes.³⁰

3. Fully Document the Decision and Evidence. Every closure decision should be accompanied by a clear written explanation backed by a full array of current and historical evidence that justifies closing the school. Every aspect of the closure decision, including the rationale, details of evidence-gathering and how the consideration for closure arose may be called into question during an appeal or in litigation. An authorizer should be prepared for such scrutiny from the onset, fully justify its decision and not hesitate to cite evidence of school academic or operational failures or persistent internal problems. Lastly, if the authorizer must satisfy any statutory requirements to justify a closure, its report should detail how it fulfilled them.

In keeping with the mandate for transparency, authorizer policies should make public all reports supporting closure, including the details of the final decision, even if this disclosure is not required by law. The educational, emotional and political ramifications of closure actions demand it. This documentation also adds value to future closure decisions by showing other schools a precedent of high standards and the consequences for not meeting them. In addition, transparency reinforces consistency by allowing the authorizer to easily access its decisions and the logic behind them for future reference.

4. Play the Devil's Advocate. Internally reviewing and critiquing the evidence prior to making a closure decision only strengthens the process. If staff members raise counterarguments, the authorizer will be better prepared to address them when they are raised by the school in its initial response, on appeal or in court. This internal exercise may be structured as a presentation to the authorizer's chief executive or as a defense by the staff team responsible for renewal or closure. As with other parts of the process, time must be budgeted for this work. Authorizers should strive for consensus while allowing its policies to override minor sympathetic arguments to keep a failing school open.

A quality authorizer has nothing to fear from a transparent process. No authorizer should close a school based on invalid evidence, a flawed or unfair process, or for the wrong reasons. By exposing the authorizer's decision-making process to scrutiny, facts are clarified, mistakes corrected, misconceptions corrected and gaps in logic or evidence closed. It is easier to correct the record early in the process than to do so during the appeal phase (if there is one), when mistakes can mean waiting a school year or more before the authorizer can take action. Transparency also builds confidence among the authorizer's other schools — and within the public — that the process is fair and designed with the best interests of students in mind.

Making the Decision: The Authorizing Board and Opportunities for Internal Appeal

When the authorizer has multiple tiers within its organization or is a legal entity staffed by a distinct but subordinate organization,³¹ there are typically opportunities for the authorizing board to hear the case for school closure from the staff. These exchanges provide an additional level of oversight and scrutiny by allowing a fresh look at the evidence by the ultimate decision-makers, who have not been immersed in day-to-day oversight of the school. Following are key steps for authorizers to take at this stage to ensure a thorough review, including an opportunity for the school to present its case directly to the authorizing board:

1. Present the Evidence. The authorizing board should receive the staff's recommendation and a written report in advance, followed by a summary presentation of the evidence at a meeting of the authorizing board. After the presentation of evidence, board members may actively question staff regarding the recommendation. Such a system, whether structured as an internal appeal or as general due diligence, affords a rare opportunity for staff to educate the decision-makers about its closure practices and the overall benefits of taking action to stop the perpetuation of school failure. The staff may have to summarize and refute novel arguments made by a school to stay open, or address aspects of the closure decision questioned by a member of the authorizing board, all of which are likely to be raised on appeal or in litigation. If defects in the process or evidence are discovered, they may be remedied at a subsequent meeting by gathering more evidence or presenting the same evidence better.

2. Provide an Opportunity for Internal Appeal. A school should have the opportunity to present the final decision-makers with facts, explanations or legal arguments that make the school's case. Assuming the staff has used sound reasoning supported by a deep fact base, it should have nothing to fear from parent, community or school district input. Regardless of whether it is required by statute,

an open and transparent process will give the public a window into the authorizer's high standards and the rigor and judiciousness of its decision-making.

Another advantage of an internal appeal is that it may satisfy the school that the authorizing board — a relative third party in such situations — has heard its arguments and weighed them fairly against recommendations by the staff that conducted the closure review. This may help dissipate the school's desire to press the appeal further or resort to litigation. If preceded by adequate notice, the internal review may also satisfy some due process requirements.

3. Document Each Step of the Review. The authorizer should keep a record of all closure decisions, proceedings and related material received by the authorizing body and its staff, including meeting minutes and any internal appeals. Any final public report on the closure decision should explain the review process and any internal appeal proceedings, including a summary of the arguments made in defense of the school.

Implicit in allowing for such extensive proceedings is that the authorizer can reverse course after any of these points. Thus, the authorizer's policies must allow for such flexibility or discretion without having to restart the entire closure review or wait another school year. Whatever the layers of internal review or appeal, an authorizer's policies on closure should make clear when the authorizer has issued its final report and made its final decision, which typically triggers any right to a formal or statutory appeal.

To ensure that valuable lessons are not left behind, after each significant stage of the process the authorizer must debrief, document its learning, shore up weaknesses and adjust budgets accordingly to remedy any resource issues. Like any other authorizer process, school closure should not be static — it should evolve and improve every time an authorizer has to close a school.

Formal Appeals

Formal external appeals of closure decisions or charter revocations exist only because a state statute permits them, making them an intended part of the authorizing process. Preparing for such appeals will prepare the authorizer for any other legal wrangling. This section provides some perspectives and advice on formal appeals, for authorizers in states that allow them.

Like informal reviews, appeals to a neutral third party (administrative appeals) or a court (judicial appeals) serve important purposes, not the least of which is providing a balance on the power of an authorizer. Even the threat of an appeal can be a useful check on the authorizer's work. It makes the authorizer rigorously prepare to defend its closure decision, and should over time improve the quality of all closure decisions. For the authorizer that has done its homework in the earlier stages of the closure process and throughout the school's charter term, the hard work is done and there is nothing to fear from an appeal.

Appeals should not be a deterrent to undertaking a school closure; rather, they can be viewed as an opportunity to validate the authorizer's work. The appeal may serve as a forum to review any issues that may have been overlooked. It may provide both sides with an opportunity to address the closure more publicly. Appeals also reinforce the concept of transparency. While it is not possible in this chapter to completely prepare an authorizer for even the non-legal aspects of an appeal, the following overview may be helpful in preparing for an appeal:

1. Types of Appeals. Initial appeals, whether administrative or judicial, generally fall into two categories: a) appeals as of right, or automatic appeals; and b) permissive appeals that require an application to the court or body that will hear the appeal, and which may be granted or denied. In some states, before an appeal will be heard the school must exhaust its internal administrative remedies, which may involve the authorizer or another entity. Most later-stage judicial appeals are permissive.

2. Characteristics of Appeals. All appeals should share similar characteristics. The authorizer should give specific notice to the school of its right to appeal, including any related time restrictions. The authorizer should keep a public record (which may consist of minutes, electronic recording or stenography) of all appeal proceedings and the submissions of both the school and the authorizer. These records can facilitate later appeals, provide source material for other schools facing closure and provide transparency for the public.

As part of an appeal, the school facing closure has an opportunity to be heard and present evidence. The appeal authority may reasonably limit the presentation in terms of time, page limits or other restrictions, such as not allowing oral testimony. Facts, judgments and arguments presented by the authorizer during the appeal should be consistent with those used for the initial decision, but may be augmented. For example, an authorizer should not base closure on poor academic performance initially and then, when faced with spruced-up data by the school, shift its argument to financial difficulty. Rather, an authorizer should either make both arguments in the initial decision and supplement later as needed, or stick with one strong argument throughout.

3. Staff Input on Appeals. As with its other functions, the authorizer's staff should have input into the substance of the appeal. However, to set consistent practice or standards for other potential closures, it may be important that arguments or evidence be presented in a certain way or that there be no internal negotiation on certain topics. Such parameters must be made clear to those handling the appeal.

4. Formal Appeals Signal Finality. For a school facing closure, the administrative appeal is likely the school's last best chance of surviving. Schools may more readily accept the loss of an administrative appeal because they have tried everything and exhausted their options. Having had their day in court, the governing body of the school may now be ready to both stop fighting and wind up affairs in an orderly fashion.

Moreover, political constituents of the school may now be satisfied that the school has done all it can to challenge the judgment of an authorizer that thought it knew better than parents and the community. Given this, an authorizer should not dread an appeal; rather it should prepare for it and view it as an opportunity to wrap up a thorough and fair process.

5. Formal Appeals May Mislead School Communities. Unfortunately, some schools facing closure can and will waste time and resources on an appeal that has little chance of success, to the detriment of students and the broader constituency. Instead of focusing on the realities of closure, they may be misled by their supporters into believing the school will not close. The authorizer is then challenged to counter this perception without appearing biased against the school or the appellate process.

An authorizer need not trade blow for blow with the school at any stage of the process. Once the authorizer has amassed the evidence and made the case for closure, it should focus on closing the school (or keeping it closed) — avoiding distraction from the merits of the case. The authorizer must also continually reinforce to the school's board, administration or attorney those items that must be handled properly to avoid jeopardizing students if the appeal fails. These may include gathering student records and providing information about other school options for the students.

6. Gain Knowledge of the Appellate Process from Counsel. Most appeals are won or lost before they are ever submitted to a hearing officer, court or other appellate body. The authorizer must know the appellate process thoroughly, including the rules of evidence and the standards that the appellate body will apply to its work. For example, the authorizer's decision may be automatically upheld unless it is determined to be "arbitrary and capricious," unsupported by the evidence or discriminatory according to a legal definition. The authorizer must have some idea of how these terms translate into actual practice. The burden of proof is usually on the school requesting the appeal, but the authorizer must ascertain this. Explanation of these matters is the role of the authorizer's lawyer, who may be in-house, outside counsel or assigned by the state, such as the state attorney general.

Most important, the authorizer must know whether the appellate review will take in original evidence that the authorizer must prepare, draw solely upon the previous record of the closure decision, or follow other rules. These procedures determine what and how evidence is introduced or excluded, and the authorizer must build such consideration into its planning from the beginning of the closure process. An authorizer should consult its lawyer about appellate issues when it first believes it will undertake a school closure; this will help chart a course for all subsequent steps, including appeals.

7. Educate Your Lawyer About Closure. The authorizer may also need to educate its lawyer about charter schools, the authorizing role, the state charter statute and relevant federal laws. This is especially true if the lawyer is not in-house, such as when the authorizer is defended by a state attorney general. Do not expect that your attorney will know as much about authorizing and closure as you do.

While many appeals are decided on arcane points of law or procedure, your attorney must be versed in the facts of the closure, the authorizer's processes, and the claims and actions of the school at issue. The authorizer's staff, even if not attorneys, should read any appellate briefs and question anything that strikes them as factually inaccurate. Not all attorneys will expect such input and should be told in advance and advised to build it into their briefing schedule. Remember, the authorizer is the client, even if it is not directly paying the legal fee.

A few important points on educating the lawyer about closure:

- a) It will take time, which the authorizer will need to build into its internal timeline;
- b) The authorizer may need to retain an attorney sooner than normal or demand one with experience in the matter; and
- c) The authorizer needs to think about which staff internally will manage this work.

Last, if there has been a mistake by a member of the authorizer's team, or if the school does have a valid argument against closure, promptly bring that to the attention of your attorney. It may not be as bad as the authorizer believes, and the attorney will be able to better prepare the appeal if all the weak spots are known.

Conclusion

Schools facing closure can feel trapped, and are not likely to easily give up a cause they are committed to. Their lawyers can turn to risky or untried maneuvers to keep the schools open. They may challenge the constitutionality of the statute that established the authorizer, or attack the authorizer as prejudiced or acting unconstitutionally. A school's lawyers may try to procedurally outflank the authorizer by filing preliminary injunctions to prevent the closure, attempt to get the school into court sooner to avoid administrative proceedings that will not likely go the school's way, or even turn to the legislative branch to keep the school open. At a certain level, such legal devices are simply distractions that must be endured. The defense is simple — hire an experienced lawyer, stick to the facts, rely on the mission, and remain focused on the best interests of students. The hard work of gathering evidence and building the case for school closure is done.

If this chapter has given the impression that timing, process and appeals related to charter school closure are difficult and take considerable effort, it has relayed the correct message. However, if an authorizer chooses not to invest in these steps to properly close a failing school, it will jeopardize the ultimate goal of protecting students' best interests. There is no substitute for careful planning, diligent execution and follow-through.

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ENDNOTES

- ²⁷ The types of formal appeals (if any) available to charter schools facing closure are dictated by state law. This chapter discusses both a) informal, internal appeals that an authorizer may allow at its discretion; and b) formal, external appeals that may be provided for in state law.
- ²⁸ If legally allowable, it may be possible for an authorizer to use the charter contract to shorten a school's charter term (if the maximum statutory term could potentially permit too many years of poor performance).
- ²⁹ Bankruptcy, whether voluntary or involuntary, is a highly specialized area of law (and school closure) and is beyond the scope of this publication. Legal counsel is always needed when dealing with a school bankruptcy situation, or to determine whether a school can declare bankruptcy at all.
- ³⁰ Changes in policy may intersect with contract law or state statutes in a situation like the following: If a school's accountability plan is part of its charter, and the authorizer would like to increase minimum performance expectations mid-term, the authorizer may not be able to do so without the assent of the school, or it may have to wait until renewal when another charter contract is executed. While proposed adjustments may be requested for reasons unique to the school in question, without a clear explanation of those reasons observers unfamiliar with the circumstances may perceive them as evidence of different standards for similar schools.
- ³¹ Examples of the latter include the Center for Charter Schools at Central Michigan University and the Charter Schools Institute of the State University of New York.

CHAPTER 4

4
CHAPTER 4

Reaching **Closure Decisions:** The Roles of Authorizing Boards and Staff

Edward F. Cox & Randy A. Daniels

CHAPTER 4 GUIDANCE

- Boards should have a clear renewal policy and process.
- Anticipate lobbying efforts.
- Allow for additional input following staff recommendations.
- Base decision on body of evidence.

In a nation where the demand for quality public education far exceeds available supply, the success of every charter school matters. Recognizing this, charter authorizing boards are giving greater attention to their most fundamental accountability role: closing failing schools.

At the end of each closure, the strongest authorizing boards and executives *know* their decision to close a charter school was sound, based on the evidence they heard, the policies that guided them and a focus on the best interests of children. This knowledge does not always come easily, yet it is essential to discuss and ultimately reach closure decisions in public. Doing so underscores an authorizing board's commitment to transparency and ensures that members of the school community can hear decisions first hand.

This chapter focuses on the role of authorizing board members and the importance of professional staff work in preparing them for making charter renewal decisions.

Effective Policy and Transparent Process

If the best interests of children are the focal point for closure, a comprehensive renewal policy and transparent process are the tools of the trade. With so much at stake and so many stakeholders involved, renewal decisions cannot be handled by any authorizer in an ad-hoc fashion. A consistent, comprehensive and transparent approach is essential for authorizing boards, particularly when it comes to making a recommendation of non-renewal.

Multiple factors figure into a renewal policy. Renewal must align with the fundamental promise of charter schools — independence and autonomy in exchange for performance accountability. Renewal actions must reflect the priority to put the best interests of children first. Expectations must be clear and consistently communicated to all stakeholders.

The State University of New York (SUNY) is one of the nation's largest authorizers and one of two statewide authorizers in New York. SUNY has voted to not renew the charters of 7 out of its 56 authorized schools opened to date, leading to their closure. A quick overview of the renewal policy followed by SUNY provides a reference point for exploring the roles of authorizing boards and the staff that supports and informs them:

Building Blocks of SUNY's Renewal Policy³²

- Formalized process by which schools set goals and measures for academic progress.³³
- Specific renewal criteria benchmarked to practices in successful schools.³⁴
- Regular reporting on the school's progress to the school and community.³⁵
- Distinct criteria set for initial renewal term, recognizing that new schools often have limited or ambiguous data available. (Data clarity is expected to improve as the school establishes a performance record.)
- Clear communication at every step of the review process — from the receipt of the renewal application to the final decision by the authorizing board.

An authorizer's renewal policy sets the framework within which each authorizing board and staff operates. It is important for each authorizer to present this policy and framework clearly in a document and distribute it widely in order to convey the authorizer's expectations of high standards and meaningful accountability to its schools and the community. For example, the SUNY renewal policy is distributed to all schools, featured in a comprehensive Renewal Handbook and posted online. For the policy to be clearly understood and fairly applied, it must be well-documented, highly visible, and provided to all charter schools as early as possible. This means that new authorizers should make it a priority to develop and publicize their renewal policy as soon as the outset of a charter term. Authorizers that have been operating longer should automatically provide their renewal policy to all charter applicants and newly chartered schools, so that all schools are fully informed as to the charter renewal criteria and process from the day they begin operating.

Structuring the Renewal Evaluation Process

The diverse authorizers across the country have widely varying capacities and resources, ranging from a small charter office in a school district or state education agency to a robust authorizing board supported by a full professional staff led by a chief executive. Regardless of these organizational differences, all authorizing boards should develop ways to build multiple tiers into the charter renewal evaluation process, in order to engage multiple participants and provide broad expertise in the evaluation of data and other factors to be considered.

For example, a system in which staff makes recommendations to a committee of the authorizing board creates checks and balances that give the board greater confidence in the recommendations it considers. This approach also allows for charter school arguments against a closure recommendation to be handled at different levels of the authorizer's organization, allowing the determination of the authorizing board to stand as final.

An authorizer's renewal policy and framework should ensure that no school is ever surprised by a non-renewal recommendation. For example, the SUNY Charter School Institute staff conducts periodic inspection visits at each school over its initial five-year charter term, with the inspection protocols and the resulting school evaluation reports guided by the authorizer's renewal decision-making criteria.³⁶

Overview of SUNY's Charter Renewal Process

- 1) The Charter Schools Institute reviews a school's application for renewal in conjunction with data and records on file for the school, including previously completed school evaluation reports.
- 2) The Institute conducts an extensive and comprehensive renewal inspection visit at the school in the final year of its charter. The four-day site visit follows a structured protocol and is conducted by a team of Institute staff and external consultants including experts in education, finance and school law.
- 3) The Institute prepares a draft Renewal Report based on all available data accumulated over the current charter term and the evidence gathered during the renewal visit. After internal review, the Institute sends the school the draft Renewal Report with a preliminary renewal (or non-renewal) recommendation.
- 4) The school is invited to comment and offer factual corrections to ensure the accuracy of evidence provided in the draft Renewal Report, generally within 10 to 14 days:
 - The school may submit factual corrections, opposition arguments and additional evidence.
 - In the case of a non-renewal recommendation, the school may invite Institute staff members to a meeting of the school community to hear a presentation by the school community.
 - The Institute adjusts the report and/or recommendation, as appropriate, to produce a Final Renewal Report, which is sent to the school and the Committee on Charter Schools.
- 5) The Committee on Charter Schools (a committee of SUNY's Board of Trustees) considers the Final Renewal Report and acts on the Institute's recommendation regarding renewal:
 - In the case of a non-renewal recommendation, the school may request to be heard by the Committee.
 - The Committee accepts or denies the request, and usually asks the school to put its appeal in writing to the Institute.
 - The Institute presents its recommendation and evidence at a Committee meeting. If the school has submitted a written appeal, the Institute presents its response to the appeal.
 - Committee members may ask for remarks from a representative of the school.
 - The Committee takes action on the Institute's recommendation and forwards its recommendation to the full SUNY Board of Trustees.
- 6) The SUNY Board of Trustees considers and acts on the Committee recommendation:
 - The Institute senior officer presents the evidence, typically with comment from Committee Chair.
 - The full board votes after discussion.

Through these site visits and annual performance data, the Institute can identify any schools in danger of non-renewal before the end of their third year of operation. The Institute then notifies any schools in this category of their status and offers to make a special presentation to the school's board detailing issues that are endangering the school. Some schools in danger of non-renewal receive an additional school visit in the fourth (second-to-last) year of their charter. Finally, at the end of the renewal visit conducted in the fifth

and final year of a school's initial charter, Institute staff directly share their preliminary observations with the school's leaders and board chair.³⁷ All of these actions precede the submission of a renewal recommendation to the board.

