

RENEWAL RECOMMENDATION

It is recommended that the charter of Taylor’s Crossing Public Charter School (TCPCS) be renewed for a five (5) year term.

School Overview

SUMMARY

Taylor’s Crossing Public Charter School (TCPCS) is a public charter school serving Idaho Falls area students in grades K-12. The school focuses on providing a strong foundation in core subjects in a culture of character development and service.

The petition for Taylor’s Crossing Public Charter School was approved by the PCSC in April 2005. The school opened in fall 2006.

MISSION

By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor’s Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.

LEADERSHIP

Name	Title	Term
Jared Taylor	Chair	08/2018 – 08/2020
Matt Rice	Vice Chair	08/2017 – 08/2019
David Montgomery	Secretary	08/2018 – 08/2020
Nathan Capener	Treasurer	08/2017 – 08/2019
Matt Cardon	Director	08/2017 – 08/2019
Erica Radford	Director	08/2017 – 08/2019
Adam Andersen	Director	08/2018 – 08/2020
Daniel Wendt	Administrator	N/A

Academic Performance Summary

TCPCS’s academic performance has remained strong throughout the performance certificate term. The school’s 2014-15 and 2015-16 results fell because the school did not collect mission specific goal data, which they had committed to when they signed their initial performance certificate. Consequently, this lack of data lowered their overall academic/mission specific rating for the two years in question. Mission specific goals are no longer required, and the 2016-17 and 2017-18 reports reflect only academic data.

TCPCS’s student population is less diverse than that of the surrounding district with regard to non-white ethnicity and limited English proficiency. It is similar with regard to special needs and free and reduced lunch eligibility.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic Accountability Rating
2013-14*	Good Standing
2014-15**	Remediation
2015-16**	Critical
2016-17	Honor
2017-18	Honor

The school’s annual performance reports, provided in Exhibit G, include details including proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

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

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

KEY DESIGN ELEMENTS

Element	Evident?
School environment of kindness, respect, and responsibility.	Yes
School environment that provides physical, emotional, and academic safety.	Yes
Social studies program emphasizing and revering the constitution and our founding fathers.	Yes
Highly challenging academics, focused on reading, English, mathematics, and writing.	Yes
Emphasis on character development.	Yes
Emphasis on citizenship.	Yes
Emphasis on service to others	Yes
Use of a positive reward system which encourages positive behavior.	Yes

Operational Performance Summary

TCPCS’s operational performance has remained strong throughout the performance certificate term.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Good Standing
2016-17	Honor
2017-18	Honor

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

ENROLLMENT HISTORY

Year of Operation	Maximum Enrollment	Actual Enrollment
8 (2013-14)	440	413
9 (2014-15)	440	415
10 (2015-16)	440	414
11 (2016-17)	440	405
12 (2017-18)	440	373

BOARD AND ADMINISTRATIVE TURNOVER

TCPCS’s administration and board membership have remained appropriately stable throughout the performance certificate term.

Financial Performance Summary

TCPSC's financial status has remained strong throughout the performance certificate term.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Honor
2016-17	Honor
2017-18	Honor

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

Renewal Process

Taylor's Crossing Public Charter School

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	6/17/2014	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did/did not provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did/did not provide a response.
2015-16 Annual Report Issued to School	1/31/2017	A draft of the report was initially issued in December 2016; the school did/did not provide a response.
Updated Performance Certificate Executed by School and Authorizer	11/7/2017	The new performance framework was developed in response to state and federal accountability system changes. Extensive stakeholder feedback was considered prior to its adoption.
2016-17 Annual Report Issued to School	1/26/2018	A draft of the report was initially issued in December 2017; the school did/did not provide a response.
Renewal Process Orientation Meeting	3/16/2018	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/16/2018	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/16/2018	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/16/2018	The school did not provide auxiliary performance data.
Pre-Renewal Site Visit	NA	Due to its earned automatic renewal status, this school was exempt from the site visit requirement.
2017-18 Annual Report Issued to School	11/15/2018	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	NA	The statutory deadline for renewal applications is December 15. Due to its earned automatic renewal status, this school was exempt from the application requirement.
PCSC Staff's Renewal Recommendation Issued to School	1/14/2019	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.

TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL

2018 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
Mission Statement	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.		
Key Design Elements	<ul style="list-style-type: none"> ● School environment of kindness, respect, and responsibility. ● School environment that provides physical, emotional, and academic safety. ● Social studies program emphasizing and revering the constitution and our founding fathers. ● Highly challenging academics, focused on reading, English, mathematics, and writing. ● Emphasis on character development. ● Emphasis on citizenship. ● Emphasis on service to others. ● Use of a positive reward system which encourages positive behavior. 		
School Location	1445 North Wood River Drive, Idaho Falls, ID 83401	School Phone	208-552-0397
Surrounding District	Idaho Falls School District		
Opening Year	2006		
Current Term	June 17, 2014 – June 30, 2019		
Grades Served	K-12		
Enrollment (Approved)	440	Enrollment (Actual)	373

SCHOOL LEADERSHIP	
Jared Taylor	Chairman
Matt Cardon	Vice Chairman
Erica Radford	Secretary
Nathan Capener	Treasurer
Matthew Rice	Member
David Montgomery	Member
Cameron Taylor	Member
Daniel Wendt	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White	7%	25%	28%	N/A
Limited English Proficiency	0%	6%	7%	N/A
Special Needs	9%	10%	11%	N/A
Free and Reduced Lunch	44%	47%	46%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	65%
Percentage of students meeting or exceeding proficiency in English Language Arts	66%
Percentage of students meeting or exceeding proficiency in Science	70%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	38%
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50			
	1b	50	0	50	0	50			
District Proficiency Comparison	2a	50	0	50	0	50		50	0
	2b	50	0	50	0	50		50	0
Criterion-Referenced Growth	3a	100	0			50			
	3b	100	0			50			
Norm-Referenced Growth	4a			100	0	50		50	0
	4b			100	0	50		50	0
Post-Secondary Readiness	5a			125	0	125		100	0
Total Academic Points		400	0	525	0	525	434	300	0
% of Academic Points			0%		0%		83%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned						
	1			TCPCS has chosen not to include mission-specific measures.					
	2								
	3								
	4								
	5								
	6								
Total Mission-Specific Points		0	0						
% of Mission-Specific Points									

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL		Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term		1a	50	50
	1b	25	25			1b	50	50
	1c	25	25			1c	50	50
	1d	25	25			1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability		2a	50	50
	2b	25	25			2b	50	50
	2c	25	15			2c	50	50
Governance & Reporting	3a	25	25			2d	50	50
	3b	25	25					
	3c	25	25					
	3d	25	25					
	3e	25	25					
	3f	25	25					
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.				
Additional Obligations	4b	25	25					
	5a	25	25					
Total Operational Points		400	390					
% of Operational Points			98%					

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	83%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

ACADEMIC K-12

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

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

ACADEMIC K-12

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible
Math Proficiency Rate			Points Earned
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible
ELA Proficiency Rate			Points Earned
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.		