Responding to Lobbying in the Renewal Process

Despite such efforts to give schools plenty of notice about problems and plenty of opportunity to improve, many charter schools are still stunned when they see the words “non-renewal” in a draft report at renewal time. The response is in many ways akin to the seven stages of grief: first shock, then denial, and so on. The prospective closure of a school is almost always dismaying to the school community. Upon hearing of the non-renewal recommendation, the school community will likely begin a lobbying effort to try to change the recommendation. Parents, students, and community groups are likely to rise up in vocal protest and community and political leaders will pressure the authorizer to keep the school open.

At this stage or earlier, it is critical that authorizing boards begin a dialogue with executive staff to prepare for the school's lobbying efforts. Staff members who deal regularly with school personnel may need encouragement to maintain a dispassionate perspective. Regular conversations between the authorizer's board and staff can prepare the entire team for a process that quickly becomes emotionally charged. Such dialogue also keeps board members apprised and knowledgeable of the process as it unfolds. This information pipeline becomes particularly important once pleas to keep the school open begin to reach the authorizing board.

Lobbying typically comes in the form of phone calls from elected leaders, letters from parents and handwritten pleas on colored construction paper from young students who love their school. Authorizers that hold community meetings or public hearings should be prepared for emotional outpourings by parents, students, school staff, and community members or leaders. News reports of varying focus will appear, ranging from pleas from parents, students and faculty to keep the school open to investigations into inadequate test scores or other problems that have suddenly become quite public. On the flip side, the authorizer may also receive calls, letters and emails supporting non-renewal from parents dissatisfied with the school, or — in the case of non-district authorizers (like SUNY) — from the superintendent of the district in which the school is located.

Such reactions are to be expected, and can quickly escalate to the level of an emotional battle that may tempt authorizers to delay their decision or veer from the evidence that has been collected over the charter term. It is incumbent upon the entire authorizer team to strive for objectivity, while remaining open to additional evidence on all sides of the case.

A thoughtful renewal policy and transparent processes are an authorizer's best tools. While the drama and political pressure that come with school closure are real, the decision itself takes place in the realm of policy, where clear criteria, a dispassionate review of evidence and transparent processes can come together to advance the best interests of students.

Weighing the Evidence

As the process unwinds, the time approaches when the authorizing board is faced with the closure decision itself. Prior to making that decision, authorizing boards and their members must carefully review the evidence and other materials supporting the staff recommendation for closure. This evidence should include a comprehensive school description that provides a historical narrative of the school, including enrollment and grades served over time and a summary of key demographic data. The remainder of the evidence should summarize the school's performance over the term of the charter — its academic attainment and improvement, data on student learning growth over time, organizational effectiveness and fiscal soundness — and the school's plans for the future.

This evidence in its totality is likely to be extensive. For more efficient review, the authorizing board may ask its staff to prepare an addendum that lists the school's current board of trustees and provides an at-a-glance look at the school's performance as compared to agreed-upon goals. Such an addendum or overview is useful because it focuses on two priorities in renewal decision-making:

- First, it focuses the authorizing board's attention on the school **governing board** — the holders of the charter. There is strong anecdotal evidence that many school failures are either directly or indirectly the result of poor board-level leadership or stewardship.
- Second, an at-a-glance performance overview focuses the authorizing board's review on **academic achievement outcomes**, rather than inputs. This addendum enables the authorizer to review trends over time and question unusual indicators, such as a school achieving two consecutive years of positive progress, then experiencing a sudden drop in test scores. The addendum should also allow the authorizing board to evaluate how the school performed in comparison to the local school district and similar schools state-wide.

To aid its evaluation, the authorizing board should take full advantage of the professional expertise of its staff. The board should ask staff to provide additional information that supports their written recommendation and to provide all possible documentations of trends on state assessments or other measures of academic growth.

Making the Final Decision

At this point, the authorizing board will be prepared to act on the staff's recommendation.

In most cases, after carefully evaluating all the evidence prepared by staff and reviewing new information revealed through follow-up questions and the school's written and oral testimony, the authorizing board reaches the same conclusions as its staff and votes to close the school.

However, there are occasions when the authorizing board may, in its discretion, reach a different conclusion from the staff recommendation. Such a decision does not diminish the validity or accuracy of the staff work or the value of the board's renewal policy, framework and processes. The staff is charged with making recommendations in accordance with policy. Their diligence actually frees the authorizing board to exercise its judgment to move in a different direction. If the renewal policy is strong, well-communicated and consistently applied, departures from staff recommendations will be rare exceptions.

When staff recommendations ensue from a clearly stated renewal policy and framework, it keeps the onus of responsibility for the school's performance where it belongs — on the school. Too often authorizing boards find themselves reviewing a school that has consistently failed its students and whose board cannot identify the school's shortcomings but instead pleads, "Just tell us what to do and we'll do it." Authorizers execute their duty appropriately by setting the standard, but leaving schools to find the best ways to meet it. Just as authorizers must be prepared to hold schools accountable, schools must be able to make the most of the independence and autonomy they have been given.

Charter schools must *earn* renewal. When they do not, it is the responsibility of authorizing boards to close them in the best interests of the children they serve. No policy itself makes the decision to close a charter school — in the end it is people who must make the difficult call. Yet with good policy, process and staff work behind them, authorizing boards will make thoughtful, fair decisions supported by sound data, and when the day is done, will *know* they did the right thing.

ABOUT THE AUTHORS

Edward F. Cox and Randy A. Daniels both served as Trustees to the State University of New York and as co-chairs of the Charter School Committee overseeing the work of the State University's Charter Schools Institute. Mr. Daniels, formerly New York's Secretary of State, served on the board from 1997 to 2006. Mr. Daniels is a former international correspondent for CBS News and currently works with international real estate investments focusing on Asian markets. Appointed to the board in 1995, Mr. Cox is a partner in the Manhattan law firm of Patterson, Belknap, Webb and Tyler, LLP. Mr. Cox continues to serve as a Trustee and as chair of the Charter Schools Committee.

ENDNOTES

- ³² *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York*, SUNY Charter Schools Institute, www.newyorkcharters.org/schoolsRenewOverview.htm.
- ³³ *Guidelines for Developing an Accountability Plan*, SUNY Charter Schools Institute, www.newyorkcharters.org/schoolsAccountability.htm.
- ³⁴ *State University of New York Charter Renewal Benchmarks*, SUNY Charter Schools Institute, www.newyorkcharters.org/schoolsRenewOverview.htm.
- ³⁵ *School Oversight and Evaluation*, SUNY Charter Schools Institute, www.newyorkcharters.org/schoolsPubsReports.htm.
- ³⁶ *Charter Renewal Practices*, SUNY Charter Schools Institute, www.newyorkcharters.org/schoolsRenewOverview.htm.
- ³⁷ For schools that have been renewed and thus are operating in subsequent charter terms, the Institute adjusts its oversight to the circumstances and performance record of each school, while maintaining overall focus on the renewal criteria.

CHAPTER 5



5
CHAPTER 5

Supporting Students and Families through the Closure Transition

Justin Testerman

CHAPTER 5
GUIDANCE

- Set students and parents as top priority.
- Identify transition team.
- Define transition plan.
- Communicate options.

For many parents who exercise it, school choice is a lifeline — a critical chance to realize their hopes and dreams for their children. Unfortunately, not every charter school fulfills its mission and promises to the community, and as a consequence, some schools must be closed.

While it is true that closing a low-performing school ultimately serves the best interests of students and families, it can also cause them a great deal of hardship and distress. School closure tears the fabric of everyday life for these families, disrupting their educational continuity, social networks, daily routines and more. The closure of a low-performing charter school can send shock waves throughout an entire community. Closing a school often unleashes a sense of grievous injury to the community, as a trusted public institution fails and families that may already be vulnerable are left feeling even more disenfranchised. Because of this, authorizers must do their utmost to protect the best interests of displaced students and ensure successful transitions for all. The students and parents caught in the trap of a failed school should not be punished for the school's shortcomings. They deserve nothing less than individual assistance to transition smoothly from a closing charter school to a viable education option.

“I’m just so disappointed. I chose to go with charters because I trusted that it would be a more personal experience. This is something I would have never imagined would happen to us.”³⁸

– Parent of student in a closed charter school

The authorizer must address the concerns of many different stakeholders throughout the closure process — the school employees who lose their jobs, the landlord stuck with an empty building, creditors gone unpaid and most important, the students and families left without a school. It is essential to remember that students and their families are most deeply impacted by closure, and deserve authorizers' attention and support throughout the entire process. When a charter school fails, the authorizer must focus not only on the “business” or operational aspects of the closure, but also on the human side — ensuring that every student is placed in an appropriate school. Indeed, overseeing satisfactory transitions for all students is a central closure responsibility for authorizers.

This chapter will discuss several important ways that authorizers can use their limited resources to support students and families effectively through the transition to a new school. These include working closely with school staff to coordinate transition tasks and ensure that student records are handled appropriately, educating parents about available educational choices, and collaborating with the local education community to facilitate student transfers.

The following actions are essential for authorizers to minimize the burdens students and parents face when their school is closed and pave the way for a smooth transition to their new school:

- Establish Students and Parents as the First Priority
- Create a Student Transition Committee and Transition Plan
- Use Leverage When Necessary
- Secure Student Records
- Communicate with Parents and Students
- Hold Community Meetings
- Organize a School Choice Fair
- Consider Your Timing

This chapter will discuss each of these important steps in some detail.

1. Establish Students and Parents as the First Priority

School closures are almost always contentious and often engender a climate of fear and distrust between school operators and authorizers. All parties agree, however, that the interests of students and families must come first. The authorizer can be a powerful advocate for the interests of those attending the school by establishing and safeguarding this priority, which should be communicated clearly and consistently to the school and the community. This starts before the closure notice is served by appointing a single person on the authorizer's staff to serve as the School Closure Coordinator. This individual coordinates the entire closure process, including support services to students and families, and serves as the single point of contact with the authorizer. The School Closure Coordinator should be equipped with clear and consistent messages — concise talking points are helpful — describing why the authorizer is closing the school and what actions it is taking to help parents identify an appropriate educational placement for their child. The size and scope of the School Closure Coordinator's job will vary depending on resources and the circumstances and needs surrounding each closure, but they can range from the bare minimum discussed in this chapter to a full-time office at the school throughout the closure process.

2. Create a Student Transition Committee and Transition Plan

Immediately following the announcement of the school closure, the authorizer should move to form a Student Transition Committee consisting of members of the charter school's board and leadership as appropriate, the School Closure Coordinator, parents and members of local charter support organizations. The Student Transition Committee will assist the authorizer in planning all activities related to student and family support during the closure process and will actively engage parents, local media and the community. The authorizer will need to remain responsible for coordinating or overseeing the actual implementation of all plans to ensure their completion.

Engaging key school stakeholders in this process will help to increase trust in what are often tense and difficult times. It will also help to assure the school community that the authorizer holds the interests of students as a top priority and will thereby encourage students and families to take advantage of transitional services. Though some stakeholders are likely to be hostile towards the authorizer, the lasting benefits of working in a collaborative manner far outweigh the temporary discomfort authorizers may feel. The goal of the Student Transition Committee is to make the transition to a new school as painless as possible for students and their families.

The Student Transition Committee should move quickly to establish a Student Transition Plan that focuses on the single goal of getting students enrolled in a new and appropriate school as quickly as possible. Where possible, the authorizer should work with quality local charter and district schools to establish enrollment preferences for students being displaced by the closure. The Student Transition Plan should include written communication to parents, multiple public meetings, individualized assistance to parents, and collaboration with the broader educational community. The plan should also take into account the specific needs of parents and families, such as providing written materials in appropriate home languages and offering meetings at different times of the day to accommodate parents with different work schedules. The authorizer should provide contact information for the School Closure Coordinator, so that all families have a direct line of support to answer questions and help them through the transition.

The Student Transition Plan must establish clear deadlines for key activities and should not be considered completed until every student has enrolled in a new school (except for cases where a student's parents have declined transitional assistance). The time sensitivity of the Student Transition Plan can be affected by the timing of the closure — be it a mid-year revocation or an end-of-charter non-renewal — but usually the plan must be implemented in a matter of days or weeks. Ensuring the continuity of every student's education is of utmost importance. The execution of the Student Transition Plan will happen in a very condensed time frame and will require special attention from the authorizer to ensure timely completion and satisfactory placements for all students.

3. Use Leverage When Necessary

In cases where the breach between the authorizer and the school operator is too great to permit effective collaboration, or when the operator is simply uncooperative, it may be necessary for the authorizer to use available leverage to ensure the Student Transition Plan is carried out. The threat of closure is one of the most important tools that an authorizer has to induce schools to take a specific course of action. It would seem that once this threat is carried out, the authorizer loses all leverage with a school, but this is not the case. For example, the authorizer may create leverage by working with the state Department of Education to withhold outstanding funding or final payments to the school until certain conditions are met, including completing implementation of the Student Transition Plan. Another potential lever may be to offer — conditioned on the operator's cooperation — a more favorable public-relations spin on the closure to help the operator "save face" in the community, though this may not be possible or advisable in cases of egregious mismanagement or fraud. When necessary, authorizers may need to find creative ways to ensure that the operators of a closing school cooperate in carrying out the Student Transition Plan.

4. Secure Student Records

Student records contain sensitive, confidential information such as assessment and educational data, immunization and other health records, discipline records and information about families. These records are vital to appropriate student placement in a new school and to ensure continuity of all services a student may be receiving. Student records are private and must be handled in accordance with privacy rules set forth in the Family Education Rights and Privacy Act (FERPA).³⁹ Most states provide guidance on how student records should be handled in the event of a school closure.

State or authorizer policies often call for student records to be transferred to the school district in which the charter school is located, or alternatively, to the district in which the student resides. Whatever policy your organization or state has established, it is important to communicate it to the school as early in the closure process as possible. The School Closure Coordinator should work closely with the charter school and districts receiving the records to ensure an orderly, complete and secure transfer of records. If records are being sent to multiple school districts, the authorizer should require the closing charter school to submit a listing of where each student's record has been sent to allow for future tracking if needed.

5. Communicate with Parents and Students

Parents of students enrolled in a school slated for closure (not to mention the students themselves) may feel angry, betrayed and confused. They often do not possess all the facts of the case or fully understand the requirements of charter school accountability. It is important to create and use simple communications tools (talking points, fact sheets) to maintain a clear and consistent message on the reasons for school closure. Communications with parents and students will need to be repeated and reinforced to ensure that your intended messages cut through the rumors, misinformation and superficial media coverage surrounding and often clouding the closure. Communicating promptly, clearly, accurately and frequently with students and their families — and being responsive to their questions and concerns — is an important supportive service that authorizers should provide to families throughout the closure process.

Communication with parents should take place both in writing and in person, and should be provided in the home language of the family. All written communications with parents or guardians should include information on:

- **Available educational options** — Authorizers should provide students and parents with a list of all available education options (district, charter, and private) with contact information, addresses, program descriptions, student performance data (test scores), enrollment openings and application deadlines for each school. The process of contacting local schools to gather information on enrollment availabilities — and where possible, to establish or negotiate enrollment preferences for displaced students — will also give the School Closure Coordinator the opportunity to communicate pertinent information about the school closure and will help receiving schools be better prepared to meet the needs of transferring students.
- **Student records** — Communications with parents should also include information on the transfer of student records and assurances regarding their privacy and safety. Information should also be provided to parents on where these records will be housed. The authorizer should identify the School Closure Coordinator as the contact person for any parent questions or concerns regarding student records.
- **Schedule of public meetings** — Communications with parents should publicize the dates, times and locations of multiple public meetings along with any other pertinent information such as the availability

ty of child care or transportation. As stated earlier, the authorizer should offer meetings on different dates and at different times of day to accommodate parents' varying work schedules.

The Student Transition Committee should determine if it would be more effective for the communications with parents to come from the school or the authorizer. If it is determined that it is best for communications to come from the school, the authorizer should take steps to ensure that these communications are distributed promptly to parents. If the communications are to be distributed by the authorizer, the authorizer should obtain a roster of student contact information and be assured that it is comprehensive and accurate. In either case, the authorizer must work closely with school staff to make sure the information is distributed to all families as quickly as possible.

The authorizer should distribute these communications to parents multiple times and through multiple channels. In addition to mailing letters to the students' home addresses, authorizers should consider sending them home with students, providing copies to community or government organizations that serve the community (e.g., churches, city or county services, local nonprofits including parent education-advocacy groups), and posting them on school property as well as both the school's and authorizer's websites. Though most parents should receive the information from one of these methods, it is wise to issue a press release to the local media — primarily city and community newspapers and radio stations — announcing the dates, times and locations of community meetings. Frequent attempts and diverse methods of written communication will increase the likelihood that parents will use your transition services and attend the planned community meetings.

6. Hold Community Meetings

Community meetings give students and parents opportunities to learn more about the closure process, find out about available educational options, and ask questions of the authorizer and school operator. While it will almost certainly be necessary to address the reasons for school closure, the authorizer should make clear that the purpose of the meeting is to focus on successfully transitioning students to new schools, not to rehash the closure decision. Community meetings are often difficult because of anger and confusion surrounding closure decisions, but they are important and necessary avenues for communicating accurate information and providing valuable assistance to students and families. Again, it will be helpful to employ concise fact sheets or talking points to ensure that the authorizer is sending a clear and consistent message on the school closure. Any written information previously sent to parents should be made available at the meetings.⁴⁰

It is ideal for all members of the Student Transition Committee to be present at each meeting. In addition, the authorizer should send multiple representatives to all community meetings in order to facilitate as much individual assistance as possible. The content of the community meetings will depend on the context of each situation, but should closely mirror any previous written information given to parents. The School Closure Coordinator should be available at the end of each meeting to provide individual assistance to parents requesting it.

Authorizers should schedule multiple community meetings at various times of the day to accommodate the varying needs of parents. The Student Transition Committee should determine any need to provide on-site translators for families whose first language is not English. It would also be useful for the committee to consider other ways to boost parent participation and attendance, such as providing (and publicizing) on-site child care during the meeting, as well as transportation or reimbursement for public transit.

Community meetings should be held at the school, if possible. Other potential sites could be public libraries, community centers or the authorizer's office if it is located near the school. All meeting sites should be accessible by public transportation and ADA-compliant.

7. Organize a School Choice Fair

The authorizer and the Student Transition Committee can greatly increase successful placements for students by organizing accompanying school choice fairs. Many working parents do not have the time or ability to conduct extensive research on potential schools for their children by visiting multiple school sites, researching how well students in each school perform and reviewing different educational models. Bringing together as many potential schools for their children as possible is an invaluable service to these families. In most cases, a majority of students can be successfully transitioned to a new school through school choice fairs.

The authorizer should invite all well-performing local schools (district, private and charter) to send representatives to provide information on their programs. All invited schools should be given basic information on the school closure and any pertinent information on characteristics of the student body, school performance data and the like. Public and parochial district offices are likely to be willing partners in such an effort, as they would stand to potentially increase their enrollments. Charter support organizations, if not already involved on the Student Transition Committee, should also be willing to help organize a school choice fair. The authorizer will need to establish the ground rules with participating schools to make sure their recruiting efforts are appropriate and respectful.

A school choice fair can be organized in a variety of ways, all of which are focused on creating a marketplace for students and parents to learn more about their options. The Student Transition Committee may decide to provide table space to all participating schools and/or allow each an allotted amount of time to present at the meeting. The Student Transition Committee may also work with charter support organizations to develop a “tip sheet” for parents on important factors to consider when selecting a school for their child. This could also take the form of a checklist on which parents could make notes about different programs as they move about the fair. It is important to ensure that the choices are presented in a fair and even-handed manner, and to make clear that the authorizer is not endorsing any particular program.

8. Consider Your Timing

Charter school authorizers sometimes have little control over the timing of a school closure, particularly when a closure decision is triggered by the discovery of illegal activity or severe financial difficulties. In some cases, however, closure is the culmination of intensive intervention efforts or a long and thoughtful renewal decision-making process. In these instances, authorizers should carefully consider how non-renewal/closure timelines affect parents and students. For example, in many cities, student applications for other charter schools, selective-enrollment public schools, and private institutions must be submitted as early as February. In light of this, charter school authorizers should familiarize themselves with enrollment timelines for local schools (district, private and charter) and take them into consideration when possible. While it may not always be possible to adjust the timing of a school closure based on these enrollment timelines, it is important for authorizers to consider them in order to provide the best possible assistance to displaced students and families.

It is not uncommon for parents and community members to rally around low-performing schools. Though they may not be making the grade academically or financially, parents may feel they are safer for their children than the alternative. A charter school may also be locally beloved as a familiar, family-like community-based institution that empowers its disenfranchised population. For these and other reasons, a school closure is likely to trigger emotions and protests that often have little to do with the school's actual educational merits. It is common for anger to be directed at the authorizer during a school closure, making it tempting for the authorizer to retreat into a defensive mode and avoid further obligations to students and their families.

A quality authorizer will rise above the fray and recognize its obligation to the school's displaced students and families, who will suffer double injury if not transitioned successfully to better schools. Implementing the activities outlined in this chapter requires some investment of time and energy by the authorizer, but will pay big dividends in the long run for both the authorizer and the students involved. The support provided to families will ensure educational continuity for their children, which in turn can begin to repair the community fallout that can be expected as a result of the closure decision. The point of closing a low-performing school is to improve student learning and life opportunities, and to protect students' best interests. It is incumbent on authorizers to take the important steps discussed above to ensure satisfactory transition for all students and prevent further harm.

5

CHAPTER 5

ABOUT THE AUTHOR

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ENDNOTES

³⁸ Labbe, Theola. "Charter School Closures Strand DC Students," *Washington Post*, August 17, 2006.

³⁹ See www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

⁴⁰ This information is also useful in communicating with media representatives attending these and other public meetings. See Chapter 6 for more information.

CHAPTER 6

6
CHAPTER 6

Message Matters in Closure Decisions

Joe Williams

CHAPTER 6 GUIDANCE

- Good messaging matters.
- Anticipate reactions to your actions.
- Keep your eye on the big picture.

The job of charter school authorizer is difficult enough, even without the glare from the public spotlight that invariably comes with a decision to close a failing school. The concept of shuttering failing schools may seem straightforward in theory, but is hard work to execute in the real world.

Authorizers who use their most potent accountability tool can find themselves, as the Fordham Foundation notes, “in a very lonely spot faced with a hostile [school] board, disgruntled staff, angry parents and students, and curious media.”⁴¹

It is no wonder many authorizers agonize over the media aspects of a school closing. Authorizers have seen their share of media coverage where the emotional aspects or salacious details of a particular closing distort or obscure the larger issues of accountability and educational quality, or unfairly taint the accomplishments of successful charter schools. Engaging with the media can also seem contrary to the authorizers’ duty to be politically detached, evidence-driven decision makers whose first priority is the best interests of children.

While uncomfortable in many respects, the intense attention that charter school closures attract does offer golden opportunities for authorizers to convey larger points about school accountability and public education generally. As decision makers, authorizers are expected to provide information and explanations to the press and public. The messages authorizers use to organize and give meaning to the story are critical to shaping public understanding — with the power to build support for the authorizer’s resolve, or conversely, to swirl into a public- and community-relations

fiasco. This chapter provides media perspectives and advice on effective messaging for authorizers facing the highly sensitive situation of closing a school.

Controversy Makes News

The fact that charter school closures can appear so messy is also what makes them so unquestionably newsworthy in the minds of reporters and editors. Most failing charter schools don't close themselves willingly. Whether their reactions take the form of denial ("Our school isn't that awful."), unwarranted optimism ("We're about to turn the corner."), or stubborn resistance ("How dare they criticize our school!"), the charter school's board, leadership, parents, teachers and students cannot be expected to be happy about the prospect of losing their school.

These sentiments will become immediately apparent to reporters, who understand the value of conflict and emotions to constructing compelling copy. As storylines start to develop, the authorizer can quickly be assigned the role of villain, with the failing school treated as the victim. Even if the authorizer is able to steer the debate toward accountability for the first story, charter closures take place over a series of steps, and at any point the narrative is likely to veer into the good guy/bad guy paradigm of typical media coverage.

No authorizer wants to be characterized in this way, of course. Thus, every authorizer confronting a school closure should be proactive in sharing the evidence and process that led to the decision, explaining the actions being taken to smooth the transition for affected students and challenging reporters to dig deeply into the reasons students have so few quality education choices in the first place. The goal is to show journalists that closing a low-performing charter school signifies the strength and integrity of the charter school concept — an unpleasant, but compassionately made decision that ultimately serves the students better than leaving them in a languishing school would.

A New Era Demands New Messaging

Good messaging matters. Messaging for today's charter school closings needs to respond to the reality that charter school parents are increasingly sophisticated education consumers, support for charter schooling in many communities is less cautious than it once was, and even the hard questions of skeptics have shifted in ways that may be healthy, such as demanding more clarity about how accountability serves students. A movement that prides itself on allowing charter schools to be nimble enough to make midcourse corrections must similarly be willing to adapt its messages in ways that do justice to the complexity of the issue.

Good messaging always addresses the end goals. In the case of charters, the end goal involves providing children with a demonstrably better education than they would otherwise be getting. Secondly, authorizers have an interest in building and strengthening the broader charter school movement. But the specifics and circumstances are constantly evolving, as the challenge of school closure illustrates. In the 1990s many charter school supporters worried that the "charter school experiment" would be deemed a failure if and when bad schools were closed. Today, in many communities, the problem is reversed — the charter movement is labeled a failure if it doesn't close more failing schools.

It remains important that when ineffective charter schools are closed, authorizers point to the closure as a sign of accountability in action. But there are many pitfalls if that is the only message authorizers deliver. The reality is that because the situation is much more complicated than that, the messages describing it must consequently be deeper.

For example, given the limited supply of quality public education in many communities where charter schools are an option, an authorizer's efforts to hold charter schools accountable bring the risk of sending some students back into the inferior schools they fled in the first place. The problem here isn't that a single

underperforming charter school is being shut down; it is that the expectations and accountability for performance in our traditional public school systems are intolerably low. In their messages to the public and the media, authorizers must make it clear that for public education to work properly, tough-minded, sometimes painful accountability is necessary in all quarters — and that good authorizers are fulfilling their responsibility when they close failing schools.

In some cases, if the media perceive that low-income families are struggling alone through a dramatic transition, a narrow focus on accountability can also feed the media's inclination to typecast authorizers unfairly as the "bad guy." Once such a storyline unfolds, it can become impossible to move beyond it. From a messaging standpoint, that means authorizers must chronicle their efforts to smooth the transition for affected students (see Chapter 5 for detailed advice) and never let the debilitating effects of underperforming, unaccountable schools be forgotten.

Finally, if inadequate messaging simply raises alarm about charter school quality and creates a perception that "not enough is being done" to weed out bad schools, it can invite drastic measures that create more problems than they solve. As the charter school movement has matured, the propensity of even well-intentioned legislators to re-regulate has intensified. A charter school closing story that runs amok can lead to a proliferation of red-tape solutions to save the day. For example, when Fresno, California school officials closed the GateWay Academy Charter School in 2002 following allegations of financial improprieties, religious instruction and other infractions, legislators in Sacramento proposed numerous fixes that would have reined in all charter schools in the state. "We could see a situation where every time one charter caught a cold, the legislature was going to prescribe penicillin for everyone," said Caprice Young, then-CEO of the California Charter Schools Association,⁴² which was created in the wake of this legislative backlash to strengthen and support California's charter movement.

One law of physics states that for every action there is an equal and opposite reaction. Effective messaging in school closing cases needs to anticipate both the action and the reaction; that is, the action of the closure decision and the reaction of the school community and others who would weigh in. This narrative doesn't have to fall solely on the shoulders of the authorizer — every charter community includes advocates for school quality and the ultimate accountability of closing failed schools. As decision makers, authorizers will be asked to explain their decision to the press and the public at large. If the closure policy and decision process are rigorous, transparent and complete, the messages authorizers deliver will align with and reinforce the work they have completed, and provide guidance useful to all who support the closure decision.

Messaging in Action: Starting with Student Needs

The 2004 closing of California's largest charter school operator — California Charter Academy (CCA) — perfectly illustrates what it looks like to nail the "action and reaction" in one messaging strategy. This case highlights the messaging conducted by a charter advocacy group rather than the authorizer, since in this case the authorizing was clearly part of the problem in the first place. Nevertheless, this case exemplifies effective message management that a quality authorizer could deploy to explain and defend a closure decision to the public.

In the summer of 2004, CCA was forced to close 60 of its campuses following a California Department of Education investigation into its academic and financial practices. The California charter community found itself looking at nearly 2,600 displaced students only weeks before the school year was to begin, all in the context of a bad news story that could taint all charter schools.

In this case, the California Charter Schools Association played an integral role in raising awareness of the CCA problem in the first place and then moving quickly to mobilize the broader charter school community to make sure the students landed in high-performing charter schools in their areas. Gary Larson, a strategist

who works with charter school groups and led communications at the California Charter Schools Association at the time of the CCA closing, said sending the right signals to the public was crucial.

“I am more and more convinced that unless school closures are done very thoughtfully, the public will have a strong backlash against charter schools,” Larson said. “No matter how we try to position these things, the public wonders, ‘Where will the kids go?’”⁴³

The message strategy in the CCA situation began by answering that question — the children would be taken care of by the far-reaching charter school community — while simultaneously distancing the state’s good charters from the “bad apple” that was CCA. In fact, the Association pretty much drove the news coverage of the episode as it unfolded. Not only did it ensure that most of the displaced students found seats in other charter schools, it also produced a report highlighting its work and taking responsibility for both the action (policing its own and pushing to close a bad charter) and the reaction (making sure that all students landed at a higher-performing school).

Genuinely feeling the pain of the families impacted by the closing is a critical lesson to learn. While authorizers must clearly communicate that their decision stemmed from a careful process and dispassionate evaluation of evidence, they must also avoid the risk of being perceived as bureaucrats hiding behind the shield of their job descriptions. The world is full of people who faithfully do their job yet feel horrible about the circumstances. Authorizers must understand that if they act human, they will have a much greater chance of being treated as human in the press.

This approach paid off handsomely in the CCA case. In fact, it is hard to imagine a better outcome than the September 14, 2004, story in the *Los Angeles Times*. The first three paragraphs quoted below hit all the important points. In short: There was a problem, it was handled effectively, and students are better off today.

More than 2,600 students who were displaced last month after their campuses closed due to legal and financial turmoil are now enrolled in charter schools, according to a report Monday by a state charter school group.

The findings were released a month after the Victorville-based California Charter Academy shut down 60 campuses under pressure from new state laws and a California Department of Education investigation into its academic and financial practices. The nonprofit California Charter Schools Association, which serves the state’s 537 charter schools, compiled the report based on state education department and campus surveys.

“After no longer tolerating this one bad apple, the charter school community rallied together to ensure that their former students have a soft landing into high-quality programs,” said Caprice Young, chief executive of the California Charter Schools Association, which has no affiliation with the California Charter Academy.⁴⁴

Closing an underperforming or severely mismanaged charter school is one of the toughest things an authorizer must do, for all of the reasons highlighted in this and other chapters. The authorizer will face tremendous pressure from all directions, including from the press. Surviving and thriving in such situations depend largely on how well the authorizing process has been managed from the start, how positive the authorizer’s relationships are with the larger charter school advocacy community, and how much advance preparation the authorizer has focused on getting the message right with reporters. Good management of

the authorization/accountability process is itself a form of good public relations, as is having networks in place to share information and strategies with friendly groups and advocates. Some final tips:

1. Put students first.

Let that be the mantra and refer back to it often. Authorizers must go beyond just saying they feel students' pain in this process — they must always be aware of the impact of their actions on students and their families. The school marked for closure was chosen by every family for specific reasons, and having it pulled out from under them is traumatic. The authorizer must make every possible effort and accommodation to place those students in good schools, especially if their neighborhood school options are of even lower quality than the charter that is closing its doors.

2. Use transparency to your advantage and let the paper trail be your ally.

If the authorizer has done its homework, press relations will be much easier. The authorizer can focus on effectively delivering the planned message, rather than being distracted by repeatedly defending the decision to close the school. Let reporters see that the authorizer went above and beyond to give the school opportunities to correct its shortcomings. Show that the school received fair and timely warnings of problems detected and ample opportunities to remedy them. Demonstrate that you, the authorizer, treated the school with fairness and consistency, and in accordance with clear policies known to all charter schools — thereby heading off any possible rumors of political influence. Make the record public, to let it speak for the integrity of the process.

3. Don't let the big issues go unspoken.

The granular focus of a school closure and its implications for charter accountability are important, but not the total picture. The larger challenge for the entire community is to create more good schools and reduce the numbers of bad schools. Good authorizers are doing their part. Challenge the whole community to do better.

4. Be proactive.

Several days in advance of significant actions, such as a staff recommendation or board action to not renew, prepare a press release that clearly explains the standards and processes used to reach this decision. Determine who will be the spokesperson. Plan to hold a press conference or other opportunity to answer media questions. Practice your responses to predictable questions. Be compassionate, but firm in your statements.

Also, contact other public officials who represent the school and its families, such as the alderman/councilman and state legislators. In a one-on-one meeting, explain to each official why the school is being recommended for closure. Answer their questions. Do the same with your state's charter school association. If they agree with your recommendation, ask them to make a public statement. These additional voices of support can be important in reinforcing your key messages about the closure and make the process go much smoother.

Remember that in all of this, despite the difficulty, the clarity of the authorizer's commitment to the students and their families is paramount. And it is based on a simple bottom line: continued failure or mediocrity is not in the best interests in the students we strive to serve.

ABOUT THE AUTHOR

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ENDNOTES

- ⁴¹ “Lessons of Charter School Sponsorship: Closing a charter is painful, difficult work,” *Ohio Gadfly*, Thomas B. Fordham Foundation, June 4, 2008.
- ⁴² “Calif. Group Puts Muscle into Charters,” *Education Week*, Sept. 10, 2008.
- ⁴³ Interview with author, Sept. 14, 2008.
- ⁴⁴ “It’s back to school for 2,600 displaced students,” Ericka Hayasaki, *Los Angeles Times*, Sept. 14, 2004, B6.

APPENDICES

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APPENDIX I

Sample Action Plan for Charter School Closure¹

IMMEDIATE ACTIONS

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
1	<p>Create “Charter School Closure: Frequently Asked Questions” Document General document from authorizer outlining Authorizing Board’s policies, commitment to quality authorizing through supporting the transition of students and staff to new settings, overview of transition steps, general timelines, checklist for parents transitioning to a new school in the next school year and authorizer contact information.</p>	Authorizer Lead	Prior to the authorizing board’s vote to close the charter school	
2	<p>Establish Transition Team and Assign Roles A team dedicated to ensuring the smooth transition of students, staff and close down of the school’s business populated by authorizer staff in conjunction with board members and staff of the closing charter school.</p> <p>Team to include:</p> <ul style="list-style-type: none"> – Lead person from Authorizer Staff; – Charter School Board chair; – Lead Administrator from the Charter School; – Lead Finance person from the Charter School; – Lead person from the Charter School Faculty; and, – Lead person from the Charter School Parent Organization. 	Authorizer Lead and Charter School Board Chair	Within 24 hours of the authorizing board’s vote to close the charter school	
3	<p>Assign Transition Team Action Item Responsibilities Distribute contact information to all transition team members, set calendar for meetings and assign dates for completion of each charter school closure action item.</p>	Authorizer Lead and Charter School Board Chair	Within 48 hours of the authorizing board’s vote to close the charter school	
4	<p>Initial Closure Notification Letter: Parents & School Distribute letter to faculty, staff and parents outlining:</p> <ul style="list-style-type: none"> – Closure decision; – Timeline for transition; and, – Help Line information. 	Authorizer Lead and Charter School Board Chair	Within 24 hours of the authorizing board’s vote to close the charter school	
5	<p>Initial Closure Notification Letter: State & Local Agencies Letter to state education agency as well as local school districts (as necessary by statute or to inform local district for purposes of enrolling students from the closing school) to include:</p> <ul style="list-style-type: none"> – notification materials distributed to parents; – notification materials distributed to faculty and staff; – authorizing board decision materials, resolution to close school, copy of any termination agreement (if applicable); <p>Copy local public school districts as required by quality practice, state statute and regulation.</p>	Authorizer Lead and Charter School Board Chair	Within 24 hours of the authorizing board’s vote to close the charter school	
6	<p>Talking Points Create talking points for parents, faculty, community and press. Focus on communicating plans for orderly transition of students and staff. Distribute to transition team.</p>	Authorizer Lead and Charter School Board Chair	Within 24 hours of the authorizing board’s vote to close the charter school	

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
7	<p>Press Release Create and distribute a press release that includes the following:</p> <ul style="list-style-type: none"> – history of school; – authorizing board closure policies; – reason(s) for school closure; – outline of support for students, parents and staff; and – a press point person for the authorizer and for the school. 	Authorizer Lead and Charter School Board Chair	Within 24 hours of the authorizing board's vote to close the charter school	
8	<p>Continue Current Instruction Continue instruction under current education program per charter contract until end of school calendar for regular school year.</p>	Charter School Administrator Lead	Continuous after the authorizing board's closure vote until end of classes as designated in authorizing board's closure resolution	
9	<p>Terminate Summer Instruction Program Take appropriate action to terminate any summer instruction, such as canceling teaching contracts.</p>	Charter School Board Chair and Administrator Lead	Within 48 hours of the authorizing board's vote to close the charter school	
10	<p>Secure Student Records Ensure all student records are organized, up to date and maintained in a secure location.</p>	Charter School Administrator Lead	Within 24 hours of the authorizing board's vote to close the charter school	
11	<p>Secure Financial Records Ensure all financial records are organized, up to date and maintained in a secure location.</p>	Charter School Financial Lead	Within 24 hours of the authorizing board's vote to close the charter school	
12	<p>Parent Contact Information Create Parent Contact List to include:</p> <ul style="list-style-type: none"> – student name; – address; – telephone; and – email, if possible. <p>Provide a copy of the parent contact information to the authorizer.</p>	Charter School Administrator Lead	Within 24 hours of the authorizing board's vote to close the charter school	
13	<p>Faculty Contact Information Create Faculty Contact List that includes:</p> <ul style="list-style-type: none"> – name; – position; – address; – telephone; and – email. <p>Provide a copy of the list to the authorizer</p>	Charter School Faculty Lead	Within 24 hours of the authorizing board's vote to close the charter school	
14	<p>Convene Parent Closure Meeting Plan and convene a parent closure meeting.</p> <ul style="list-style-type: none"> – Make copies of "Closure FAQ" document available; – Provide overview of authorizer board closure policy and closure decision; – Provide calendar of important dates for parents; 	Authorizer Lead, Charter School Administrator and Charter School Parent Organization Leads	Within 72 hours of the authorizing board's vote to close the charter school	

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
	<ul style="list-style-type: none"> – Provide specific remaining school vacation days and date for end of classes; – Present timeline for transitioning students; – Present timeline for closing down of school operations; and – Provide contact and help line information. 			
15	<p>Convene Faculty/Staff Meeting Board Chair to communicate:</p> <ul style="list-style-type: none"> – commitment to continuing coherent school operations throughout closure transition; – plan to assist students and staff by making closing as smooth as possible; – reasons for closure; – timeline for transition details; – compensation and benefits timeline; and, – contact information for ongoing questions. <p>Provide the authorizer copies of all materials distributed at the Faculty/Staff Meeting.</p>	Charter School Board Chair, Charter School Administrator Lead, and Charter School Faculty Lead	Within 72 hours of the authorizing board's vote to close the charter school	
16	<p>Establish Use of Reserve Funds If school is required to maintain closure reserve funds, identify acceptable use of such funds to support the orderly closure of the school.</p>	Authorizer, Charter School Board Chair and Charter School Financial Lead	Within one week of the authorizing board's vote to close the charter school	
17	<p>Maintenance of Location and Communication For the duration of closing out the school's business, regulatory and legal obligations, establish if the school will maintain the current facility as its locus of operation. If so, access to the facility should be maintained. In the event the facility is sold or otherwise vacated before concluding the school's affairs, the school must relocate its business records and remaining assets to a location where a responsive and knowledgeable party is available to assist with closure operations. The school must maintain operational telephone service with voice message capability, and maintain custody of business records until all business and transactions are completed and legal obligations are satisfied. The school must immediately inform the authorizer if any change in location or contact information occurs.</p>	Charter School Board Chair	Ongoing until closure complete	
18	<p>Insurance The school's assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. The school should:</p> <ul style="list-style-type: none"> – maintain existing insurance coverage until the disposal of such assets under the school closure action plan; – continue existing insurance for the facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold; – negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors; bond holders, etc.); – continue or obtain appropriate security services; and, – plan to move assets to secure storage after closure of the school facility. <p>If applicable under state statute, the school should maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the school.</p>	Charter School Board Chair and Charter School Financial Lead	Ongoing until all business related to closure is completed	