ACADEMIC K-12

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

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
<p>Measure 4a</p> <p>Norm-Referenced Growth</p> <p>Math</p> <p>Notes</p>	<p>Are students making expected academic growth in math compared to their academic peers?</p> <p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<p>Result</p>	<p>Points Possible</p> <p>Points Earned</p>
			<p>39-50</p> <p>26-38</p> <p>13-25</p> <p>0-12</p>
<p>Measure 4b</p> <p>Norm-Referenced Growth</p> <p>ELA</p> <p>Notes</p>	<p>Are students making expected academic growth in English Language Arts compared to their academic peers?</p> <p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<p>Result</p>	<p>Points Possible</p> <p>Points Earned</p>
			<p>39-50</p> <p>26-38</p> <p>13-25</p> <p>0-12</p>

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		Result	Points Possible	Points Earned
Measure 5a	Are students graduating from high school on time?		125	
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p> <p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p>		100	
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>		75	
			0-65	

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		No instances of non-compliance documented	25	25
			15	
			0	
Notes				<hr/> 25
Measure 1b Educational Requirements	Is the school complying with applicable educational requirements?	Result	Points Possible	Points Earned
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented	25	25
			15	
			0	
Notes				<hr/> 25

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				25

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		No instances of non-compliance documented 15 0	25 15 0	25 25 25
Notes					25
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		See note 15 0	25 15 0	25 25 25
Notes	The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.				
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		93%	25 15 0	15 15
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.				

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
Governance Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
Notes		15	0
			25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
Board Oversight	<p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	No instances of non-compliance documented	25
Notes		15	0
			25

OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	0
				25
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	0
				25

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>	No instances of non-compliance documented	25
Notes		15	0
			25
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25
Notes		15	0
			25

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
			15
			0
			25
Notes			

FINANCIAL

INDICATOR 1: NEAR-TERM			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result 4.66	Points Possible 50 10 0 <hr/> 50
Notes			
Measure 1b Cash Ratio	Current Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9.	Result 4.25	Points Possible 50 10 0 <hr/> 50
Notes			
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result 127 days	Points Possible 50 10 0 <hr/> 50
Notes			
Measure 1d Default	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.	Result No default noted	Points Possible 50 0 <hr/> 50
Notes			

INDICATOR 2: SUSTAINABILITY													
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	Result See note 	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
0													
	50												
Notes	Aggregated 3-year total margin is positive and the most recent year total margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.												
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result 0.75 	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
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Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result See note 	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
0													
	50												
Notes	Multi-year cumulative cash flow is positive and cash flow is positive in the most recent year.												
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result 1.85 	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0			50		
Points Possible	Points Earned												
50	50												
0													
	50												
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Taylor's Crossing Public Charter School Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a						
	1b						
District Proficiency Comparison	2a						
	2b						
Criterion-Referenced Growth	3a						
	3b						
Norm-Referenced Growth	4a						
	4b						
Post-Secondary Readiness	5a						
% of Possible Academic Points for this School		80%	83%				

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%				
Financial Management	2a - 2c	100%	87%				
Governance & Reporting	3a - 3f	93%	100%				
School Environment	4a - 4b	100%	100%				
Additional Obligations	5a	100%	100%				
% of Possible Operational Points for this School		98%	98%				

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%				
Sustainability	2a - 2d	90%	100%				
% of Possible Financial Points for this School		95%	100%				

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor				
Mission Specific		N/A	N/A				
Operational		Honor	Honor				
Financial		Honor	Honor				

TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL

2017 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor’s Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.		
Key Design Elements	<ul style="list-style-type: none"> ● School environment of kindness, respect, and responsibility. ● School environment that provides physical, emotional, and academic safety. ● Social studies program emphasizing and revering the constitution and our founding fathers. ● Highly challenging academics, focused on reading, English, mathematics, and writing. ● Emphasis on character development. ● Emphasis on citizenship. ● Emphasis on service to others. ● Use of a positive reward system which encourages positive behavior. 		
School Location	1445 North Wood River Drive, Idaho Falls, ID 83401	School Phone	208-552-0397
Surrounding District	Idaho Falls School District		
Opening Year	2006		
Current Term	June 17, 2014 – June 30, 2019		
Grades Served	K-12		
Enrollment (Approved)	440	Enrollment (Actual)	405

SCHOOL LEADERSHIP

Jared Taylor	Chairman
Matt Cardon	Vice Chairman
Erica Radford	Secretary
Nathan Capener	Treasurer
Matthew Rice	Member
David Montgomery	Member
Cameron Taylor	Member
Daniel Wendt	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White	7%	26%	28%	N/A
Limited English Proficiency	0%	6%	6%	N/A
Special Needs	8%	10%	10%	N/A
Free and Reduced Lunch	44%	49%	48%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	64%
Percentage of students meeting or exceeding proficiency in English Language Arts	64%
Percentage of students meeting or exceeding proficiency in Science	69%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	33%
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	42		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	44	50	0
Criterion-Referenced Growth	3a	100	0			50	28		
	3b	100	0			50	27		
Norm-Referenced Growth	4a			100	0	50	40	50	0
	4b			100	0	50	41	50	0
Post-Secondary Readiness	5a			125	0	125	100	100	0
Total Academic Points		400	0	525	0	525	421	300	0
% of Academic Points			0%		0%		80%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
TCPCS has chosen not to include mission-specific measures.			
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	30
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	380
	3c	25	15	% of Financial Points			95%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	390				
% of Operational Points			98%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	80%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	95%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			42
Notes	The state average will be determined using the same grade set as is served by the public charter school.		

ACADEMIC K-12

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible
Math Proficiency Rate			Points Earned
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
Notes	The district average will be determined using the same grade set as is served by the public charter school. Bonneville School District will be used for comparison purposes.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible
ELA Proficiency Rate			Points Earned
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>		50
		X	30 - 45
			15 - 29
			0 - 14
			44
Notes	The district average will be determined using the same grade set as is served by the public charter school. Bonneville School District will be used for comparison purposes.		