NOTIFICATIONS

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
19	<p>Parent/Guardian Closure Transition Letter Distribute letter with detailed guidance regarding transition plan. Notification should include, but not be limited to:</p> <ul style="list-style-type: none"> – date of the last day of regular instruction; – cancellation of any planned summer school; – notification of mandatory enrollment under state law; – date(s) of any planned school choice fair(s); – listing of the contact and enrollment information for charter, parochial, public and private schools in the area; – information on obtaining student records pursuant to the state Freedom of Information Law before the end of classes; and – contact information for parent/guardian assistance/questions. <p>Provide the authorizer with a copy of the letter.</p>	Charter School Board Chair and Charter School Administrator Lead	Within 10 days of the authorizing board’s vote to close the charter school	
20	<p>Staff/Faculty Closure Transition Letter Outline transition plans and timelines for staff, including but not limited to:</p> <ul style="list-style-type: none"> – commitment of school’s board to transitioning staff; – commitment to positive transition for children into new educational settings; – any transition to new employment assistance board anticipates providing (such as job fairs); – timelines for compensation and benefits; – timelines for outstanding professional development issues; – COBRA information; – pertinent licensure information; – faculty lead contact information; and – transition team member contact information. <p>Provide the authorizer copies the letter and any accompanying materials.</p>	Charter School Board Chair	Within 10 days of the authorizing board’s vote to close the charter school	
21	<p>Agency Notifications The school must satisfy statutory and regulatory obligation to ensure a smooth transition for students. Check requirements under state statute and regulation. Agency notifications may include:</p> <ul style="list-style-type: none"> – state charter school oversight department; – school finance; – grants management; – federal programs office; – state teacher retirement system; – non-instructional staff retirement system; – local school district superintendent(s); – state auditor/comptroller/budget office (depending on revenue flow); – assessment and testing; – data reporting (student information); – child nutrition; and – transportation. 	Authorizer Lead and Charter School Board Chair	Within 10 days of the authorizing board’s vote to close the charter school	

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
22	<p>Union Notification Pursuant to any Collective Bargaining Agreement If applicable, the school should contact legal counsel and work with them to notify any unions of termination of collective bargaining agreements (CBAs) and the pending cessation of instruction, pursuant to the notice requirements set forth in any existing CBA or notice requirements of applicable federal, state and local law. The school should:</p> <ul style="list-style-type: none"> – consult with legal counsel with respect to notice requirements for terminating the CBA and the legal implications with respect to termination of CBAs and the termination of employees connected to the CBAs; – provide a copy of the latest CBA to the authorizer; – provide a copy of the notice to the authorizer ; and, – keep the authorizer informed of the implications, penalties and damages in connection with any termination of a CBA and ongoing discussions and negotiations with the union in connection with termination. 	Charter School Board Chair	Within one week of the authorizing board's vote to close the charter school	
23	<p>Notification of Employees and Benefit Providers The school should establish an employee termination date and:</p> <ul style="list-style-type: none"> – notify all employees of termination of employment and/or contracts; – notify benefit providers of pending termination of all employees; – notify employees and providers of termination of all benefit programs; – terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e., COBRA), including: <ul style="list-style-type: none"> – health care/health insurance; – life insurance; – dental plans; – eyeglass plans; – cafeteria plans; – 401(k), retirement plans; and – pension plans. <p>Specific rules and regulations may apply to such programs, especially teachers' retirement plans, so legal counsel should be consulted.</p> <p>Provide the authorizer copies of all materials.</p>	Charter School Board Chair and Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	
24	<p>Notification of Management/Organization and Termination of Contract The school must:</p> <ul style="list-style-type: none"> – notify management company/organization of termination of education program by the school's board, providing the last day of classes and absence of summer; – provide notice of non-renewal in accordance with management contract; – request final invoice and accounting to include accounting of retained school funds and grant fund status; – provide notice that the management company/organization should remove any property lent to the school after the end of classes; and, – request a receipt of such property. <p>Provide a copy of this notification to the authorizer.</p>	Charter School Board Chair	Within three weeks of the authorizing board's vote to close the charter school	

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
25	<p>Notification of Contractors Agreement The school must formulate a list of all contractors with contracts in effect and:</p> <ul style="list-style-type: none"> – notify them regarding school closure and cessation of operations; – instruct contractors to make arrangements to remove any contractor property from the school by a date certain (copying machines, water coolers, other rented property); – retain records of past contracts as proof of full payment; and – maintain telephone, gas, electric, water, insurance, Directors and Officers liability insurance long enough to cover the time period required for all necessary closure procedures to be complete. <p>Provide the authorizer written notice of such notification.</p>	Charter School Finance Lead	Within three weeks of the authorizing board's vote to close the charter school	
26	<p>Notification to Creditors Solicit from each creditor a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of the debt and reconcile.</p> <p>Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.</p> <p>Provide the authorizer a written summary of this activity.</p>	Charter School Finance Lead	Within one month of the authorizing board's vote to close the charter school	
27	<p>Notification to Debtors Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p> <p>Provide the authorizer a written summary of this activity.</p>	Charter School Finance Lead	Within one month of the authorizing board's vote to close the charter school	

RECORDS

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
28	<p>Disposition of Records If school's board has a records retention policy, or if records retention in charters is governed by state law, follow the appropriate policy and/or law.</p> <p>In all cases, the school board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> – loans, bonds, mortgages and other financing; – contracts; – leases; – assets and asset sales; – grants (Records relating to federal grants must be kept in accordance with 34 CFR 8042.) – governance (minutes, by-laws, policies); – employees (background checks, personnel files); – accounting/audit, taxes and tax status; – employee benefit programs and benefits; and, – any items provided for in the closure action plan. <p>If school does not have a records retention policy, and no state law governs records retention in charter schools, or if the school's board abdicates responsibility for records, authorizers that seek to take possession of personnel, non-student and non-personnel records should consult legal counsel about liabilities.</p>	Charter School Board Chair	Within two months of the end of classes and ongoing	
29	<p>Final Report Cards and Student Records Notice The school must ensure that:</p> <ul style="list-style-type: none"> – all student records and report cards are complete and up to date; – parents/guardians are provided with copies of final report cards and notice of where student records will be sent (with specific contact information); and – parents/ guardians receive a reminder letter or post card reminding them of the opportunity to access student records under Freedom of Information law. <p>Provide the authorizer with a copy of the notice.</p>	Charter School Administrative and Faculty Lead	One week after end of classes	
30	<p>Transfer of Student Records As required by state statute, the school must transfer all student records to students' new school, state agency or other entity. Student records to include:</p> <ul style="list-style-type: none"> – grades and any evaluation; – all materials associated with Individual Education Plans; – immunization records; and – parent/guardian information. <p>The school must contact the relevant districts of residence for students and notify districts of how (and when) records — including special education records — will be transferred. In addition, the school must create a master list of all records to be transferred and state their destination(s).</p>	Charter School Administrative Lead, Charter School Faculty Lead, and Charter School Parent Organization Lead	Within one month after end of classes	

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
31	<p>Documenting Transfer of Records Written documentation of the transfer of records must accompany the transfer of all student materials. The written verification must include:</p> <ul style="list-style-type: none"> – the number of general education records transferred; – the number of special education records transferred; – the date of transfer; – the signature and printed name of the charter school representative releasing the records; and – the signature and printed name of the district (or other entity) recipient(s) of the records. <p>Provide copies of all materials documenting the transfer of student records to the authorizer.</p>	Charter School Board Chair and Charter School Administrative Lead	Within one month of the end of classes	
32	<p>Transfer of Testing Materials The school must determine state requirements regarding disposition of state assessment materials stored at the school and return as required.</p> <p>Provide authorizer with letter outlining transference of testing materials.</p>	Charter School Administrative Lead	One week after end of classes	

FINANCIAL

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
33	<p>U.S. Dept. of Education Filings File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. See 34 CFR 80.41.</p>	Charter School Financial Lead	One week after the end of classes	
34	<p>IRS Status If the school has 501(c)(3) status, it must take steps to maintain that status including, but not limited to, the following:</p> <ul style="list-style-type: none"> – notification to IRS regarding any address change of the School Corporation; and – filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <p>If the school corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and provide a copy to the authorizer.</p>	Charter School Board Chair and Charter School Financial Lead	Date to be determined depending on 501(c)(3) status	
35	<p>UCC Search If required under state statute, the school should perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security interests and to what assets security interests are attached.</p> <p>Provide a copy of the search to the authorizer.</p>	Financial Lead	Within 30 days of the authorizing board's vote to close the charter school	

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
36	<p>Audit The school must establish date for audit (by independent firm or state auditor as determined by statute) to perform final close out audit.</p> <p>Provide a copy of the final audit to the authorizer.</p>	Charter School Board Chair and Charter School Financial Lead	Within 120 days of the end of classes	
37	<p>Vendors The school must:</p> <ul style="list-style-type: none"> – create vendor list; and, – notify vendors of closure and cancel or non-renew agreements as appropriate. <p>Provide the authorizer with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	
38	<p>Inventory The school must:</p> <ul style="list-style-type: none"> – create a fixed asset list segregating state and federal dollars; – note source codes for funds and price for each purchase; and, – establish fair market value, initial and amortized for all fixed assets. <p>Provide the authorizer with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	
39	<p>Disposition of Property Check with state department of education regarding proper procedures for the disposition of property purchased with federal funds.</p>	Authorizer and Charter School Financial Lead	Within 45 days of the closure vote	
40	<p>Disposition of Inventory Establish a disposition plan (e.g., auction), and establish a payment process (e.g., cash, checks, credit cards) for any remaining items.</p> <p>Provide the authorizer with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	
41	<p>Property purchased with Public Charter School Program (PCSP) funds Establish under state or individual school agreement required disposition of property purchased with PCSP funds. Generally, property purchased with PCSP funds must first be offered to other charter schools within the same region in which the closing school is located, with requisite board resolutions consistent with the purpose of the PCSP. If no schools want the property, an auction must be held to dispose of the PCSP assets. The school must:</p> <ul style="list-style-type: none"> – ensure public notice of the auction is made widely; – price items at fair market value, as determined from inventory and fixed assets policy; and, – determine with state education department how to return funds if any remain. <p>Provide the authorizer board resolutions and minutes of any transfer of assets with a dollar value of zero (0) to another school.</p>	Charter School Financial Lead	Within 60 days of the last day of instruction	
42	<p>Disposition of real property (i.e., facilities) Determine state requirements for real property acquired from a public school district to determine right of first offer and other applicable requirements for disposition.</p>	Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	

	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
43	<p>Payment of Funds The school should work with the authorizer to prioritize payment strategy considering state and local requirements. Using available revenue and any funds from auction proceeds pay the following entities:</p> <ul style="list-style-type: none"> – retirement systems; – teachers and staff; – employment taxes and federal taxes; – audit preparation; – private creditors; – overpayments from state/district; and – other as identified by authorizer. <p>Provide the authorizer with a copy of all materials associated with this action.</p>	Authorizer and Charter School Financial Lead	Plan complete within 45 days the authorizing board's vote to close the charter school and ongoing activity until completed	
44	<p>Expenditure Reporting Ensure that Federal Expenditure Reports (FER) and the Annual Performance Report (APR) are completed.</p> <p>Provide the authorizer a copy of all materials.</p>	Charter School Financial Lead	Within 45 days of last day of instruction	
45	<p>Itemized Financials Review, prepare and make available:</p> <ul style="list-style-type: none"> – fiscal year-end financial statements; – cash analysis; – list of compiled bank statements for the year; – list of investments; – list of payables (and determinations of when a check used to pay the liability will clear bank); – list of all unused checks; – list of petty cash; – list of bank accounts; and – list of all payroll reports including taxes, retirement or adjustments on employee contracts. <p>Additionally, collect and void all unused checks as well as close accounts once transactions have cleared.</p>	Charter School Financial Lead	Within 30 days of the last day of instruction	
46	<p>Payroll Reports The school must generate a list of all payroll reports including taxes, retirement or adjustments on employee contracts.</p> <p>Provide the authorizer with copies of all materials.</p>	Charter School Financial Lead	Within 30 days of the last day of instruction	
47	<p>List of Creditors and Debtors Formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. The list should include:</p> <ul style="list-style-type: none"> – contractors to whom the school owes payment; – lenders; – mortgage holders; – bond holders; – equipment suppliers; – secured and unsecured creditors; – persons or organizations who owe the school fees or credits; – lessees or sub-lessees of the school; and – any person or organization holding property of the school. 	Charter School Financial Lead	Within three weeks of the authorizing board's vote to close the charter school	



	ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
	Provide a copy of the list to the authorizer with the amount owed to each creditor thereon and the amount owed by each debtor.			

ENDNOTES

- ¹ NACSA thanks the State University of New York's Charter Schools Institute and the Thomas B. Fordham Foundation for contributing to the development of this model Action Plan for Charter School Closure.
- ² Suggested completion timeframes are based on lessons shared from authorizers experienced with school closure. Authorizers consulting this document are encouraged to modify timeframes based on statute, regulation and local considerations.

APPENDIX II

Sample Resolution for Non-Renewal³

Be it RESOLVED:

that the **CHARTER AUTHORIZER BOARD**, in accordance with **CHARTER SCHOOL STATUTE AND/OR REGULATION, AND RENEWAL POLICY**, hereby declines to renew the public school charter granted to the following school effective **DATE**, based upon the information presented by the **CHIEF EXECUTIVE/STAFF** regarding the school's performance, and as recommended by the **CHIEF EXECUTIVE/ STAFF**:

NAME OF SCHOOL

Location: **CITY**

Number of students: **XXX**

Grade levels: **X THROUGH X**

Provided, that the non-renewal of the charter shall be conditional on the right of **NAME OF CHARTER SCHOOL** to request an **APPEAL** in accordance with **APPROPRIATE LAW AND/OR REGULATION**; provided further, that any such request for a hearing shall be in writing, addressed to the Board of Education, and must be received within **X** days of the school's receipt of the notice of the Board's action. If the Board does not receive a request for a hearing from the school within the **X** day period, the Board's conditional action on non-renewal of the charter shall become final at the end of the **X** day period.

Provided, further, that the **CHARTER AUTHORIZER BOARD** authorizes the **CHIEF EXECUTIVE/STAFF** to impose such conditions on the school and its board of trustees, in accordance with **CHARTER SCHOOL STATUTE/REGULATION AND CLOSURE POLICY/PROTOCOL**, as is determined are necessary to enable the school to complete the current school year and terminate its operations. In connection with determining and imposing such conditions on the school, the **CHIEF EXECUTVE/STAFF** shall confer with a transition committee that shall be established in consultation with parents of students at the **NAME OF CHATER SCHOOL** and community leaders.

ENDNOTES

³ This document was prepared with the assistance of resolutions for the closure of charter schools authorized by the Massachusetts Board of Elementary and Secondary Education and the State University of New York Board of Trustees.

APPENDIX III

Sample Resolution for Charter Revocation

Be it RESOLVED:

that the **CHARTER AUTHORIZER BOARD**, in accordance with **CHARTER SCHOOL STATUTE AND REGULATIONS**, hereby revoke the public school charter granted to **NAME OF SCHOOL** effective **DATE**, based upon the information presented by the **CHIEF EXECUTIVE/STAFF** regarding the school's performance.

Provided, that the revocation of the charter shall be conditional on the right of the board of trustees of **NAME OF SCHOOL** to request an administrative hearing in accordance with **CHARTER SCHOOL STATUTE AND REGULATIONS** provided further, that any such request for a hearing shall be in writing, addressed to the **CHARTER AUTHORIZER BOARD**, and must be received within **X** days of the school's receipt of the notice of the **CHARTER AUTHORIZER BOARD'S** action. If the **CHARTER AUTHORIZER BOARD** does not receive a request for a hearing from the school within the **X** day period, the **CHARTER AUTHORIZER BOARD'S** conditional action on revocation of the charter shall become final at the end of the **X** day period.

Provided, further, that the **CHARTER AUTHORIZER BOARD** authorizes the **CHIEF EXECUTIVE/STAFF** to impose such conditions on the school and its board of trustees, in accordance with **CHARTER SCHOOL STATUTE/REGULATION AND CLOSURE POLICY/PROTOCOL**, as is determined are necessary to enable the school to complete the current school year and terminate its operations. In connection with determining and imposing such conditions on the school, the **CHIEF EXECUTIVE/STAFF** shall confer with a transition committee that shall be established in consultation with parents of students at the **NAME OF CHATER SCHOOL** and community leaders.

APPENDIX IV

Frequently Asked Questions

- **NAME OF SCHOOL, main phone number (XXX) XXX-XXXX**
- **Transition team parent point person name, title, phone (XXX) XXX-XXXX**

Callback policy: all parent phone calls will be returned within 24 hours.

Q: Why is the school closing?

A: Two reasons:

- The school's charter contract required it to meet specific performance targets. The authorizing board found that the school was not able to do so.
- The board considered all the hard work that continues at the school and decided that, despite every effort, the school was not going to provide students with the kind of education required for them to succeed in the future.

Q: When is the school closing?

A: **NAME OF SCHOOL** will close on the last day of regular classes, **CLOSING DATE**.

Q: Will anything change for my child between now and CLOSING DATE?

A: No. Classes will continue as scheduled.

Q: How will I find a new school for my child for next year?

A: We are hosting three enrollment fairs. Representatives from area schools will be on site to answer questions, and they will have information about each school's education program, extracurricular activities offered, hours, enrollment information and more.

Student Enrollment/Information Fair #1

WHERE

WHEN

TIME

and

Student Enrollment/Information Fair #2

WHERE

WHEN

TIME

and

Student Enrollment/Information Fair #3

WHERE

WHEN

TIME

ATTENDEES:

The Neighborhood Charter Academy

Address

Phone

Website

The Best Charter Network

Address

Phone

Website

The College Prep Charter School

Address

Phone

Website

District Magnet School #1

Address

Phone

Website

District Neighborhood School

Address

Phone

Website

Who to contact with questions: ***[NAME OF SCHOOL, main office number (XXX) XXX-XXXX and transition team parent point person name and phone (XXX) XXX-XXXX]***

Who to contact with questions: **HOSTING ORGANIZATION NAME (XXX) XXX-XXXX**.

Additional information on private and public school options can be obtained from **XXXX WEBSITE**.

Q: How do I obtain a copy of my child's records?

A: Parents can request copies of student records from the **NAME OF SCHOOL** office at any time.

Q: Do I have to forward my child's record to his/her new school?

A: If a student enrolls in a new school, the **NAME OF SCHOOL** will automatically forward the student's record to the new school.

Q: What happens if I haven't chosen a new school for my child by CLOSING DATE??

A: Students who have not enrolled in a new school for the next school year by **CLOSING DATE**, will have their records sent to their school district of residence.

Q: Is the school financially solid?

A: Yes. All staff will be paid through the end of their teaching contracts (**DATE**).

Q: Why doesn't the school appeal the decision and continue in the next school year?

A: The school's board of trustees has gone through every step in the appeals process. A lot of information about what the school does well was shared. Despite that information, the authorizing board and all appellate bodies found the school did not meet the requirements of our charter contract and must close.