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	72	39-50 26-38 13-25 0-12 <hr/> 28
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	71	39-50 26-38 13-25 0-12 <hr/> 27
Notes			

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>	69	39-50 26-38 13-25 0-12 <hr/> 40
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>	73	39-50 26-38 13-25 0-12 <hr/> 41
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	Are students graduating from high school on time?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.	82	100	100
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				100
	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate. TCPCS's progress goal for 2017 was 75%.</p>			
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>			

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		No instances of non-compliance documented	25	25
			15	
			0	
Notes		<hr/> 25		
Measure 1b Educational Requirements	Is the school complying with applicable educational requirements?	Result	Points Possible	Points Earned
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented	25	25
			15	
			0	
Notes		<hr/> 25		

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				25

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	Result No instances of non-compliance documented 15 0	Points Possible 25 15 0	Points Earned 25 25
Notes				
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	Result No instances of non-compliance documented 15 0	Points Possible 25 15 0	Points Earned 25 25
Notes				
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.	Result 100%	Points Possible 25 15 0	Points Earned 25 25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
Governance Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
Notes		15	0
			25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
Board Oversight	<p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	No instances of non-compliance documented	25
Notes		15	0
			25

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes	The school's Literacy Plan, due to the SBOE in October 2016, had not been submitted as of March 2017. The plan was submitted by June 2017.	See note	15	15
			0	<hr/> 15
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	
			0	<hr/> 25

OPERATIONAL

Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>
Notes				
Measure 3f Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<hr/> <p>25</p>
Notes				

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT															
Measure 4a Transportation	Is the school complying with transportation requirements? Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.	Result No instances of non-compliance documented	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td></td> <td>25</td> </tr> </tbody> </table>	Points Possible	Points Earned	25	25	15		0		<hr/>			25
Points Possible	Points Earned														
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	25														
Notes															
Measure 4b Public Transparency	Is the school complying with facilities requirements? Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.	Result No instances of non-compliance documented	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td></td> <td>25</td> </tr> </tbody> </table>	Points Possible	Points Earned	25	25	15		0		<hr/>			25
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Notes															

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities				
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>		Current Ratio is: 4.91	50	50
Notes				10	
				0	50
Measure 1b	Current Ratio: Cash divided by Current Liabilities				
Cash Ratio	<p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>		Cash Ratio is: 4.31	50	50
Notes				10	
				0	50
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)				
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>		No. of Days Cash: 100	50	50
Notes				10	
				0	50
Measure 1d	Default				
Default	<p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>		No Default Noted	50	50
Notes				0	50

FINANCIAL

INDICATOR 2: SUSTAINABILITY				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible	Points Earned
Total Margin and Aggregated		Aggregated 3-Year Totals:		
3-Year Total Margin	<p>Meets Standard: Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	7.65%	50	50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.		30	
			0	
				50
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio	<p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	Ratio is:		
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Meets Standard" (.046) to "Falls Far Below Standard" (1.10). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.	0.046	50	50
			30	
			0	
				50

FINANCIAL

<p>Measure 2c</p> <p>Cash Flow</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their first or second year of operation must have positive cash flow.</p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi Year Cumulative is:</td> <td>50</td> <td></td> </tr> <tr> <td>\$171,940</td> <td>30</td> <td>30</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">30</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi Year Cumulative is:	50		\$171,940	30	30		0				30
Result	Points Possible	Points Earned															
Multi Year Cumulative is:	50																
\$171,940	30	30															
	0																
		30															
<p>Notes</p>	<p>Multi-Year Cash Flow is positive. Most Recent Year Cash Flow is negative (-\$97,477.00).</p>																
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Meets Standard" (1.12) to "Does Not Meet" (.93). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is:</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:	50	50		0				50			
Result	Points Possible	Points Earned															
Ratio is:	50	50															
	0																
		50															
<p>Notes</p>	<p></p>																

MISSION-SPECIFIC GOALS				
Measure 1	Is the school providing a culture in which elementary students feel both challenged and supported academically?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #4 Support for Learning.		105	
	Meets Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #4 Support for Learning.		84	
	Does Not Meet Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #4 Support for Learning.		42	
	Falls Far Below Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 3.0 on the CSCI Dimension #4 Support for Learning.	See note	0	0
				<u>0.00</u>
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			
Measure 2	Is the school providing a culture in which middle school and high school students feel both challenged and supported academically?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.85 to 5.0 on the CSCI Dimension #4 Support for Learning.		85	
	Meets Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.2 to 3.84 on the CSCI Dimension #4 Support for Learning.		68	
	Does Not Meet Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 2.6 to 3.19 on the CSCI Dimension #4 Support for Learning.		34	
	Falls Far Below Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 2.6 on the CSCI Dimension #4 Support for Learning.	See note	0	0
				<u>0.00</u>
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			
Measure 3	Is the school providing a culture in which elementary students feel socially and emotionally secure?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 4.1 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.		105	
	Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.5 to 4.09 on the CSCI Dimension #3 Sense of Social-Emotional Security.		84	
	Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.9 to 3.49 on the CSCI Dimension #3 Sense of Social-Emotional Security.		42	
	Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.9 on the CSCI Dimension #3 Sense of Social-Emotional Security.	See note	0	0
				<u>0.00</u>
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

Taylor's Crossing Public Charter School --- MISSION-SPECIFIC FRAMEWORK

Measure 4	Is the school providing a culture in which middle school and high school students feel socially and emotionally secure?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.		85	
	Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #3 Sense of Social-Emotional Security.		68	
	Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #3 Sense of Social-Emotional Security.		34	
	Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.55 on the CSCI Dimension #3 Sense of Social-Emotional Security.	See note	0	0
	Notes The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			<u>0.00</u>
Measure 5	Is the school successfully helping elementary students develop social and civic skills?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.		105	
	Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #5 Social and Civic Learning.		84	
	Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #5 Social and Civic Learning.		42	
	Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 3.0 on the CSCI Dimension #5 Social and Civic Learning.	See note	0	0
	Notes The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			<u>0.00</u>

Taylor's Crossing Public Charter School --- MISSION-SPECIFIC FRAMEWORK

Measure 6	Result	Points Possible	Points Earned
<p>Is the school successfully helping middle school and high school students develop social and civic skills?</p> <p>Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 2.55 on the CSCI Dimension #5 Social and Civic Learning.</p>	<p>85</p> <p>68</p> <p>34</p> <p>See note</p> <p>0</p>	<p>0</p> <hr/> <p>0.00</p>	
<p>Notes The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>			
Measure 7	Result	Points Possible	Points Earned
<p>Is the school fostering a strong knowledge base in U.S. Civics?</p> <p>Exceeds Standard: 86% - 100% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.</p> <p>Meets Standard: 70% - 85% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.</p> <p>Does Not Meet Standard: 50% - 69% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.</p> <p>Falls Far Below Standard: Less than 50% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.</p>	<p>130</p> <p>104</p> <p>52</p> <p>See note</p> <p>0</p>	<p>0</p> <hr/> <p>0.00</p>	
<p>Notes The school will administer the survey within 30 days of the end of the school year. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>			



Taylor's Crossing Public Charter School



ANNUAL PERFORMANCE REPORT

2015-2016

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

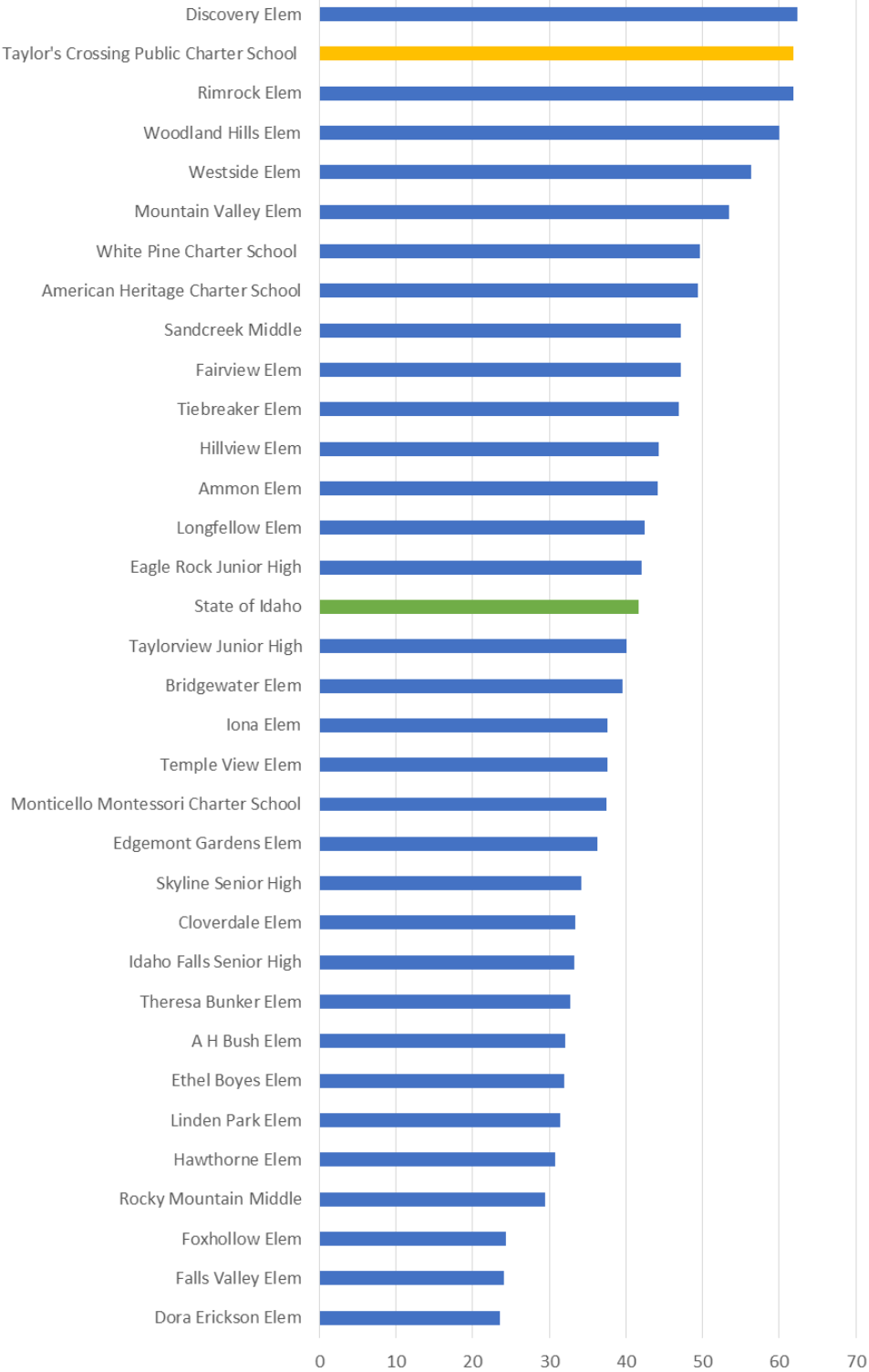
Mission Statement	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.	
Key Design Elements	<ul style="list-style-type: none"> • School environment of kindness, respect, and responsibility. • School environment that provides physical, emotional, and academic safety. • Social studies program emphasizing and revering the constitution and our founding fathers. • Highly challenging academics, focused on reading, English, mathematics, and writing. • Emphasis on character development. • Emphasis on citizenship. • Emphasis on service to others. • Use of a positive reward system which encourages positive behavior. 	
School Contact Information	Address: 1445 North Wood River Drive, Idaho Falls, ID 83401	Phone: (208)552-0397
Surrounding District	Idaho Falls School District	
Neighboring District	Bonneville School District	
Opening Year	2006	
Current Term	June 17, 2014 – June 30, 2019	
Grades Served	K – 12	
Enrollment	Approved: 440	Actual: 414

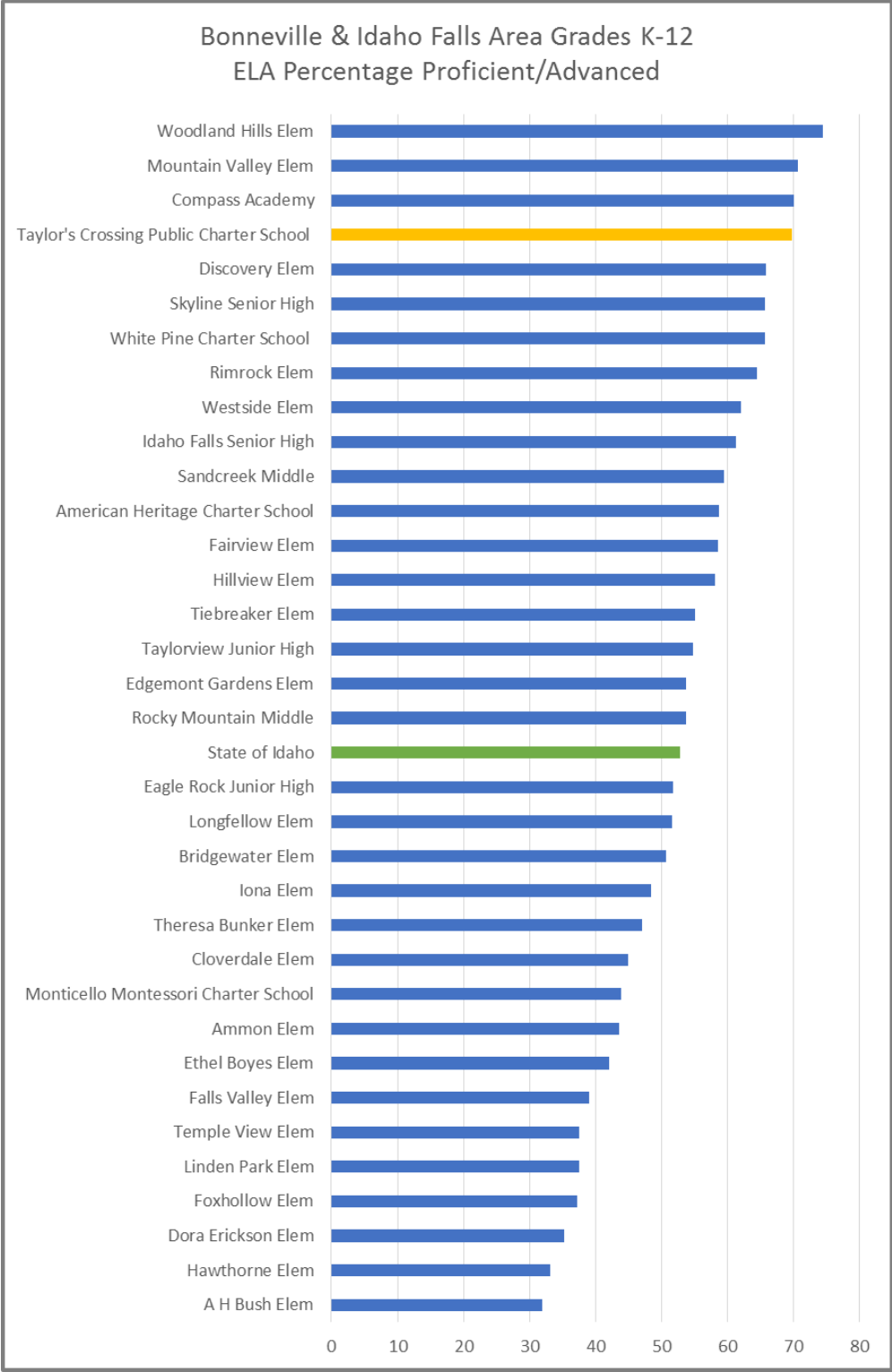
School Leadership (2015-2016)	Role
Matt Cardon	Chairman
Erica Radford	Vice President
Laila Kammerman	Secretary
Jared Taylor	Treasurer
Cameron Taylor	Member
Scott Gruwell	Member
David Montgomery	Member
Daniel Wendt	Administrator