Q: Is anything being done to help the employees find new jobs?

A: Yes. **NAME OF SCHOOL** has organized a job fair for employees and has reached out to area schools that have teaching positions open for the next **SCHOOL YEAR**. **NAME OF SCHOOL** is also providing resume review assistance and references for employees.

Q: Who do I contact with additional questions?

A: **Transition team parent point person name and phone (XXX) XXX-XXXX. Transition team authorizer point person – name and title – and phone (XXX) XXX-XXXX.**

APPENDIX V

Sample News Release

For Immediate Release: **RELEASE DATE**

Contact: **NAME OF INFORMATION OFFICER, (XXX) XXX-XXXX**

Accountability Continues at AUTHORIZER NAME's DATE Meeting
Board Votes Not to Renew CHARTER SCHOOL NAME. CHARTER SCHOOL NAME to Close DATE.

YOUR CITY, STATE - During the **AUTHORIZER NAME's DATE** meeting, upon the recommendation of the Charter Schools Office and confirmation by the Renewal Committee, the Charter School Authorizing Board voted unanimously today to deny the application for charter renewal submitted by the **CHARTER SCHOOL NAME**. This decision means that the **CHARTER SCHOOL NAME** will close **DATE** at the end of the current school year.

The Charter Schools Office, the Authorizing Board's Renewal Committee, and the full **AUTHORIZER NAME** were unable to find the school had posted evidence of success necessary to earn renewal under the **AUTHORIZER NAME's** Policies & Procedures for Charter Renewal (available at www.charterschool-authorizingboard.xxx). Prior to the Board's "final and irrevocable" vote, the school was afforded all avenues of appeal available in statute and Board policy.

Based on the review of evidence gathered over the **XX** year term of the charter, during the renewal site visit, the school's application for charter renewal, and through appeals, the Board was not able to make the findings required under **YOUR STATE** Charter Statute. Statute requires the **AUTHORIZER NAME** make an explicit finding that the school was likely to improve student achievement and be operated in an educationally sound manner. Based upon the renewal report submitted by the Charter Schools Office, the **AUTHORIZER NAME** instead found that the educational program, leadership and governance at the school did not post sufficient academic results, or qualitative evidence to indicate the school would meet, or come close to meeting the Accountability Plan goals included in its charter contract. The school did operate in a fiscally, legally and regulatory sound manner.

Prior to the Board's vote to deny the school's renewal application, **CHARTER SCHOOL NAME** requested a hearing with the Charter Renewal Committee and was afforded such opportunity on **DATE**. The Charter Renewal Committee reviewed and considered the written appeal submissions offered by the school. In addition, parents, governing board members and staff representing the school were afforded the opportunity to speak directly to the Committee. Despite consideration of the information presented at the hearing, the Charter Renewal Committee voted on **DATE** to recommend the full **AUTHORIZER NAME** deny the school's application for renewal.

The Charter Schools Office recommendation to the **AUTHORIZER NAME**, the Board's policies and other pertinent information is available on line at **www.charterschoolauthorizingboard.xxx**.

The Charter Schools Office will hold an information meeting for **CHARTER SCHOOL NAME** parents on **DATE**. Charter School Office staff will provide parents information on other public school choice options available to students and explain the transition of student records and other pertinent information at that time. The Charter School Office's Parent Advocate, **FIRST & LAST NAME**, will be available to parents at the school beginning **DATE** and can be reached at **(XXX) XXX-XXXX**.

Charter schools are tuition-free public schools. In exchange for certain freedoms (the ability to develop their own curriculum, choose staff, set educational goals, offer a longer school day and school year, and establish their own standards for student behavior), charter schools must continually apply for, and demonstrate that they have earned the right to continue, the high privilege of educating the children of this state.

The **AUTHORIZER NAME** currently oversees **XX** public charter schools on **XX** campuses, serving more than **XXXX** students across the state. Seven new charter schools from the fall **DATE** application cycle are scheduled to open in fall **DATE**.

- ### -

ENDNOTES

⁴ NACSA developed this sample press release based on contributions from the District of Columbia Public Charter School Board, the Thomas B. Fordham Foundation, and the State University of New York's Charter Schools Institute.

APPENDIX VI

Sample Parent Letter

DATE

Dear **NAME**,

I want to thank you for entrusting your child's education to the staff and leadership of the **CHARTER SCHOOL NAME**, and for believing in the mission of our school: to prepare young people — through a values-based education, strong work ethic, and academic excellence — for success in high school, college, and ultimately the competitive workplace. On behalf of the board, leadership and staff of the school, it has been our honor to serve the students of the **CHARTER SCHOOL NAME** for the past **XX** years.

We have worked hard over the life of the charter to provide our students with the educational vision contained in our original charter application. To our great disappointment, the authorizing board that is charged by the state to oversee our school voted to close **CHARTER SCHOOL NAME** at its **DATE** meeting. The **AUTHORIZER NAME** determined the school was unable to meet its goals and has decided the last day of operation will be **DATE**.

The **CHARTER SCHOOL NAME** board is 100 percent committed to seeing this school year through successfully. We expect our students to continue having a very high level of education through the very last day of school. We, in partnership with our sponsor and the **MANAGEMENT COMPANY, IF ANY**, are also committed to helping the teaching staff complete the remainder of the school year successfully. We will be providing assistance to the teachers to help them find new positions for the next school year.

Our primary concerns are the children in this school and their families. Therefore, we will be hosting a series of parent meetings to assist students and parents with the transition to their new school next year. These meetings will be attended by representatives from area schools, and parents will have the opportunity to learn more about their educational options for the next school year. Enrollment information and materials will also be available. The meetings will be held at the following dates and times:

- o **DAY, DATE, TIME, LOCATION 1**
- o **DAY, DATE, TIME, LOCATION 2**
- o **DAY, DATE, TIME, LOCATION 3**

Please note that **NAME** is the point person for any questions that you might have, and she would be happy to meet with you to discuss the situation should you feel that would be beneficial.

I again thank you for your faith in the **CHARTER SCHOOL NAME**, its leadership, teachers and mission. As I told the staff, let's make the most of the next eight weeks that we have together, stay positive, and focus on giving our students all that we can to prepare them for academic success after this year.

Respectfully,

CHAIRPERSON'S NAME
Chairperson, **CHARTER SCHOOL NAME**

APPENDIX VII

Sample Staff Calendar

CHARTER SCHOOL NAME
Summary of Important Dates for Staff

DATE	EVENT
Tuesday, February 22nd	Student Enrollment Fair from 4 – 6 p.m.
Thursday, February 24th	Staff Meeting on Testing Procedures from 3:45 – 4:45 p.m.
Monday, February 28th	Interims Due to Administration
Tuesday, February 29th	Math Test Grades 3,5,6,7,8
Wednesday, March 1st	Social Studies Test Grades 5,8 Writing Test Grade 7
Monday, March 6th	Reading Test Grades 3,5,6,7,8
Friday, March 10th	11:30 a.m. Dismissal Student Enrollment Fair at school from 1:30 – 2:30 p.m.
Monday, March 13th	Guest Speaker (K-8) at 9 a.m.
Wednesday, March 15th	Spring Picture Day
Thursday, March 16th	8th Grade to tour Arise Academy
Friday, March 17th	11:30 a.m. Dismissal Professional Development Session to Prepare for End of Year Checkout and Retention Procedures
Tuesday, March 21th	Board Meeting @ 5:30 p.m.
April 5 – 9th	Spring Break
May 25th	Memorial Day – No School
Monday, June 2nd	K-8 Report Cards due to Administration
Thursday, June 5th	8th Grade Graduation 6:00 p.m.
Friday, June 6th	Last Day of School for Students
Monday, June 9th	Teacher Work Day
Tuesday, June 10th	Last Day for Staff

*Please note that the following important dates are yet to be determined:

1. Kindergarten Graduation and last day for Kindergarten Students.
2. End of Year Field Trips for all grades.
3. End of Year Celebration for Staff.

This summary sheet will be updated promptly once these dates have been set.

APPENDIX VIII

Sample Staff Letter

DATE

Dear **FIRST NAME**,

I want to thank you for your hard work and dedication this year on behalf of the children at the **CHARTER SCHOOL NAME**. Your professionalism is admirable and truly appreciated.

We have worked hard over the past four years to establish the school envisioned in our original charter application. Much of what we have accomplished is a credit to our teaching staff's dedication to the students we serve. As you know, the **AUTHORIZER NAME** voted on **DATE** to deny our application for charter renewal. As such, our school will continue to serve our students through **DATE**.

The **CHARTER SCHOOL NAME** board is 100-percent committed to seeing this school year through successfully. We expect our students to continue to receive a top-quality education through the very last day of school. We, in partnership with our sponsor and the **MANAGEMENT COMPANY, IF ANY**, are committed to helping the teaching staff complete the remainder of the school year successfully.

Please also note that the school is financially solvent, and all employees will continue to be paid through the end of the school year in accordance with their employment agreements.

To assist teachers with the transition to a new position, we will be hosting a job fair of select area charter schools this coming **DATE** from **TIME**. The meeting will take place at **CHARTER SCHOOL NAME**, and will provide the **CHARTER SCHOOL NAME** teaching staff the opportunity to meet with representatives from quality area charter schools that are seeking teachers for the next school year. Information on grade level and subject area openings, and as well as information on how to apply to each employer will be available at that meeting.

Please also be aware that our primary concerns are the children in this school and their families. Therefore, we will be hosting a series of parent meetings to assist students and parents with the transition to their new school next year. These meetings will be held at the school at the following dates and times, and all teaching staff is welcome to attend if you wish:

- o **DAY, DATE, TIME 1**
- o **DAY, DATE, TIME 2**
- o **DAY, DATE, TIME 3**
- o **DAY, DATE, TIME 4**

NAME will be the point person for all staff questions related to the closure, and **NAME** will be the point person for all parents and parent issues related to the closure. While the day-to-day operations of the school won't change between now and the end of the school year, **NAME** will forward a timeline to the staff within the next **XX** days that contains information related to important dates, and the winding up of operations following the last day of classes on **DATE**.

February 13, 2013

I again thank you for your commitment and dedication to the children and community that we serve. Let's make the most of the next eight weeks that we have together, stay positive and focus on giving our students all that we can to prepare them for academic success after this year.

Respectfully,

CHAIRPERSON'S NAME

Chairperson, ***CHARTER SCHOOL NAME***

APPENDIX IX

Additional Resources

Additional resources on charter school closure may be found by contacting the following charter school authorizers:

1. Arizona State Board for Charter Schools
www.asbcs.state.az.us/
2. California Department of Education
www.cde.ca.gov/sp/cs/lr/csclosure/rules.asp
3. Central Michigan University, The Center for Charter Schools
www.cmucso.org/
4. Chicago Public Schools, Renaissance 2010
www.ren2010.cps.k12.il.us/index.shtml
5. District of Columbia Public Charter School Board
www.dcpubliccharter.com/home/index.html
6. Jeffco Public Schools (Jefferson County, Colorado)
www.jeffcopublicschools.org/index.html
7. Los Angeles Unified School District
http://notebook.lausd.net/portal/page?_pageid=33,205129&_dad=ptl&_schema=PTL_EP
8. Massachusetts Board of Elementary and Secondary Education, Massachusetts Department of Elementary and Secondary Education's Charter School Office
www.doe.mas.edu/charter
9. Miami-Dade County Public Schools, Charter School Operations
<http://charterschools.dadeschools.net/>
10. Oakland Unified School District, Office of Charter Schools
www.ousdcharters.com/resources.html
11. Office of the Mayor, City of Indianapolis, Charter Schools
www.indy.gov/eGov/Mayor/Education/Charter/home.htm
12. State Board of Education, Public Schools of North Carolina, Office of Charter Schools
www.ncpublicschools.org/charterschools/
13. The State University of New York, Charter Schools Institute
www.newyorkcharters.org
14. Thomas B. Fordham Foundation
www.edexcellence.net/sponsorship/index.cfm
15. Volunteers of America of Minnesota, Charter Schools Network
www.voamncharters.org/

SUBJECT

Staff Update: Legislative Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-52
IDAPA 08.02.04
IDAPA 08.03.01

BACKGROUND

In September 2012, the PCSC approved proposed rules intended to update SBOE and PCSC administrative rules for consistency with legislative changes made during the 2012 legislative session.

Over the past year, representatives of various charter school stakeholder groups have met to discuss and develop proposed legislation to modify Idaho's charter school statute based on the National Alliance for Public Charter Schools' Model Law.

DISCUSSION

PCSC staff will update the PCSC on the status of policy discussions relevant to public charter schools and authorizers.

The proposed rules were recommended for adoption by the Senate Education Committee as well as a House Education Rules Subcommittee. The House Education Committee as a whole has not yet considered the rules.

Representatives of the Idaho Charter School Network, the Idaho Coalition of Charter School Families, the Public Charter School Commission, the State Department of Education, the Idaho School Boards Association, and the Idaho Association of School Administrators have worked on the draft legislation included with these materials. The drafts are in final stages of development before introduction to the legislature, so any additional PCSC input must be gathered at this time.

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.

February 14, 2013

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February 14, 2013

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-5202A, IDAHO CODE, TO DEFINE AN AUTHORIZED CHARTERING ENTITY; AMENDING CHAPTER 52, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-5203A, IDAHO CODE, TO PROVIDE A PROOCES FOR APPROVAL OF CERTAIN AUTHORIZED CHARTERING ENTITIES; AND AMENDING SECTION 33-5208, IDAHO CODE, TO PROVIDE FOR AUTHORIZER FEES.

Be It Enacted by the Legislature of the State of Idaho:

Section 1. That Section 33-5202A, Idaho Code, be, and the same is hereby amended to read as follows:

33-5202A. Definitions. As used in this chapter, unless the context requires otherwise:

(1) "Authorized chartering entity" means ~~either~~ any of the following:

(a) a local board of trustees of a school district in this state; ~~or~~

(b) the public charter school commission created pursuant to the provisions of this chapter;

(c) an Idaho public college, university or community college, or

(d) a private, Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities; or

(e) a nonsectarian charitable organization that is organized under section 501(c)(3) of the Internal Revenue Code, registered with the Idaho Secretary of State, and has been approved as an authorized chartering entity by the state department of education pursuant to Section 33-5203A, Idaho Code.

(2) "Charter" means the grant of authority approved by the authorized chartering entity to the board of directors of the public charter school.

(3) "Founder" means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits.

(4) "Petition" means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school.

(5) "Professional-technical regional public charter school" means a public charter secondary school authorized under this chapter to provide programs in professional-technical education which meet the standards and qualifications established by the division of professional-technical education. A professional-technical regional public charter school may be approved by an authorized chartering entity and, by the terms of its charter, shall operate in association with at least two (2) school districts. Notwithstanding the provisions of section [33-5205](#)(3)(j), Idaho Code, participating school districts need not be contiguous.

(6) "Public charter school" means a school that is authorized under this chapter to deliver public education in Idaho.

(7) "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state.

(8) "Virtual school" means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management.

Section 2. That Chapter 52, Title 33, Idaho Code, be amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-5203A, Idaho Code, and to read as follows:

33-5203A. APPROVAL OF AUTHORIZED CHARTERING ENTITIES. (1) Any nonsectarian charitable organization that is organized under section 501(c)(3) of the Internal Revenue Code and registered with the Idaho Secretary of State may apply to the state department of education for approval to become an authorized chartering entity. The department shall establish an application form and application deadline(s) for such approvals.

(2) The application for approval as an authorized chartering entity shall demonstrate the applicant's ability to implement the procedures and satisfy the criteria for authorizing a public charter school under Chapter 52, Title 33, Idaho Code. The application form shall include the following:

(a) how authorizing public charter schools is a way for the organization to carry out its mission;

(b) a description of the capacity of the organization to serve as an authorized chartering entity, including the personnel who will perform authorization and oversight duties, their qualifications, the amount of time they will be assigned to these responsibilities, and the financial resources allocated by the organization to this responsibility;

(c) a description of the application and review process the authorized chartering entity will use to make decisions regarding the authorization of public charter schools;

(d) a description of the type of contract it will execute with the public charter schools it authorizes, pursuant to Section 33-5205, Idaho Code, and the process for making decisions regarding the renewal or non-renewal of its authorized public charter schools;

(e) the process to be used for providing ongoing oversight of the public charter schools it authorizes, consistent with the contract;

(f) a description of the criteria and process the authorized chartering entity will use to grant revisions to a public charter school's petition, pursuant to Section 33-5206, Idaho Code; and

(g) an assurance that the organization is committed to serving as an authorized chartering entity for at least five (5) years.

(3) The department shall establish written criteria for approval of authorized chartering entities pursuant to this section, and shall approve or disapprove an application within sixty (60) days of receipt of the application. If the department disapproves the application, the department shall notify the applicant of the specific deficiencies in writing. The applicant shall have thirty (30) days to submit a revised application that addresses the identified deficiencies. Within twenty-one (21) days of the receipt of a revised application, the department shall render a final decision to approve or disapprove the application. A disapproved applicant under this section may resubmit an application during a future application period. The department, in establishing written criteria for approval, shall consider the applicant's:

(a) capacity and infrastructure;

(b) application criteria and process;

(c) ongoing oversight and evaluation processes; and

(d) renewal criteria and processes.

(4) If the governing board of an authorized chartering entity approved pursuant to this section votes to withdraw as an authorized chartering entity, the authorizer must notify all of its authorized public charter schools and the department in writing by July 15 of its intent to withdraw as an authorizer on June 30 in the next calendar year. In such instances, the department may approve the transfer of a public charter school to a new authorized chartering entity approved pursuant to this section, or to the public charter school commission, with the consent of the public charter school and the commission or the receiving authorized chartering entity.

(5) Authorized chartering entities approved pursuant to this section shall attend department-approved authorizer training.

(6) The department shall review the performance of authorized chartering entities approved pursuant to this section every five years, in a manner and form determined by the department, and may review such an entity's performance more frequently at the department's own initiative. The department, after completing the review, shall transmit a report with findings to the authorized chartering entity. If, consistent with this section, the department finds that an authorized chartering entity has not fulfilled the requirements of this section, the commissioner may subject the authorized chartering entity to corrective action, which may include terminating its contract with any public charter schools it authorized. The department shall notify the authorized chartering entity in writing of any findings that may subject the authorizer to corrective action. The authorized chartering entity may, within twenty-one (21) days of the receipt of such findings, request an informal hearing before the department takes corrective action. If the department terminates a contract between an authorized chartering entity and a public charter school under this subsection, the commissioner may assist the charter school in acquiring a new authorizer.

(7) The department may at any time take corrective action against an authorized chartering entity approved pursuant to this section, including terminating an authorized chartering entity's ability to approve new public charter schools. Such action may be taken for:

(a) failing to demonstrate the criteria under subsection (3) of this section, under which the department approved an authorized chartering entity;

(b) violating a term of the chartering contract between an authorized chartering entity and a public charter school it authorized;

(c) unsatisfactory performance as an approved authorized chartering entity;

(d) a consistent pattern of unsatisfactory performance by the public charter schools approved by the authorized chartering entity; or

(e) any good cause shown that provides the department a legally sufficient reason to take corrective action against an authorized chartering entity.

Section 3. That Section 33-5205, Idaho Code, be, and the same is hereby amended to read as follows:

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, unless it is a petition for approval by an authorized chartering entity permitted pursuant to subsections (1)(c), (1)(d) or (1)€ of Section 33-5202A, Idaho Code. Proof of elector qualifications shall be provided with the petition. A petition to establish a new public charter school may be submitted directly to an authorized chartering entity permitted pursuant to subsections (1)(c), (1)(d) or (1)€ of Section 33-5202A, Idaho Code; Provided, however, that no such individual authorized chartering entity shall approve more than one (1) new public charter school each year within the boundaries of a single school district. Except as provided in this subsection (1)(a), authorized chartering entities permitted pursuant to subsections (1)(c), (1)(d) or (1)€ of Section 33-5202A, Idaho Code, shall be governed by the same laws and rules in approving new public charter schools as the public charter school commission.

(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 seventy-five (75) 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. 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 seventy-five (75) days after receiving a petition, 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 seventy-five (75) days after receipt of the petition, which may be extended for an additional specified period of time if both parties agree to an extension. Such

agreement shall be established in writing and signed by representatives of both parties.

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 seventy-five (75) days after the date of the public hearing, provided however, that the date may be extended by an additional specified period of time if the petition fails to contain all of the information required in this section, or if both parties agree to the extension. Such agreement shall be established in writing and signed by representatives of both parties. 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) The primary attendance area of the charter school, which shall be composed of a compact and contiguous area. For the purposes of this section, if services are available to students throughout the state, the state of Idaho is considered a compact and contiguous area.

(k) 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; third, to students residing within the primary attendance area of the public charter school; and fourth, by an equitable selection process such as a 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 highest priority group for which they would otherwise be eligible. If capacity is insufficient to enroll all pupils who submit a timely application for subsequent school terms, 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; fourth, to students residing within the primary attendance area of the public charter school; and fifth, by an equitable selection process such as a 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 highest priority group for which they would otherwise be eligible.

(l) The manner in which annual audits of the financial and programmatic operations of the public charter school are to be conducted.

(m) 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.

(n) 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.

(o) The public school attendance alternative for students residing within the school district who choose not to attend the public charter school.

(p) 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.

(q) A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.

(r) 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.

(s) A plan for working with parents who have students who are dually enrolled pursuant to section 33-203, Idaho Code.

(t) The process by which the citizens in the primary attendance area shall be made aware of the enrollment opportunities of the public charter school.

(u) A proposal for transportation services including estimated first year costs.

(v) 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 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 (5) 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 and 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.

(5) 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.

Section 4. That Section 33-5208, Idaho Code, be, and the same is hereby amended to read as follows:

33-5208. Public charter school financial support. Except as provided in subsection (8) of this section, from the state educational support program the state department of education shall make the following apportionment to each public charter school for each fiscal year based on attendance figures submitted in a manner and time as required by the department of education:

(1) Per student support. Computation of support units for each public charter school shall be calculated as if it were a separate school according to the schedules in section 33-1002(4), Idaho Code, except that public charter schools with fewer than one hundred (100) secondary ADA shall use a divisor of twelve (12) and the minimum units shall not apply, and no public charter school shall receive an increase in support units that exceeds the support units it received in the prior year by more than thirty (30). Funding from the state educational support program shall be equal to the total distribution factor, plus the salary-based apportionment provided in chapter 10, title 33, Idaho Code. Provided however, any public charter school that is formed by the conversion of an existing traditional public school shall be assigned divisors, pursuant to section 33-1002, Idaho Code, that are no lower than the divisors of the school district in which the traditional public school is located, for each category of pupils listed.

(2) Special education. For each student enrolled in the public charter school who is entitled to special education services, the state and federal funds from the exceptional child education program for that student that would have been apportioned for that student to the school district in which the public charter school is located.

(3) Alternative school support. Public charter schools may qualify under the provisions of sections 33-1002 and 33-1002C, Idaho Code, provided the public charter school meets the necessary statutory requirements, and students qualify for attendance at an alternative school as provided by rule of the state board of education.

(4) Transportation support. Support shall be paid to the public charter school as provided in chapter 15, title 33, Idaho Code, and section 33-1006, Idaho Code. Each public charter school shall furnish the department with an enrollment count as of the first Friday in November, of public charter school students who are eligible for reimbursement of transportation costs under the provisions of this subsection and who reside more than one and one-half (1 1/2) miles from the school. The state department of education is authorized to include in the annual appropriation to the charter school sixty percent (60%) of the estimated transportation cost. The final appropriation payment in July shall reflect reimbursements of actual costs pursuant to section 33-1006, Idaho Code. To be eligible for state reimbursement under the provisions of section 33-1006, Idaho Code, the student to be transported must reside within the public charter school's primary attendance area, and must meet at least one (1) of the following two (2) criteria:

(a) The student resides within the school district in which the public charter school is physically located; or

(b) The student resides within fifteen (15) miles of the public charter school, by road.

The limitations placed by this subsection on the reimbursement of transportation costs for certain students shall not apply to public virtual schools.

(5) Payment schedule. The state department of education is authorized to make an advance payment of twenty-five percent (25%) of a public charter school's estimated annual apportionment for its first year of operation, and each year thereafter, provided the public charter school has an increase of student population in any given year of twenty (20) students or more, to assist the school with initial start-up costs or payroll obligations.

(a) For a public charter school to receive the advance payment, the school shall submit its anticipated fall membership for each grade level to the state department of education by June 1.

(b) Using the figures provided by the public charter school, the state department of education shall determine an estimated annual apportionment from which the amount of the advance payment shall be calculated. Advance payment shall be made to the school on or after July 1 but no later than July 31.

(c) All subsequent payments, taking into account the one-time advance payment made for the first year of operation, shall be made to the public charter school in the same manner as other traditional public schools in accordance with the provisions of section 33-1009, Idaho Code.

A public charter school shall comply with all applicable fiscal requirements of law, except that the following provisions shall not be applicable to public charter schools: that portion of section 33-1004, Idaho Code, relating to reduction of the administrative and instructional staff allowance when there is a discrepancy between the number allowed and the number actually employed; and section 33-1004E, Idaho Code, for calculation of district staff indices.

(6) Nothing in this chapter shall be construed to prohibit any private person or organization from providing funding or other financial assistance to the establishment or operation of a public charter school.

(7) Each public charter school shall pay an authorizer fee to its authorized chartering entity, to defray the cost of monitoring, evaluation and oversight; provided, however, that each public charter school's board of directors may direct up to ten percent (10%) of the calculated fee to pay membership fees to an organization or association that provides technical assistance, training and advocacy for Idaho public charter schools. Such fee shall be paid by February 15 of each fiscal year, and shall be the greater of:

(a) All state funds distributed to public schools on a support unit basis for the prior fiscal year, divided by the statewide number of public school students in average daily attendance in the first reporting period in the prior fiscal year; or

(b) The lesser of:

(i) The result of the calculation in subsection (7)(a) of this section, multiplied by four (4); or

(ii) One and a half percent (1.5%) of the result of the calculation in subsection (7)(a) of this section, multiplied by the public charter school's average daily attendance in the first reporting period in the current fiscal year.

(8) Nothing in this chapter shall prevent a public charter school from applying for federal grant moneys.

~~(89)~~ (a) Each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

(b) All federal educational funds shall be administered and distributed to public charter schools, including public virtual schools, that have been designated by the state board of education as a local education agency (LEA), as provided in section 33-5203(7), Idaho Code.

~~(910)~~ Nothing in this section prohibits separate face-to-face learning activities or services.

~~(101)~~ The provisions of section 33-1021, Idaho Code, shall apply to public charter schools provided for in this chapter.

CHAPTER 52.

PUBLIC CHARTER SCHOOLS

Section

- 33-5201. Short title.
- 33-5202. Legislative intent.
- 33-5202A. Definitions.
- 33-5203. Authorization - Limitations.
- 33-5204. Nonprofit corporation - Liability - Insurance.
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- 33-5205. Petition to establish public charter school.
- 33-5205A. Transfer of charter.
- 33-5206. Requirements and prohibitions upon approval of a public charter school.
- 33-5207. Charter appeal procedure.
- 33-5208. Public charter school financial support.
- 33-5209. Enforcement - Revocation - Appeal.
- 33-5210. Application of school law - Accountability - Exemption from state rules.
- 33-5211. Technical support and information.
- 33-5212. [Repealed.]
- 33-5213. Public charter school commission.
- 33-5214. [Reserved.]
- 33-5215. Professional-technical regional public charter school.
- 33-5216. Public postsecondary institutions - Public charter high schools. [Effective unless rejected by Proposition 3 - See Compiler's note.]
- 33-5216. Public postsecondary institutions - Public charter high schools. [Effective upon rejection of Proposition 3 - See Compiler's note.]

33-5201. Short title.

Statute text

This chapter shall be known and may be cited as the "Public Charter Schools Act of 1998."

33-5202. Legislative intent.

It is the intent of the legislature to provide opportunities for teachers, parents, students and community members to establish and maintain public charter schools which operate independently from the existing traditional school district structure but within the existing public school system as a method to accomplish any of the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- (3) Include the use of different and innovative teaching methods;
- (4) Utilize virtual distance learning and on-line learning;
- (5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

(6) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;

(7) Hold the schools established under this chapter accountable for meeting measurable student educational standards.

33-5202A. Definitions.

As used in this chapter, unless the context requires otherwise:

(1) "Authorized chartering entity" means either the local board of trustees of a school district in this state, or the public charter school commission pursuant to the provisions of this chapter.

(2) "Charter" means the grant of authority approved by the authorized chartering entity to the board of directors of the public charter school.

(3) "Founder" means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits.

(4) "Petition" means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school.

(5) "Professional-technical regional public charter school" means a public charter secondary school authorized under this chapter to provide programs in professional-technical education which meet the standards and qualifications established by the division of professional-technical education. A professional-technical regional public charter school may be approved by an authorized chartering entity and, by the terms of its charter, shall operate in association with at least two (2) school districts. Notwithstanding the provisions of section 33-5205(3)(j), Idaho Code, participating school districts need not be contiguous.

(6) "Public charter school" means a school that is authorized under this chapter to deliver public education in Idaho.

(7) "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state.

(8) "Virtual school" means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management.

(9) "Charter contract" means a fixed-term, renewable contract between a public charter school and an authorized chartering entity that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

33-5203. Authorization - Limitations.

(1) The creation of public charter schools is hereby authorized. Public charter schools shall be part of the state's program of public education.

(2) New public charter schools which may begin educational instruction in any one (1) school year shall be subject to the following:

(a) No whole school district may be converted to a charter district or any configuration which includes all schools as public charter schools; and

(b) A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition; and

(c) To begin operations, a newly chartered public school must be authorized by no later than January 1 of the previous school year.

(3) A public charter school may be formed either by creating a new public charter school, which charter may be approved by any authorized chartering entity, or by converting an existing traditional public school to a public charter school, which charter may only be approved by the board of trustees of the school district in which the existing public school is located.

(4) No charter shall be approved under this chapter:

(a) Which provides for the conversion of any existing private or parochial school to a public charter school.

(b) To a for-profit entity or any school which is operated by a for-profit entity, provided however, nothing herein shall prevent the board of directors of a public charter school from legally contracting with for-profit entities for the provision of products or services that aid in the operation of the school.

(c) By the board of trustees of a school district if the public charter school's physical location is outside the boundaries of the authorizing school district. The limitation provided in this subsection (4)(c) does not apply to a home-based public virtual school.

(5) A public virtual school charter may be approved by the public charter school commission. In addition, a charter may also be approved by the state board of education pursuant to section 33-5207(5)(b), Idaho Code.

(6) The state board of education shall adopt rules, subject to law, to establish a consistent application and review process for the approval and maintenance of all public charter schools.

~~(7) The state board of education shall be responsible to designate those public charter schools that will be identified~~ Each public charter school authorized by the public charter school commission is hereby designated as a local education agency (LEA) as such term is defined in 34 CFR 300.28; however, only public charter schools chartered authorized by the board of trustees of a school district may also be designated by the board of trustees as a local education agency (LEA), with the concurrence of the public charter school board of directors. Otherwise, the public charter school shall be included in that district's LEA.

33-5204. Nonprofit corporation - Liability - Insurance.

(1) A public charter school shall be organized and managed under the Idaho nonprofit corporation act. The board of directors of a public charter school shall be deemed public agents authorized by a public school district, the public charter school commission, or the state board of education to control the public charter school, but shall function independently of any school board of trustees in any school district in which the public charter school is located, or independently of the public charter school commission except as provided in the charter. For the purposes of section 59-1302(15), Idaho Code, a public charter school created pursuant to this chapter shall be deemed a governmental entity. Pursuant to the provisions of section 63-3622O, Idaho Code, sales to or

purchases by a public charter school are exempt from payment of the sales and use tax. A public charter school and the board of directors of a public charter school are subject to the provisions of:

- (a) Sections 18-1351 through 18-1362, Idaho Code, on bribery and corrupt influence, except as provided by section 33-5204A(2), Idaho Code;
- (b) Chapter 2, title 59, Idaho Code, on prohibitions against contracts with officers;
- (c) Chapter 7, title 59, Idaho Code, on ethics in government;
- (d) Chapter 23, title 67, Idaho Code, on open public meetings; and
- (e) Chapter 3, title 9, Idaho Code, on disclosure of public records

in the same manner that a traditional public school and the board of school trustees of a school district are subject to those provisions.

(2) A public charter school may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school districts and other public schools, including those provided by chapter 9, title 6, Idaho Code. The authorized chartering entity that approves a public school charter shall have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in the charter. A local public school district shall have no liability for the acts, omissions, debts or other obligations of a public charter school located in its district that has been approved by an authorized chartering entity other than the board of trustees of the local school district.

(3) Nothing in this chapter shall prevent the board of directors of a public charter school, operating as a nonprofit corporation, from borrowing money to finance the purchase or lease of school building facilities, equipment and furnishings of those school building facilities. Subject to the terms of a contractual agreement between the board and a lender, nothing herein shall prevent the board from using the facility, its equipment and furnishings, as collateral for the loan.

(4) Public charter schools shall secure insurance for liability and property loss.

(5) It shall be unlawful for:

(a) Any director to have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provided in this subsection (5). The board of directors of a public charter school may accept and award contracts involving the public charter school to businesses in which the director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set forth in section 18-1361 or 18-1361A, Idaho Code, are followed. The receiving, soliciting or acceptance of moneys of a public charter school for deposit in any bank or trust company, or the lending of moneys by any bank or trust company to any public charter school, shall not be deemed to be a contract pertaining to the maintenance or conduct of a public charter school and authorized chartering entity within the meaning of this section; nor shall the payment by any public charter school board of directors of compensation to any bank or trust company for services rendered in the transaction of any banking business with such public charter school board of directors be deemed the payment of any reward or compensation to any officer or director of any such bank or trust company within the meaning of this section.

(b) The board of directors of any public charter school to enter into or execute any contract with the spouse of any member of such board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse, except as provided in section 18-1361 or 18-1361A, Idaho Code.

(6) When any relative of any director or relative of the spouse of a director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

33-5204A. Applicability of professional codes and standards - Limitations upon authority.

(1) Every person who serves in a public charter school, either as an employee, contractor, or otherwise, in the capacity of teacher, supervisor, administrator, education specialist, school nurse or librarian, must comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct.

(2) Every employee of a public charter school and every member of the board of directors of a public charter school, whether compensated or noncompensated, shall comply with the standards of ethics or conduct applicable to public officials including, but not limited to, chapter 7, title 59, Idaho Code, except that section 59-704A, Idaho Code, which permits a noncompensated public official to have an interest in a contract made or entered into by the board of which he is a member under certain conditions, shall not apply to the board of directors of a public charter school. A member of the board of directors of a public charter school is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school.

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 seventy-five (75) 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. 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 seventy-five (75) days after receiving a petition, 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 seventy-five (75) days after receipt of the petition, which may be extended for an additional specified period of time if both parties agree to an extension. Such agreement shall be established in writing and signed by representatives of both parties.

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 seventy-five (75) days after the date of the public hearing, provided however, that the date may be extended by an additional specified period of time if the petition fails to contain all of the

information required in this section, or if both parties agree to the extension. Such agreement shall be established in writing and signed by representatives of both parties. 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) The primary attendance area of the charter school, which shall be composed of a compact and contiguous area. For the purposes of this section, if services are available to students throughout the state, the state of Idaho is considered a compact and contiguous area.

(k) 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; third, to students residing within the primary attendance area of the public charter school; and fourth, by an equitable selection process such as a 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 highest priority group for which they would otherwise be eligible. If capacity is insufficient to enroll all pupils who submit a timely application for subsequent school terms, 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; fourth, to students residing within the primary attendance area of the public charter school; and fifth, by an equitable selection process such as a 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 highest priority group for which they would otherwise be eligible.

(l) The manner in which annual audits of the financial and ~~programmatic~~ operations of the public charter school are to be conducted.

(m) 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.

(n) 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.

(o) The public school attendance alternative for students residing within the school district who choose not to attend the public charter school.

(p) 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.

(q) A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.

- (r) 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.
- (s) A plan for working with parents who have students who are dually enrolled pursuant to section 33-203, Idaho Code.
- (t) The process by which the citizens in the primary attendance area shall be made aware of the enrollment opportunities of the public charter school.
- (u) A proposal for transportation services including estimated first year costs.
- (v) 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 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 (5) 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 and 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.
- (5) 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.

Purposes and Limitations of Charter Petitions

- (1) The purposes of the charter petition are to present the proposed public charter school's academic and operational vision and plans, demonstrate the petitioner's capacities to execute the proposed vision and plans, and provide the authorized chartering entity a

clear basis for assessing the applicant's plans and capacities. An approved charter petition shall not serve as the school's charter contract.

Initial Charter Term

- (1) An initial charter shall be granted for a term of three operating years. The charter term shall commence on the public charter school's first day of operation.

Charter Contracts

- (1) Within seventy-five (75) days of approval of a charter application, the authorized chartering entity and the governing board of the approved public charter school shall execute a charter contract that clearly sets forth the academic and operational performance expectations and measures by which the public charter school will be judged and the administrative relationship between the authorized chartering entity and public charter school, including each party's rights and duties. The performance expectations and measures set forth in the charter contract shall include but need not be limited to applicable federal and state accountability requirements. The performance provisions may be refined or amended by mutual agreement after the public charter school is operating and has collected baseline achievement data for its enrolled students.
- (2) The charter contract shall be signed by the president of the authorized chartering entity's governing board and the president of the public charter school's governing body. Within fourteen (14) days of executing a charter contract, the authorized chartering entity shall submit to the State Board of Education written notification of the charter contract execution.
- (3) No public charter school may commence operations without a charter contract executed in accordance with this provision and approved in an open meeting of the authorized chartering entity's governing board.
- (4) All public charter schools approved prior to July 1, 2013, shall execute charter contracts with their authorizers no later than July 1, 2014. Such contracts shall ensure that each public charter school approved prior to July 1, 2014, is evaluated for renewal or non-renewal between March 1, 2016 and March 1, 2019.

33-5205A. Transfer of charter.

(1) A charter and charter contract for a public charter school approved by the board of trustees of a local school district may be transferred to, and placed under the chartering authority of, the public charter school commission if the board of trustees of such local school district, the public charter school commission, and the board of directors of the public charter school all agree to such transfer, including any revision to the charter and charter contract that may be required in connection with such transfer. A charter and charter contract for a public charter school approved by the public charter school commission may be transferred to, and placed under the chartering authority of, the board of trustees of the local school district in which the public charter school is located if the public charter school commission, the board of trustees of such local school district, and the board of directors of the public charter school all agree to such transfer, including any revisions to the charter and charter contract that may be required in connection with such transfer. A request to transfer a charter and charter contract may be initiated by the board of directors of a

public charter school or by the authorized chartering entity with chartering authority over the charter and charter contract of such public charter school.

(2) A public charter school, authorized by the public charter school commission, which has a primary attendance area located within more than one (1) school district, may transfer the physical location of its public charter school within its primary attendance area to locate the facilities within the boundaries of another school district within the primary attendance area if the public charter school commission, the board of trustees of each of the relevant school districts and the board of directors of the public charter school all approve of such transfer of facilities location, and if the public charter school commission approves any revisions to the charter that may be required in connection with such transfer.

(3) If all parties fail to reach agreement in regard to the request to transfer a charter and charter contract, as required herein, then the matter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code. A transferred charter school shall not be considered a new public charter school ~~and shall not be subject to the limitations of section 33-5203(2), Idaho Code.~~

33-5206. Requirements and prohibitions upon approval of a public charter school.

(1) In addition to any other requirements imposed in this chapter, a public charter school shall be nonsectarian in its programs, affiliations, admission policies, employment practices, and all other operations, shall not charge tuition, levy taxes or issue bonds, and shall not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state or local law. Admission to a public charter school shall not be determined according to the place of residence of the student, or of the student's parent or guardian within the district, except that a new or conversion public charter school established under the provisions of this chapter shall adopt and maintain a policy giving admission preference to students who reside within the primary attendance area of that public charter school.