	School	Surrounding District (Idaho Falls)	Neighboring District (Bonneville)	State
Non-White	6.76%	27.48%	18.32%	23.84%
Limited English Proficiency	0.00%	10.06%	5.52%	8.61%
Special Needs	8.94%	10.70%	10.50%	9.76%
Free & Reduced Lunch	43.72%	50.10%	43.47%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency In Math	61.8%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	69.9%
Percentage of Students Meeting or Exceeding Proficiency In Science	81.1%
Graduation Rate (4-year cohort data from 2015)	73%

Bonneville & Idaho Falls Area Grades K-12 Math Percentage Proficient/Advanced





PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Taylor's Crossing Public Charter School Year Opened: 2006 Operating Term: 6/17/14 - 6/30/19 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

TCPSC --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	23%	35.35
	2c				75	23%	41.48
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	15%	16.60
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							93.43
% of Possible Academic Points for This School							46.72%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Supportive Learning Environment (Elem)	1				20	6%	0.00
Supportive Learning Environ(MS-HS)	2				16	5%	0.00
Social and Emotional Safety (Elem)	3				20	6%	0.00
Social and Emotional Safety (MS-HS)	4				16	5%	0.00
Social and Civic Skills (Elem)	5				20	6%	0.00
Social and Civic Skills (MS-HS)	6				16	5%	0.00
U.S. Civics Knowledge (12th grade)	7				25	7%	0.00
Total Possible Mission-Specific Points					133	40%	
Total Mission-Specific Points Received							0.00
% of Possible Mission-Specific Points Received							0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					333		
TOTAL POINTS RECEIVED							93.43
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							28.03%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	350.00
% OF POSSIBLE OPERATIONAL POINTS				87.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	400.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

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

TCPCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible	87.50%	65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible	28.03%	0% - 60% of points possible		0% - 45% of points possible	

TCPCS --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY								
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned				
		5	25					
	Exceeds Standard: School received five stars on the Star Rating System	4	20					
	Meets Standard: School received three or four stars on the Star Rating System	3	15					
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0					
	Falls Far Below Standard: School received one star on the Star Rating System	1	0					
Notes				0				
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned				
		Reward	25					
	Exceeds Standard: School was identified as a "Reward" school.	None	15					
	Meets Standard: School does not have a designation.	Focus	0					
	Does Not Meet Standard: School was identified as a "Focus" school.	Priority	0					
	Falls Far Below Standard: School was identified as a "Priority" school.							
Notes				0				
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY								
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			57-75	19	90-100	11	0	
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0	
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0	
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0	
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.					0		
Notes						0		
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
			57-75	19	90-100	11	0	
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0	
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		61.80	20-37	18	41-64	24	35
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.			0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.					0		
Notes						35		

TCPCS --- ACADEMIC FRAMEWORK

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		69.90	38-56	19	65-89	25	41
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							41
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							0
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							0
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							0
Notes							

TCPCS --- ACADEMIC FRAMEWORK

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible		Points Earned		
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0		0		
Measure 4b1 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned		
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0		0		
Measure 4b2 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned		
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0		0		
Measure 4c Graduation Rate Notes	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.	73.00	14-25	12	71-80	10	17
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
	Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year.						17

MISSION-SPECIFIC GOALS				
Measure 1	Is the school providing a culture in which elementary students feel both challenged and supported academically?	Result	Points Possible	
			Points Earned	
		Exceeds Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #4 Support for Learning.	105	
		Meets Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #4 Support for Learning.	84	
		Does Not Meet Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #4 Support for Learning.	42	
		Falls Far Below Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 3.0 on the CSCI Dimension #4 Support for Learning.	See note	0
			0.00	
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			
Measure 2	Is the school providing a culture in which middle school and high school students feel both challenged and supported academically?	Result	Points Possible	
			Points Earned	
		Exceeds Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.85 to 5.0 on the CSCI Dimension #4 Support for Learning.	85	
		Meets Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.2 to 3.84 on the CSCI Dimension #4 Support for Learning.	68	
		Does Not Meet Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 2.6 to 3.19 on the CSCI Dimension #4 Support for Learning.	34	
		Falls Far Below Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 2.6 on the CSCI Dimension #4 Support for Learning.	See note	0
			0.00	
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			
Measure 3	Is the school providing a culture in which elementary students feel socially and emotionally secure?	Result	Points Possible	
			Points Earned	
		Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 4.1 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.	105	
		Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.5 to 4.09 on the CSCI Dimension #3 Sense of Social-Emotional Security.	84	
		Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.9 to 3.49 on the CSCI Dimension #3 Sense of Social-Emotional Security.	42	
		Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.9 on the CSCI Dimension #3 Sense of Social-Emotional Security.	See note	0
			0.00	
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

TCPCS --- MISSION-SPECIFIC FRAMEWORK

Measure 4 Is the school providing a culture in which middle school and high school students feel socially and emotionally secure?		Result	Points Possible	Points Earned
Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.			85	
Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #3 Sense of Social-Emotional Security.			68	
Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #3 Sense of Social-Emotional Security.			34	
Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.55 on the CSCI Dimension #3 Sense of Social-Emotional Security.		See note	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			
Measure 5 Is the school successfully helping elementary students develop social and civic skills?		Result	Points Possible	Points Earned
Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.			105	
Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #5 Social and Civic Learning.			84	
Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #5 Social and Civic Learning.			42	
Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 3.0 on the CSCI Dimension #5 Social and Civic Learning.		See note	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

TCPSC --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 6	Is the school successfully helping middle school and high school students develop social and civic skills?			
	Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.		85	
	Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #5 Social and Civic Learning.		68	
	Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #5 Social and Civic Learning.		34	
	Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 2.55 on the CSCI Dimension #5 Social and Civic Learning.	See note	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			
Measure 7	Is the school fostering a strong knowledge base in U.S. Civics?			
	Exceeds Standard: 86% - 100% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		130	
	Meets Standard: 70% - 85% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		104	
	Does Not Meet Standard: 50% - 69% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		52	
	Falls Far Below Standard: Less than 50% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.	See note	0	0
				0.00
Notes	The school will administer the survey within 30 days of the end of the school year. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

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

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

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
Notes	The school's annual dashboard report, due July 30, 2015 was submitted August 10, 2015. The schools mission specific outcome data, due October 1, 2015, was never submitted.			0.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

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

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

TCPCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?		25	
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See Note	0	0.00
Notes	The school's 2014-15 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code.			0.00

TCPCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES																				
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Current Ratio is:</td> </tr> <tr> <td>3.84</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:			3.84	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
Current Ratio is:																				
3.84	50	50.00																		
	10																			
	0																			
		50.00																		
Notes																				
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">No. of Days Cash:</td> </tr> <tr> <td>122</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:			122	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
No. of Days Cash:																				
122	50	50.00																		
	10																			
	0																			
		50.00																		
Notes																				
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Variance is:</td> </tr> <tr> <td>102.72%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:			102.72%	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Variance is:																				
102.72%	50	50.00																		
	30																			
	0																			
		50.00																		
Notes																				
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	50	50.00		0				50.00						
Result	Points Possible	Points Earned																		
No instances of non-compliance documented	50	50.00																		
	0																			
		50.00																		
Notes																				

INDICATOR 2: SUSTAINABILITY MEASURES		
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>8.71%</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>		
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Result</p> <p>Ratio is:</p> <p>0.89</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "does not meet standard" (.97) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>		
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$453,201</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50.00</p>
<p>Notes</p>		
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<p>Result</p> <p>Ratio is:</p> <p>2.03</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>		

TCPCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED*	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
State/Federal Accountability	1a	25	20.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	63.95	0.00	0.00		
	2b	75	55.54	28.15	35.35		
	2c	75	51.90	35.80	41.48		
Growth	3a	100	82.38	0.00	0.00		
	3b	100	66.08	0.00	0.00		
	3c	100	58.48	0.00	0.00		
	3d	75	47.74	0.00	0.00		
	3e	75	51.04	0.00	0.00		
	3f	75	47.74	0.00	0.00		
	3g	100	72.70	0.00	0.00		
College & Career Readiness	4a	50	30.00	0.00	0.00		
	4b1 / 4b2	50	50.00	0.00	0.00		
	4c	50	0.00	41.60	16.60		
Total Possible Academic Points Received		1050	712.55	120.55	93.43	0.00	0.00
% of Possible Academic Points for This School			71.25%	53.58%	46.72%	0.00%	0.00%

*2013-14 Academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.

MISSION-SPECIFIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Supportive Learning Environment (Elem)	1	105	N/A	0.00	0.00		
Supportive Learning Environ(MS-HS)	2	85	N/A	0.00	0.00		
Social and Emotional Safety (Elem)	3	105	N/A	0.00	0.00		
Social and Emotional Safety (MS-HS)	4	85	N/A	0.00	0.00		
Social and Civic Skills (Elem)	5	105	N/A	0.00	0.00		
Social and Civic Skills (MS-HS)	6	85	N/A	0.00	0.00		
U.S. Civics Knowledge (12th grade)	7	130	N/A	0.00	0.00		
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	0.00%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	15	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	0	25		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	0		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	400.00	365.00	350.00	0.00	0.00
% of Possible Operational Points for This School			100.00%	91.25%	87.50%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Near-Term Measures	1a	50	50	50	50		
	1b	50	50	50	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	50	50	50		
	2b	50	30	30	50		
	2c	50	50	50	50		
	2d	50	50	50	50		
Total Possible Financial Points Received		400	380.00	380.00	400.00	0.00	0.00
% of Possible Financial Points for This School			95.00%	95.00%	100.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



Taylor's Crossing Public Charter School



ANNUAL PERFORMANCE REPORT

2014-2015

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

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

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

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

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

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

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

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

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

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

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

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

School Overview

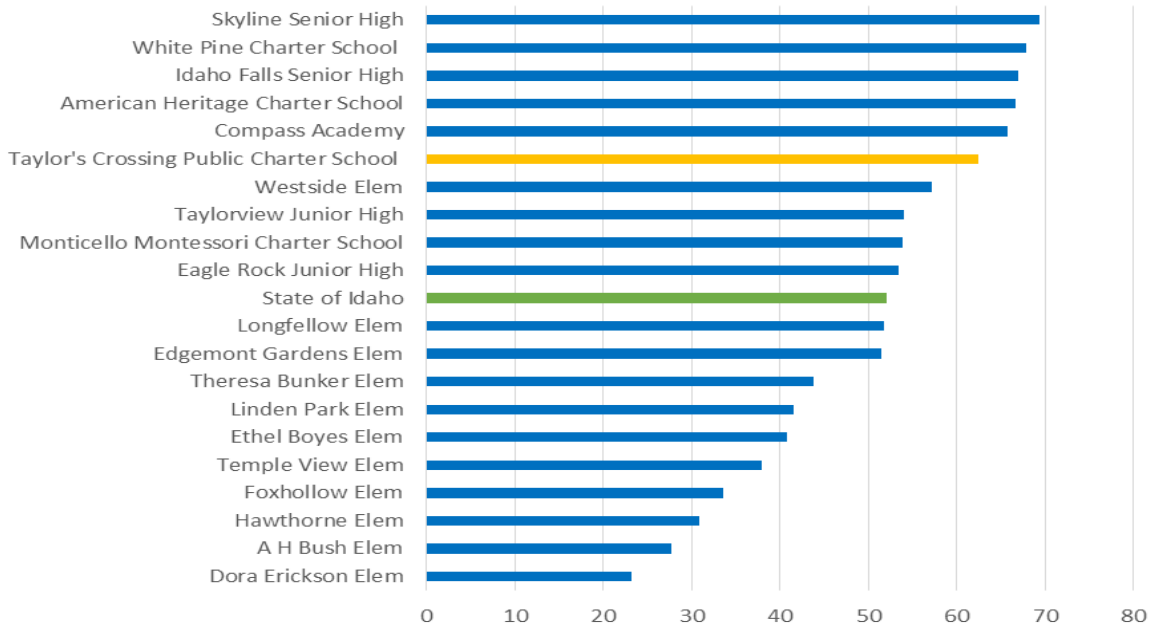
Mission Statement	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.	
Key Design Elements	<ul style="list-style-type: none"> • School environment of kindness, respect, and responsibility. • School environment that provides physical, emotional, and academic safety. • Social studies program emphasizing and revering the constitution and our founding fathers. • Highly challenging academics, focused on reading, English, mathematics, and writing. • Emphasis on character development. • Emphasis on citizenship. • Emphasis on service to others. • Use of a positive reward system which encourages positive behavior. 	
School Contact Information	Address: 1445 North Wood River Drive, Idaho Falls, ID 83401	Phone: (208)552-0397
Surrounding District	Idaho Falls School District	
Neighboring District	Bonneville School District	
Opening Year	2006	
Current Term	June 17, 2014 – June 30, 2019	
Grades Served	K – 12	
Enrollment	Approved: 440	Actual: 415