(2) No board of trustees shall require any employee of the school district to be involuntarily assigned to work in a public charter school.

(3) Certified teachers in a public charter school shall be considered public school teachers. Educational experience shall accrue for service in a public charter school and such experience shall be counted by any school district for any teacher who has been employed in a public charter school.

(4) Employment of charter school teachers and administrators shall be on written contract in form as approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder.

(5) No board of trustees shall require any student enrolled in the school district to attend a public charter school.

~~(6) Upon approval of the petition by the authorized chartering entity, the petitioner shall provide written notice of that approval, including a copy of the approved petition, to the state board of education. For the purpose of implementing the provisions of section 33-5203(2), Idaho Code, the state board of education shall assign a number to each petition it receives. Petitions shall be numbered based on the chronological order in which notice of the approved petition is received by the state board of education. Authorized chartering entities may establish reasonable pre-opening~~

requirements or conditions to monitor the start-up progress of newly approved public charter schools and ensure that they are prepared to open smoothly on the date agreed, and to ensure that each school meets all building, health, safety, insurance, and other legal requirements for school opening.

(7) Each public charter school shall annually submit ~~a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations as required in section 33-5205(3)(l), Idaho Code, a report on student progress based on the public charter school's measurable student educational standards identified in section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report.~~

(8) A public charter school or the authorized chartering entity may enter into negotiations to revise ~~its a charter or charter contract~~ at any time. ~~A~~ If a public charter school may petition to revise its charter or charter contract, at any time. ~~T~~ the authorized chartering entity's review of the revised petition shall be limited in scope solely to the proposed revisions. In those instances where a non-virtual public charter school submits a proposed charter revision to the public charter school commission and such revision includes a proposal to increase such public charter school's approved student enrollment cap by ten percent (10%) or more, the commission shall hold a public hearing on such petition. The public charter school commission shall provide the board of the local school district in which the public charter school is physically located, notice in writing of such hearing, no later than thirty (30) days prior to the hearing. The public hearing shall include any oral or written comments that an authorized representative of the school district in which the public charter school is physically located may provide regarding the impact of the proposed charter revision upon the school district. Such public hearing shall also include any oral or written comments that any petitioner may provide regarding the impact of the proposed charter revision upon such school district.

(9) When a charter is non-renewed pursuant to Section 33-5209B, Idaho Code, revoked pursuant to section 33-5209C, Idaho Code, or the board of directors of the public charter school terminates the charter, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law.

33-5207. Charter appeal procedure.

(1) If a local school board of trustees, acting in its capacity as an authorized chartering entity, approves a petition for the conversion of an existing traditional public school within the school district over the objection of thirty (30) or more persons or employees of the district, or if an authorized chartering entity denies a petition for the establishment of a new public charter school for any reason including, but not limited to, failure by the petitioner to follow procedures or for failure to provide required information, then such decisions may be appealed to the state superintendent of public instruction within thirty (30) days of the date of the written decision, at the request of persons opposing the conversion of an existing traditional public school, or at the request of the petitioner whose request for a new charter was denied.

(2) The state superintendent of public instruction shall select a hearing officer to review the action of the authorized chartering entity, pursuant to section 67-5242, Idaho Code. The hearing officer shall, within thirty (30) days of receipt of the request, review the full record regarding the charter petition and convene a public hearing regarding the charter petition. Within

ten (10) days of the public hearing, the hearing officer shall submit a written recommendation to the authorized chartering entity and to the persons requesting the review. The recommendation by the hearing officer either to affirm or reverse the decision of the authorized chartering entity shall be based upon the full record regarding the charter petition, including the standards and criteria contained in this chapter and upon any public charter school rules adopted by the state board of education. The recommendation shall be in writing and accompanied by a reasoned statement that explains the criteria and standards considered relevant, states the relevant contested facts relied upon, and explains the rationale for the recommendations based on the applicable statutory provisions and factual information contained in the record.

(3) Within thirty (30) days following receipt of the hearing officer's written recommendation, the authorized chartering entity shall hold a meeting open to the public for the purpose of reviewing the hearing officer's written recommendation. Within ten (10) days of such meeting, the authorized chartering entity shall either affirm or reverse its initial decision. The authorized chartering entity's decision shall be in writing and contain findings which explain the reasons for its decision.

(4) If, upon reconsideration of a decision to approve the conversion of a traditional public school to a public charter school, the local school board:

(a) Affirms its initial decision to authorize such conversion, the charter shall be approved and there shall be no further appeal.

(b) Reverses its initial decision and denies the conversion, that decision is final and there shall be no further appeal.

(5) If, upon reconsideration of a decision to deny a petition for a public charter school, the authorized chartering entity:

(a) Reverses its initial decision and approves the public charter school petition, there shall be no further appeal.

(b) Affirms its initial decision denying the public charter school petition, the board of directors of the nonprofit corporation identified in the petition may appeal to the state board of education. The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve or deny the petition for the public charter school, provided that the state board of education shall only approve the petition if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition; (ii) ~~remand the matter back to the authorized chartering entity, which shall have authority to further review and act on such matter as directed by the state board of education; or, (iii) in the case of a denial by the board of a local school district, redirect the matter to another authorized chartering entity~~ the public charter school commission for further review ~~as directed by the state board of education~~. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

(6) A public charter school for which a charter is approved by the state board of education shall qualify fully as a public charter school for all funding and other purposes of this chapter. The public charter school commission shall assume the role of the authorized chartering entity for any charter approved by the state board of education as provided in subsection (5) (b) of this section. Employees of a public charter school approved by the state board of education shall not be

considered employees of the local school district in which the public charter school is located, nor of the state board of education, nor of the commission.

(7) The decision of the state board of education shall be subject to review pursuant to chapter 52, title 67, Idaho Code. Nothing in this section shall prevent a petitioner from bringing a new petition for a public charter school at a later time.

(8) There shall be no appeal of a decision by a local school board of trustees which denies the conversion of an existing traditional public school within that district to a public charter school, or by an authorized chartering entity which approves a petition for a public charter school.

33-5208. Public charter school financial support.

Except as provided in subsection (8) of this section, from the state educational support program the state department of education shall make the following apportionment to each public charter school for each fiscal year based on attendance figures submitted in a manner and time as required by the department of education:

(1) Per student support. Computation of support units for each public charter school shall be calculated as if it were a separate school according to the schedules in section 33-1002(4), Idaho Code, except that public charter schools with fewer than one hundred (100) secondary ADA shall use a divisor of twelve (12) and the minimum units shall not apply, and no public charter school shall receive an increase in support units that exceeds the support units it received in the prior year by more than thirty (30). Funding from the state educational support program shall be equal to the total distribution factor, plus the salary-based apportionment provided in chapter 10, title 33, Idaho Code. Provided however, any public charter school that is formed by the conversion of an existing traditional public school shall be assigned divisors, pursuant to section 33-1002, Idaho Code, that are no lower than the divisors of the school district in which the traditional public school is located, for each category of pupils listed.

(2) Special education. For each student enrolled in the public charter school who is entitled to special education services, the state and federal funds from the exceptional child education program for that student that would have been apportioned for that student to the school district in which the public charter school is located.

(3) Alternative school support. Public charter schools may qualify under the provisions of sections 33-1002 and 33-1002C, Idaho Code, provided the public charter school meets the necessary statutory requirements, and students qualify for attendance at an alternative school as provided by rule of the state board of education.

(4) Transportation support. Support shall be paid to the public charter school as provided in chapter 15, title 33, Idaho Code, and section 33-1006, Idaho Code. Each public charter school shall furnish the department with an enrollment count as of the first Friday in November, of public charter school students who are eligible for reimbursement of transportation costs under the provisions of this subsection and who reside more than one and one-half (1 1/2) miles from the school. The state department of education is authorized to include in the annual appropriation to the charter school sixty percent (60%) of the estimated transportation cost. The final appropriation payment in July shall reflect reimbursements of actual costs pursuant to section 33-1006, Idaho Code. To be eligible for state reimbursement under the provisions of section 33-1006, Idaho Code, the student to be transported must reside within the public charter school's primary attendance area, and must meet at least one (1) of the following two (2) criteria:

(a) The student resides within the school district in which the public charter school is physically located; or

(b) The student resides within fifteen (15) miles of the public charter school, by road.

The limitations placed by this subsection on the reimbursement of transportation costs for certain students shall not apply to public virtual schools.

(5) Payment schedule. The state department of education is authorized to make an advance payment of twenty-five percent (25%) of a public charter school's estimated annual apportionment for its first year of operation, and each year thereafter, provided the public charter school has an increase of student population in any given year of twenty (20) students or more, to assist the school with initial start-up costs or payroll obligations.

(a) For a public charter school to receive the advance payment, the school shall submit its anticipated fall membership for each grade level to the state department of education by June 1.

(b) Using the figures provided by the public charter school, the state department of education shall determine an estimated annual apportionment from which the amount of the advance payment shall be calculated. Advance payment shall be made to the school on or after July 1 but no later than July 31.

(c) All subsequent payments, taking into account the one-time advance payment made for the first year of operation, shall be made to the public charter school in the same manner as other traditional public schools in accordance with the provisions of section 33-1009, Idaho Code.

A public charter school shall comply with all applicable fiscal requirements of law, except that the following provisions shall not be applicable to public charter schools: that portion of section 33-1004, Idaho Code, relating to reduction of the administrative and instructional staff allowance when there is a discrepancy between the number allowed and the number actually employed; and section 33-1004E, Idaho Code, for calculation of district staff indices.

(6) Nothing in this chapter shall be construed to prohibit any private person or organization from providing funding or other financial assistance to the establishment or operation of a public charter school.

(7) Nothing in this chapter shall prevent a public charter school from applying for federal grant moneys.

(8) (a) Each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

(b) All federal educational funds shall be administered and distributed to public charter schools, including public virtual schools, that have been designated by the state board of education as a local education agency (LEA), as provided in section 33-5203(7), Idaho Code.

(9) Nothing in this section prohibits separate face-to-face learning activities or services.

(10) The provisions of section 33-1021, Idaho Code, shall apply to public charter schools provided for in this chapter.

[New Section 33-5209A] Accountability

(1) Performance Framework

- (a) The performance provisions within the charter contract shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures and metrics that will guide the authorized chartering entity's evaluations of each public charter school. The performance framework shall include indicators, measures, and metrics for, at a minimum:
 - (i) Student academic proficiency;
 - (ii) Student academic growth;
 - (iii) College and career readiness (for high schools); and
 - (iv) Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.
- (b) Measurable performance targets shall be set by each public charter school in conjunction with its authorized chartering entity, and shall, at a minimum, require that each school meet applicable federal, state and authorized chartering entity goals for student achievement.
- (c) The performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by a public charter school to augment external evaluations of its performance, provided that the authorized chartering entity approves the quality and rigor of such school-proposed indicators, and that they are consistent with the purposes of this chapter.
- (d) For each public charter school it oversees the authorized chartering entity shall be responsible for analyzing and reporting all data from state assessments in accordance with the performance framework.

[New Section 33-5209B] Renewals

- (1) A charter may be renewed for successive five-year terms of duration. An authorized chartering entity may grant renewal with specific, written conditions for necessary improvements to a public charter school. Any such specific, written conditions shall state the date by which the conditions must be met.
- (2) Following the initial, three-year term, an authorized chartering entity may non-renew or grant renewal for an additional two years or for an additional five years, based on the performance of the public charter school on the performance indicators, measures, and metrics contained in the charter contract. Subsequent renewals shall be for a term of five (5) years.
- (3) No later than November 15, the authorized chartering entity shall issue a public charter school performance report and charter renewal application guidance to any public charter school whose charter will expire the following year. The performance report shall summarize the public charter school's performance record to date, based on the data required by this chapter and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the authorized chartering entity concerning the public charter school that may jeopardize its position in seeking renewal if not timely rectified. The public charter school shall have 30 days to respond to the performance report and submit any corrections or clarifications for the report.
- (4) The renewal application guidance shall, at a minimum, provide an opportunity for the public charter school to:

- (a) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal; and
- (b) Describe improvements undertaken or planned for the school.
- (2) The renewal application guidance shall include or refer explicitly to the criteria that will guide the authorized chartering entity's renewal decisions, which shall be based on independent fiscal audits and the performance framework set forth in the charter contract.
- (3) No later than December 15, the governing board of a public charter school seeking renewal shall submit a renewal application to the authorized chartering entity pursuant to the renewal application guidance issued by the authorized chartering entity. The authorized chartering entity shall vote on the renewal application no later than March 15.
- (4) In making charter renewal decisions, every authorized chartering entity shall:
 - (a) Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance framework set forth in the charter contract;
 - (b) Ensure that data used in making renewal decisions are available to the school and the public; and
 - (c) Provide a public report summarizing the evidence basis for each decision.
- (5) An authorized chartering entity must develop revocation and non-renewal processes that :
 - (a) Provide the charter holders with a timely notification of the prospect of revocation or non-renewal and of the reasons for such possible closure, which shall be limited to failure to meet the terms of the charter contract;
 - (b) Allow the charter holders a reasonable amount of time in which to prepare a response;
 - (c) Provide the charter holders with an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuation of the school at an orderly proceeding held for that purpose;
 - (d) Allow the charter holders to be represented by counsel and to call witnesses on their behalf;
 - (e) Permit the recording of such proceedings; and
 - (f) After a reasonable period for deliberation, require a final determination to be made and conveyed in writing to the charter holders.
- (6) An authorized chartering entity shall renew any charter in which the public charter school met all of the terms of its charter contract at the time of renewal. An authorized chartering entity may renew or non-renew any charter in which the public charter school failed to meet one or more of the terms of its charter contract.

33-5209. Enforcement - Revocation – Appeal [repeal 33-5209 and re-enact as Section 33-5209C].

- (1) An authorized chartering entity shall ~~ensure that all public charter schools for which it approved petitions, or for which it has responsibility, operate in accordance with the approved charter.~~ continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support

ongoing evaluation according to the charter contract. Every authorized chartering entity shall have the authority to conduct or require oversight activities that enable the authorized chartering entity to fulfill its responsibilities under this chapter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to public charter schools.

(2) Each authorized chartering entity shall annually publish and make available to the public a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the charter contract and section *** of this chapter. The authorized chartering entity may require each public charter school it oversees to submit an annual report to assist the authorized chartering entity in gathering complete information about each school, consistent with the performance framework. Each public charter school shall publish its annual performance report on the school's website.

~~(2) If the authorized chartering entity 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;—~~

~~(b) Failed to substantially any of the student educational standards identified in the approved charter;—~~

~~(c) Failed to meet generally accepted accounting standards of fiscal management;~~

~~(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;—~~

~~(e) Failed to submit required reports to the authorized chartering entity governing the charter; or—~~

~~(f) Violated any provision of law.—~~

(3) If an authorized chartering entity has reason to believe that a public charter school cannot remain fiscally sound for the remainder of its contract term, it shall provide the State Department of Education with written notification of such concern. Upon receiving such notification, the State Department of Education shall have the authority to modify the percentage of the total appropriation to be paid to the public charter school pursuant to Section 33-1009(1), Idaho Code, such that equal percentages are paid on each of the prescribed dates.

(4) If an authorized chartering entity has reason to believe that a public charter school has violated any provision of law, it shall notify the public charter school and the entity responsible for administering said law of the possible violation.

(5) If an authorized chartering entity revokes or does not renew a charter, the authorized chartering entity shall clearly state, in a resolution of its governing board, the reasons for the revocation or non-renewal.

(6) Within 14 days of taking action to renew, not renew, or revoke a charter, the authorized chartering entity shall report to the State Board of Education the action taken, and shall provide a copy of the report to the public charter school at the same time that the report is submitted to the State Board of Education. The report shall include a copy of the authorized chartering entity's resolution setting forth the action taken and reasons for the decision and assurances as to compliance with all of the requirements set forth in this chapter.

~~(37)~~ A charter may be revoked by the authorized chartering entity if the public charter school has failed to meet any of the specific, written conditions for necessary improvements established pursuant to Section 33-5209B(1), Idaho Code, by the dates specified ~~cure a defect after receiving reasonable notice and having had a reasonable opportunity to cure the defect.~~ Revocation may not occur until the public charter school has been afforded a public hearing ~~and a reasonable opportunity to cure the defect,~~ unless the authorized chartering entity ~~reasonably~~ determines that the continued operation of the public charter school presents an imminent public safety issue, in which case the charter may be revoked immediately. Public hearings shall be conducted by the governing authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with section 67-5242, Idaho Code. Reasonable notice and opportunity to reply shall include, at a minimum, written notice setting out the basis for consideration of revocation, a period of not less than thirty (30) days within which the public charter school can reply in writing, and a public hearing within thirty (30) days of the receipt of the written reply.

(48) A decision to ~~revoke or non-renew~~ a charter or to deny a revision of a charter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code. In the event the state board of education reverses a decision of revocation ~~or non-renewal,~~ the public charter school subject to such action shall then be placed under the chartering authority of the commission.

[New Section 33-5212] School Closure and Dissolution

- (1) Prior to any public charter school closure decision, an authorized chartering entity shall have developed a public charter school closure protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property, and assets in accordance with the requirements of this chapter. The protocol shall specify tasks, timelines, and responsible parties, including delineating the respective duties of the school and the authorized chartering entity. In the event of a public charter school closure for any reason, the authorized chartering entity shall oversee and work with the closing school to ensure a smooth and orderly closure and transition for students and parents, as guided by the closure protocol. ~~The closing school's board of directors shall be responsible for executing the school's closure.~~
- (2) In the event of a public charter school closure for any reason, the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by the public charter school commission, remaining assets shall be distributed to the public

school income fund. Assets purchased using federal funds will be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

33-5210. Application of school law - Accountability - Exemption from state rules.

(1) All public charter schools are under the general supervision of the state board of education.

(2) Every authorized chartering entity that approves a charter shall be responsible for ensuring that each public charter school program approved by that authorized chartering entity meets the terms of the charter, complies with the general education laws of the state unless specifically directed otherwise in this chapter 52, title 33, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in section 33-1612, Idaho Code.

(3) Each charter school shall comply with the financial reporting requirements of section 33-701, subsections 5. through 10., Idaho Code, in the same manner as those requirements are imposed upon school districts.

(4) Each public charter school is otherwise exempt from rules governing school districts which have been promulgated by the state board of education, with the exception of state rules relating to:

(a) Waiver of teacher certification as necessitated by the provisions of section 33-5205(3)(g), Idaho Code;

(b) Accreditation of the school as necessitated by the provisions of section 33-5205(3)(e), Idaho Code;

(c) Qualifications of a student for attendance at an alternative school as necessitated by the provisions of section 33-5208(3), Idaho Code;

(d) The requirement that all employees of the school undergo a criminal history check as required by section 33-130, Idaho Code; and

(e) All rules which specifically pertain to public charter schools promulgated by the state board of education. Public charter schools authorized by the public charter school commission are also subject to rules promulgated by the public charter school commission.

33-5211. Technical support and information.

(1) The state department of education shall provide technical assistance to persons or groups preparing or revising charter petitions and to existing public charter schools in the same manner as such assistance is provided to traditional public schools and school districts.

(2) Upon request, the state department of education shall provide the following information concerning a public charter school whose petition has been approved:

(a) The public charter school's ~~petition~~ charter and charter contract.

(b) The annual audit performed at the public charter school pursuant to the public charter school petition.

(c) Any written report by the state board of education to the legislature reviewing the educational effectiveness of public charter schools.

(3) 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.

(4) Prior to submission of a petition for a new or conversion public charter school to an authorized chartering entity, the state department of education must conduct a sufficiency review of the petition and provide to the petitioners, in writing, the findings of such review.

33-5212. Review. [Repealed].

33-5213. Public charter school commission.