School Leadership (2014-2015)	Role
Matt Cardon	Chairman
Laila Kammerman	Secretary
Erica Radford	Vice President
Jared Taylor	Treasurer
Cameron Taylor	Member
Scott Gruwell	Member
David Montgomery	Member
Daniel Wendt	Administrator

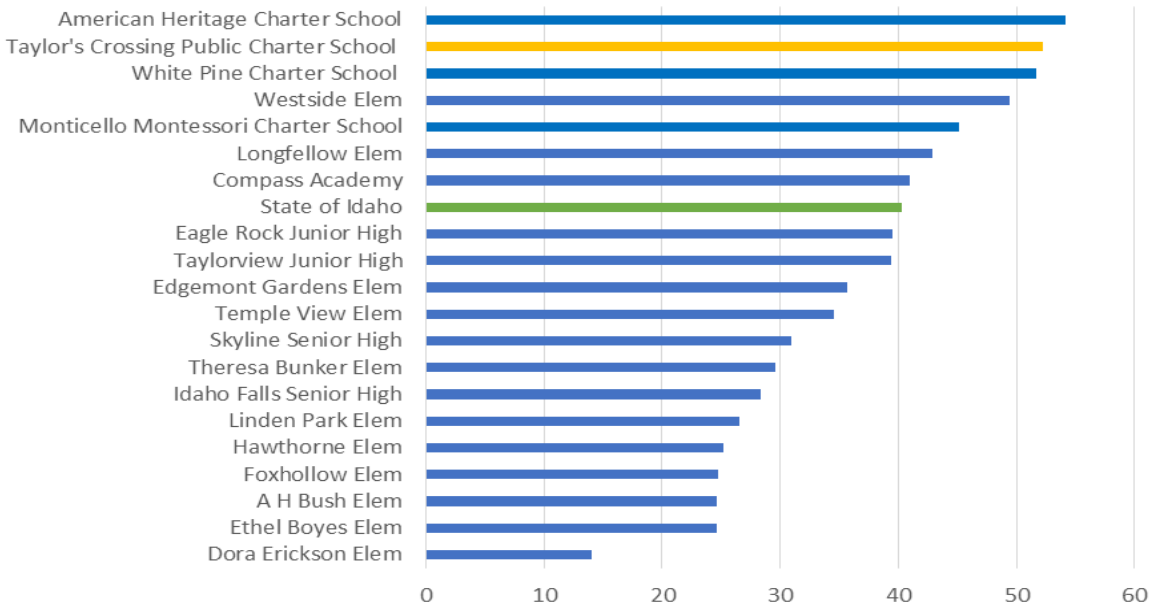
	School	Surrounding District (Idaho Falls)	Neighboring District (Bonnevillle)	State
Non-White	8.17%	27.26%	17.08%	23.59%
Limited English Proficiency	0%	9.34%	4.58%	8.52%
Special Needs	7.45%	11.06%	10.39%	10.43%
Free & Reduced Lunch	72.36%	50.29%	42.74%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	52.2%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	62.4%
Graduation Rate (4-year cohort data from 2014)	92.3%

Bonneville & Idaho Falls Area Grades K-12 ELA Percentage Proficient/Advanced



Bonneville & Idaho Falls Area Grades K-12 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Taylor's Crossing Public Charter School Year Opened: 2006 Operating Term: 6/17/14 - 6/30/19 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

TCPSC --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	7%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	28.15
	2c				75	20%	35.80
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	13%	41.60
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							120.55
% of Possible Academic Points for This School							53.58%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Supportive Learning Environment (Elem)	1				23	6%	0.00
Supportive Learning Environ(MS-HS)	2				18	5%	0.00
Social and Emotional Safety (Elem)	3				23	6%	0.00
Social and Emotional Safety (MS-HS)	4				18	5%	0.00
Social and Civic Skills (Elem)	5				23	6%	0.00
Social and Civic Skills (MS-HS)	6				18	5%	0.00
U.S. Civics Knowledge (12th grade)	7				28	7%	0.00
Total Possible Mission-Specific Points					150	40%	
Total Mission-Specific Points Received							0.00
% of Possible Mission-Specific Points Received							0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					375		
TOTAL POINTS RECEIVED							120.55
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							32.15%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	365.00
% OF POSSIBLE OPERATIONAL POINTS				91.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	30.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	380.00
% OF POSSIBLE FINANCIAL POINTS				95.00%

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

TCPCS --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	95.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	32.15%	61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

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

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY				
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned
	Exceeds Standard: School received five stars on the Star Rating System	5	25	
	Meets Standard: School received three or four stars on the Star Rating System	4	20	
	Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
	Falls Far Below Standard: School received one star on the Star Rating System	2	0	
		1	0	
Notes				0

Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned
	Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
	Meets Standard: School does not have a designation.	None	15	15
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
Notes				15

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							0

Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	52.20	20-37	18	41-64	24	28
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							28

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

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		62.40	20-37	18	41-64	24	36
			0-19	19	1-40	40	0
							<u>36</u>
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							

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

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

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Coursework	5	50				
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0				
Notes	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty			0			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				0			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.	92.30	39-50	12	90-100	11	42
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.					42	