(1) There is hereby created an independent public charter school commission, referred to hereinafter as the commission, to be located in the office of the state board of education, pursuant to section 33-105, Idaho Code. It shall be the responsibility and duty of the executive director of the state board of education acting at the direction of the commission to administer and enforce the provisions of this chapter, and the director or his designee shall serve as secretary to the commission.

(2) The public charter school commission shall adopt rules, subject to law, regarding the governance and administration of the commission.

(3) The commission shall be composed of seven (7) members:

(a) Three (3) members shall be current or former members of boards of directors of Idaho public charter schools and shall be appointed by the governor, subject to the advice and consent of the senate; provided however, that no current board member of a public charter school authorized by the commission shall be eligible for appointment;

(b) Three (3) members shall be current or former trustees of an Idaho school district and shall be appointed by the governor, subject to the advice and consent of the senate; and

(c) One (1) member shall be a member of the public at large not directly associated with the Idaho public education system and shall be appointed by the governor, subject to the advice and consent of the senate.

The term of office for commission members shall be four (4) years. In making such appointments, the governor shall consider regional balance. Members of the commission shall hold office until the expiration of the term to which the member was appointed and until a successor has been duly appointed, unless sooner removed for cause by the appointing authority. Whenever a vacancy occurs, the appointing authority shall appoint a qualified person to fill the vacancy for the unexpired portion of the term.

(4) All members of the commission shall be citizens of the United States and residents of the state of Idaho for not less than two (2) years.

(5) The members of the commission shall, at their first regular meeting following the effective date of this act, and every two (2) years thereafter, elect, by a majority vote of the members of the commission, a chairman and a vice-chairman. The chairman shall preside at meetings of the commission, and the vice-chairman shall preside at such meetings in the absence of the chairman. A majority of the members of the commission shall constitute a quorum. The commission shall meet at such times and places as determined to be necessary and convenient, or at the call of the chair.

(6) Each member of the commission not otherwise compensated by public moneys shall be compensated as provided in section 59-509(h), Idaho Code.

33-5214. [Reserved].

33-5215. Professional-technical regional public charter school.

(1) A professional-technical regional public charter school is hereby declared to be a public charter school and as such, the provisions of chapter 52, title 33, Idaho Code, shall apply to each professional-technical regional public charter school in the same manner and to the same extent as the provisions of charter school law apply to other public charter schools, with the exception of certain conditions and applications as specifically provided in this section.

(2) In addition to the approval provisions of this chapter, approval of a professional-technical regional public charter school by an authorized chartering entity shall not be final until the petition has also been reviewed by the division of professional-technical education.

(3) Funding for a professional-technical regional public charter school shall be the same as provided in section 33-5208, Idaho Code, except that:

(a) The salary-based apportionment for a professional-technical regional public charter school shall be the statewide average index for public charter schools. Such salary-based apportionment may be used for payment of contracted services or for direct hire of staff;

(b) The board of directors may contract for the services of certificated and noncertificated personnel, to procure the use of facilities and equipment, and to purchase materials and equipment, which in the judgment of the board of directors is necessary or desirable for the conduct of the business of the professional-technical regional public charter school; and

(c) Transportation support shall be paid to the professional-technical regional public charter school in accordance with the provisions of chapter 15, title 33, Idaho Code.

(4) A professional-technical regional public charter school shall provide assurances in state attendance reports that it has verified attendance reports, which generate ADA with its participating school districts, to make certain that the districts and the charter school do not duplicate enrollment or ADA claims.

33-5216. Public postsecondary institutions - Public charter high schools. [Effective unless rejected by Proposition 3 - See Compiler's note.].

(1) Any public postsecondary institution located in this state is hereby authorized to operate a public charter high school in Idaho. The provisions of chapter 52, title 33, Idaho Code, shall apply to each such public charter high school in the same manner and to the same extent as the provisions of charter school law apply to other public charter schools, with the exception of certain conditions and applications as specifically provided in this section.

(2) With the consent of the state board of education, a public postsecondary institution may petition to establish a public charter high school to the public charter school commission or to the local board of trustees.

(3) The president or chief executive officer of such postsecondary institution, or his designee(s), shall serve as the board of trustees of any public charter high school opened for educational instruction pursuant to this section.

(4) For the purposes of this section, the term "high school" means a school serving any grades from ninth grade or higher.

33-5216. Public postsecondary institutions - Public charter high schools. [Effective upon rejection of Proposition 3 - See Compiler's note.]

Null and void.

33-1009. Payments from the public school income fund.

1. a. Payments of the state general account appropriation for public school support shall be made each year by the state board of education to the public school districts of the state in five (5) payments. Payments to the districts shall be made not later than the fifteenth day of August, the first day of October, the fifteenth day of November, the fifteenth day of February, and the fifteenth day of May each year. The first two (2) payments by the state board of education shall be approximately thirty percent (30%) of the total general account appropriation for the fiscal year, while the third, fourth and fifth payments shall be approximately twenty percent (20%), ten percent (10%) and ten percent (10%), respectively, except as provided by Section 33-5209, Idaho Code. Amounts apportioned due to a special transfer to the public school income fund to restore or reduce a deficiency in the prior year's transfer pursuant to subsection 4. of this section shall not be subject to this limitation.

b. Payments of moneys, other than the state general account appropriation, that accrue to the public school income fund shall be made by the state board of education to the school districts of the state on the fifteenth day of November, February, May and July each year. The total amount of such payments shall be determined by the state department of education and shall not exceed the amount of moneys available and on deposit in the public school income fund at the time such payment is made.

c. Amounts apportioned due to a special transfer to the public school income fund to restore or reduce a deficiency in the prior year's transfer pursuant to subsection 4. of this section shall not be subject to the limitation imposed by paragraphs a. and b. of this subsection.

2. Payments made to the school districts in August, October and November are advance payments for the current year and may be based upon payments from the public school income fund for the preceding

school year. Each school district may receive its proportionate share of the advance payments in the same ratio that its total payment for the preceding year was to the total payments to all school districts for the preceding year.

3. No later than the fifteenth day of February in each year, the state department of education shall compute the state distribution factor based on the total average daily attendance through the first Friday in November. The factor will be used in payments of state funds in February and May. Attendance shall be reported in a format and at a time specified by the state department of education.

As of the thirtieth day of June of each year the state department of education shall determine final payments to be made on July fifteenth next succeeding to the several school districts from the public school income fund for the school year ended June 30. The July payments shall take into consideration:

a. the average daily attendance of the several school districts for the twenty-eight (28) best weeks of the school year completed not later than the thirtieth of June,

b. all funds available in the public school income fund for the fiscal year ending on the thirtieth of June,

c. all payments distributed for the current fiscal year to the several school districts,

d. the adjustment based on the actual amount of discretionary funds per support unit required by the provisions of section 33-1018, Idaho Code,

e. payments made or due for the transportation support program and the exceptional education support program. The state department of education shall apportion and direct the payment to the several school districts the moneys in the public school income fund in each year, taking into account the advance made under subsection 2. of this section, in such amounts as will provide in full for each district its support program, and not more than therefor required, and no school district shall receive less than fifty dollars (\$50.00).

4. If the full amount appropriated to the public school income fund from the general account by the legislature is not transferred to the public school income fund by the end of the fiscal year, the deficiency resulting therefrom shall either be restored or reduced through a special transfer from the general account in the first sixty

(60) days of the following fiscal year, or shall be calculated in computing district levies, and any additional levy shall be certified by the state superintendent of public instruction to the board of county commissioners and added to the district's maintenance and operation levy. If the deficiency is restored or reduced by special transfer, the amount so transferred shall be in addition to the amount appropriated to be transferred in such following fiscal year and shall be apportioned to each school district in the same amount as each would have received had the transfer been made in the year the deficiency occurred. The state department of education shall distribute to the school district the full amount of the special transfer as soon as practical after such transfer is made. In making the levy computations required by this subsection the state department of education shall take into account and consider the full amount of money receipted into the public school income fund from all sources for the given fiscal year. Deficits in the transfer of the appropriated amount of general account revenue to the public school income fund shall be reduced by the amount, if any, that the total amount receipted from other sources into the public school income fund exceeds the official estimated amount from those sources. The official estimate of receipts from other sources shall be the total amount stated by the legislature in the appropriation bill. The provisions of this subsection shall not apply to any transfers to or from the public education stabilization fund.

5. Any apportionments in any year, made to any school district, which may within the succeeding three (3) year period be found to have been in error either of computation or transmittal, may be corrected during the three (3) year period by reduction of apportionments to any school district to which over-apportionments may have been made or received, and corresponding additions to apportionments to any school district to which under-apportionments may have been made or received.

SECTION X. That Section 33-1002, Idaho Code, be, and the same is hereby amended to read as follows:

33-1002. Educational support program. The educational support program is calculated as follows:

(1) State Educational Support Funds. Add the state appropriation, including the moneys available in the public school income fund, together with all miscellaneous revenues to determine the total state funds.

(2) From the total state funds subtract the following amounts needed for state support of special programs provided by a school district:

(a) Pupil tuition-equivalency allowances as provided in section 33-1002B, Idaho Code;

(b) Transportation support program as provided in section 33-1006, Idaho Code;

(c) Feasibility studies allowance as provided in section 33-1007A, Idaho Code;

(d) The approved costs for border district allowance, provided in section 33-1403, Idaho Code, as determined by the state superintendent of public instruction;

(e) The approved costs for exceptional child approved contract allowance, provided in subsection 2. of section 33-2004, Idaho Code, as determined by the state superintendent of public instruction;

(f) Certain expectant and delivered mothers allowance as provided in section 33-2006, Idaho Code;

(g) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;

(h) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;

(i) For expenditure as provided by the public school technology program;

(j) For employee severance payments as provided in section 33-521, Idaho Code;

(k) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;

(l) For charter school facility stipends and reimbursements paid pursuant to Section 33-5208(5), Idaho Code;

(m) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of \$300 per support unit; and

(nn) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;

to secure the total educational support distribution funds.

(3) Average Daily Attendance. The total state average daily attendance shall be the sum of the average daily attendance of all of the school districts of the state. The state board of education shall establish rules setting forth the procedure to determine average daily attendance and the time for, and method of, submission of such report. Average daily attendance calculation shall be carried out to the nearest hundredth. Computation of average daily attendance shall also be governed by the provisions of section 33-1003A, Idaho Code.

(4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school secondary support units. The sum of all of the total support units of all school districts of the state shall be the total state support units.

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily

Attendance	Attendance Divisor	Units Allowed
41 or more	40.....	1 or more as computed
31 - 40.99 ADA.....	-.....	1

February 14, 2013

26 - 30.99 ADA....-.85
 21 - 25.99 ADA....-.75
 16 - 20.99 ADA....-.6
 8 - 15.99 ADA....-.5
 1 - 7.99 ADA....-count as elementary

COMPUTATION OF ELEMENTARY SUPPORT UNITS

Average Daily	Attendance Divisor	Minimum Units Allowed
300 or more ADA.....		15
	..23...grades 4,5 & 6....	
	..22...grades 1,2 & 3....1994-95	
	..21...grades 1,2 & 3....1995-96	
	..20...grades 1,2 & 3....1996-97	
	and each year thereafter.	
160 to 299.99 ADA... 20		8.4
110 to 159.99 ADA... 19		6.8
71.1 to 109.99 ADA... 16		4.7
51.7 to 71.0 ADA... 15		4.0
33.6 to 51.6 ADA... 13		2.8
16.6 to 33.5 ADA... 12		1.4
1.0 to 16.5 ADA... n/a		1.0

COMPUTATION OF SECONDARY SUPPORT UNITS

Average Daily Minimum Units

February 14, 2013

Attendance	Attendance Divisor	Allowed
750 or more	18.5	47
400 - 749.99 ADA....	16	28
300 - 399.99 ADA....	14.5	22
200 - 299.99 ADA....	13.5	17
100 - 199.99 ADA....	12	9
99.99 or fewer	Units allowed as follows:	
Grades 7-12		8
Grades 9-12		6
Grades 7- 9		1 per 14 ADA
Grades 7- 8		1 per 16 ADA

COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

Average Daily	Attendance Divisor	Minimum Units
Attendance	Attendance Divisor	Allowed
14 or more	14.5	1 or more as computed
12 - 13.99....	-	1
8 - 11.99....	-	.75
4 - 7.99....	-	.5
1 - 3.99....	-	.25

COMPUTATION OF ALTERNATIVE SCHOOL SECONDARY SUPPORT UNITS

Pupils in Attendance	Attendance Divisor	Minimum Units
		Allowed

12 or more.....12

1 or more as
computed

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average daily attendance in such separate attendance unit. In applying the kindergarten table to a kindergarten program of less days than a full school year, the support unit allowance shall be in ratio to the number of days of a full school year. The tables for exceptional education and alternative school secondary support units shall be applicable only for programs approved by the state department of education following rules established by the state board of education. Moneys generated from computation of support units for alternative schools shall be utilized for alternative school programs. School district administrative and facility costs may be included as part of the alternative school expenditures.

(5) State Distribution Factor per Support Unit. Divide educational support program distribution funds, after subtracting the amounts necessary to pay the obligations specified in subsection (2) of this section, by the total state support units to secure the state distribution factor per support unit.

(6) District Support Units. The number of support units for each school district in the state shall be determined as follows:

(a) (i) Divide the actual average daily attendance, excluding students approved for inclusion in the exceptional child educational program, for the administrative schools and each of the separate schools and attendance units by the appropriate divisor from the tables of support units in this section, then add the quotients to obtain the district's support units allowance for regular students, kindergarten through grade 12 including alternative school secondary students. Calculations in application of this subsection shall be carried out to the nearest tenth.

(ii) Divide the combined totals of the average daily attendance of all preschool, kindergarten, elementary, secondary, juvenile detention center students and students with disabilities approved for inclusion in the exceptional child program of the district by the appropriate divisor from the table for computation of exceptional education support units to obtain the number of support units allowed for the district's

approved exceptional child program. Calculations for this subsection shall be carried out to the nearest tenth when more than one (1) unit is allowed.

(iii) The total number of support units of the district shall be the sum of the total support units for regular students, subsection (6)(a)(i) of this section, and the support units allowance for the approved exceptional child program, subsection (6)(a)(ii) of this section.

(b) Total District Allowance Educational Program. Multiply the district's total number of support units, carried out to the nearest tenth, by the state distribution factor per support unit and to this product add the approved amount of programs of the district provided in subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, subsection (6)(b) of this section.

(d) Adjustment of District Share. The contract salary of every noncertificated teacher shall be subtracted from the district's share as calculated from the provisions of subsection (6)(c) of this section.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy, that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.

SECTION Y. That Section 33-5208, Idaho Code, be, and the same is hereby amended to read as follows:

33-5208. Public charter school financial support. Except as provided in subsection (~~8~~9) of this section, from the state educational support

program the state department of education shall make the following apportionment to each public charter school for each fiscal year based on attendance figures submitted in a manner and time as required by the department of education:

(1) Per student support. Computation of support units for each public charter school shall be calculated as if it were a separate school according to the schedules in section 33-1002(4), Idaho Code, except that public charter schools with fewer than one hundred (100) secondary ADA shall use a divisor of twelve (12) and the minimum units shall not apply, and no public charter school shall receive an increase in support units that exceeds the support units it received in the prior year by more than thirty (30). Funding from the state educational support program shall be equal to the total distribution factor, plus the salary-based apportionment provided in chapter 10, title 33, Idaho Code. Provided however, any public charter school that is formed by the conversion of an existing traditional public school shall be assigned divisors, pursuant to section 33-1002, Idaho Code, that are no lower than the divisors of the school district in which the traditional public school is located, for each category of pupils listed.

(2) Special education. For each student enrolled in the public charter school who is entitled to special education services, the state and federal funds from the exceptional child education program for that student that would have been apportioned for that student to the school district in which the public charter school is located.

(3) Alternative school support. Public charter schools may qualify under the provisions of sections 33-1002 and 33-1002C, Idaho Code, provided the public charter school meets the necessary statutory requirements, and students qualify for attendance at an alternative school as provided by rule of the state board of education.

(4) Transportation support. Support shall be paid to the public charter school as provided in chapter 15, title 33, Idaho Code, and section 33-1006, Idaho Code. Each public charter school shall furnish the department with an enrollment count as of the first Friday in November, of public charter school students who are eligible for reimbursement of transportation costs under the provisions of this subsection and who reside more than one and one-half (1 1/2) miles from the school. The state department of education is authorized to include in the annual appropriation to the charter school sixty percent (60%) of the estimated transportation cost. The final appropriation payment in July shall reflect reimbursements of actual costs pursuant to section 33-1006, Idaho Code. To be eligible for state reimbursement under the provisions of section 33-1006, Idaho Code, the student to be transported must reside within the public charter school's primary

attendance area, and must meet at least one (1) of the following two (2) criteria:

(a) The student resides within the school district in which the public charter school is physically located; or

(b) The student resides within fifteen (15) miles of the public charter school, by road.

The limitations placed by this subsection on the reimbursement of transportation costs for certain students shall not apply to public virtual schools.

(5) Facilities Stipend. The state department of education shall distribute a facilities stipend to public charter schools for each enrolled student in which a majority of the student's instruction is received at a facility that is owned or leased by the public charter school. Such funds shall be used to defray the purchase, fee, loan or lease costs associated with payments for real property used by the students or employees of the public charter school for educational or administrative purposes. Such stipend shall be calculated as a percentage of the statewide average amount of bond and plant facility funds levied per student by Idaho school districts, as follows:

<u>Fiscal Year 2014</u>	<u>Thirty Percent (30%)</u>
<u>Fiscal Year 2015</u>	<u>Sixty Percent (60%)</u>
<u>Fiscal Year 2016 and</u> <u>each fiscal year thereafter</u>	<u>Ninety Percent (90%)</u>

For those public charter schools that do not receive a facility stipend for all enrolled students, the school may submit to the state department of education a reimbursement claim for any costs for which facility stipend funds may be used. The state department of education shall reduce such claim by the greater of ten percent (10%) or the percentage of the school's enrolled students for which the school receives facilities stipend funding, and shall pay the balance; provided, however, that the total reimbursements paid to a public charter school, in combination with any facilities stipend received by the school, shall not exceed the amount of facilities stipend that would have been received by the school had the school received a facilities stipend for all enrolled students. For the purposes of this subsection, the term "real property" shall be used as defined by Section 63-201, Idaho Code.

(6) Payment schedule. The state department of education is authorized to make an advance payment of twenty-five percent (25%) of a public charter school's estimated annual apportionment for its first year of operation, and each year thereafter, provided the public charter school

has an increase of student population in any given year of twenty (20) students or more, to assist the school with initial start-up costs or payroll obligations.

(a) For a public charter school to receive the advance payment, the school shall submit its anticipated fall membership for each grade level to the state department of education by June 1.

(b) Using the figures provided by the public charter school, the state department of education shall determine an estimated annual apportionment from which the amount of the advance payment shall be calculated. Advance payment shall be made to the school on or after July 1 but no later than July 31.

(c) All subsequent payments, taking into account the one-time advance payment made for the first year of operation, shall be made to the public charter school in the same manner as other traditional public schools in accordance with the provisions of section 33-1009, Idaho Code.

A public charter school shall comply with all applicable fiscal requirements of law, except that the following provisions shall not be applicable to public charter schools: that portion of section 33-1004, Idaho Code, relating to reduction of the administrative and instructional staff allowance when there is a discrepancy between the number allowed and the number actually employed; and section 33-1004E, Idaho Code, for calculation of district staff indices.

~~(67)~~ Nothing in this chapter shall be construed to prohibit any private person or organization from providing funding or other financial assistance to the establishment or operation of a public charter school.

~~(78)~~ Nothing in this chapter shall prevent a public charter school from applying for federal grant moneys.

~~(89)~~ (a) Each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

(b) All federal educational funds shall be administered and distributed to public charter schools, including public virtual schools, that have been designated by the state board of education as a local education agency (LEA), as provided in section 33-5203(7), Idaho Code.

~~(910)~~ Nothing in this section prohibits separate face-to-face learning activities or services.

~~(101)~~ The provisions of section 33-1021, Idaho Code, shall apply to public charter schools provided for in this chapter.