MISSION-SPECIFIC GOALS				
Measure 1 Is the school providing a culture in which elementary students feel both challenged and supported academically? Exceeds Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #4 Support for Learning. Meets Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #4 Support for Learning. Does Not Meet Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #4 Support for Learning. Falls Far Below Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 3.0 on the CSCI Dimension #4 Support for Learning.	Result	Points Possible	Points Earned	
			105	
			84	
			42	
		0	0	0
			0.00	
Notes The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.				
Measure 2 Is the school providing a culture in which middle school and high school students feel both challenged and supported academically? Exceeds Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.85 to 5.0 on the CSCI Dimension #4 Support for Learning. Meets Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.2 to 3.84 on the CSCI Dimension #4 Support for Learning. Does Not Meet Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 2.6 to 3.19 on the CSCI Dimension #4 Support for Learning. Falls Far Below Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 2.6 on the CSCI Dimension #4 Support for Learning.	Result	Points Possible	Points Earned	
			85	
			68	
			34	
		0	0	0
			0.00	
Notes The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.				
Measure 3 Is the school providing a culture in which elementary students feel socially and emotionally secure? Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 4.1 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security. Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.5 to 4.09 on the CSCI Dimension #3 Sense of Social-Emotional Security. Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.9 to 3.49 on the CSCI Dimension #3 Sense of Social-Emotional Security. Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.9 on the CSCI Dimension #3 Sense of Social-Emotional Security.	Result	Points Possible	Points Earned	
			105	
			84	
			42	
		0	0	0
			0.00	
Notes The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.				

TCPCS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4	Is the school providing a culture in which middle school and high school students feel socially and emotionally secure?			
	Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.		85	
	Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #3 Sense of Social-Emotional Security.		68	
	Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #3 Sense of Social-Emotional Security.		34	
	Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.55 on the CSCI Dimension #3 Sense of Social-Emotional Security.	0	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			
Measure 5	Is the school successfully helping elementary students develop social and civic skills?			
	Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.		105	
	Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #5 Social and Civic Learning.		84	
	Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #5 Social and Civic Learning.		42	
	Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 3.0 on the CSCI Dimension #5 Social and Civic Learning.	0	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

TCPSC --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 6	Is the school successfully helping middle school and high school students develop social and civic skills?			
	Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.		85	
	Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #5 Social and Civic Learning.		68	
	Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #5 Social and Civic Learning.		34	
	Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 2.55 on the CSCI Dimension #5 Social and Civic Learning.	0	0	0
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			
Measure 7	Is the school fostering a strong knowledge base in U.S. Civics?			
	Exceeds Standard: 86% - 100% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		130	
	Meets Standard: 70% - 85% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		104	
	Does Not Meet Standard: 50% - 69% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		52	
	Falls Far Below Standard: Less than 50% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.	0	0	0
				0.00
Notes	The school will administer the survey within 30 days of the end of the school year. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.			

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.			15.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00

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

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

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

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

TCPSC --- OPERATIONAL FRAMEWORK

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

TCPCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result Points Possible Points Earned	
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	Current Ratio is:	
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.	4.56 50 50.00	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.	10 0	50.00
Notes			
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result Points Possible Points Earned	
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>	No. of Days Cash:	
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.	91 50 50.00	
	Falls Far Below Standard: Fewer than 15 Days Cash.	10 0	50.00
Notes			
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result Points Possible Points Earned	
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is:	
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.	103.23% 50 50.00	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	30 0	50.00
Notes			
Measure 1d Default	Default	Result Points Possible Points Earned	
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	
	Does Not Meet Standard: Not applicable	50 50.00	
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	0	50.00
Notes			

INDICATOR 2: SUSTAINABILITY MEASURES			
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>6.22%</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			<p>10</p> <p>0</p> <hr/> <p>50.00</p>
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Result</p> <p>Ratio is:</p> <p>0.92</p>	<p>Points Possible</p> <p>50</p> <p>30</p>	<p>Points Earned</p> <p>30.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.</p>			<p>0</p> <hr/> <p>30.00</p>
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$280,741</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50.00</p>
<p>Notes</p>			<p>30</p> <p>0</p> <hr/> <p>50.00</p>
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<p>Result</p> <p>Ratio is:</p> <p>1.76</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			<p>0</p> <hr/> <p>50.00</p>

TCPCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED*	POINTS EARNED*	POINTS EARNED	POINTS EARNED	POINTS EARNED
State/Federal Accountability	1a	25	20.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	63.95	0.00			
	2b	75	55.54	28.15			
	2c	75	51.90	35.80			
Growth	3a	100	82.38	0.00			
	3b	100	66.08	0.00			
	3c	100	58.48	0.00			
	3d	75	47.74	0.00			
	3e	75	51.04	0.00			
	3f	75	47.74	0.00			
	3g	100	72.70	0.00			
College & Career Readiness	4a	50	30.00	0.00			
	4b1 / 4b2	50	50.00	0.00			
	4c	50	0.00	41.60			
Total Possible Academic Points Received		1050	712.55	120.55	0.00	0.00	0.00
% of Possible Academic Points for This School			71.25%	53.58%	0.00%	0.00%	0.00%

*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.

MISSION-SPECIFIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Supportive Learning Environment (Elem)	1	105	N/A	0.00			
Supportive Learning Environ(MS-HS)	2	85	N/A	0.00			
Social and Emotional Safety (Elem)	3	105	N/A	0.00			
Social and Emotional Safety (MS-HS)	4	85	N/A	0.00			
Social and Civic Skills (Elem)	5	105	N/A	0.00			
Social and Civic Skills (MS-HS)	6	85	N/A	0.00			
U.S. Civics Knowledge (12th grade)	7	130	N/A	0.00			
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	0.00%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	0			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	400.00	365.00	0.00	0.00	0.00
% of Possible Operational Points for This School			100.00%	91.25%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	50	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	50	50			
	2b	50	30	30			
	2c	50	50	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	380.00	380.00	0.00	0.00	0.00
% of Possible Financial Points for This School			95.00%	95.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



Taylor's Crossing Public Charter School



ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

Mission Statement	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.	
Key Design Elements	<ul style="list-style-type: none"> • School environment of kindness, respect, and responsibility. • School environment that provides physical, emotional, and academic safety. • Social studies program emphasizing and revering the constitution and our founding fathers. • Highly challenging academics, focused on reading, English, mathematics, and writing. • Emphasis on character development. • Emphasis on citizenship. • Emphasis on service to others. • Use of a positive reward system which encourages positive behavior. 	
School Contact Information	Address: 1445 North Wood River Drive, Idaho Falls, ID 83401	Phone: (208)552-0397
Surrounding District	Idaho Falls School District	
Opening Year	2006	
Current Term	June 17, 2014 - June 30, 2019	
Grades Served	K - 12	
Enrollment	Approved: 440	Actual: 413

	School	Surrounding District	State
Non-White	6.57%	26.17%	22.56%
Limited English Proficiency	0%	6.33%	6.24%
Special Needs	8.03%	8.93%	9.46%
Free & Reduced Lunch	40.39%	4.01%	47.07%

School Leadership	Role
Justin Judy	Chairman
Laila Kammerman	Secretary
Erica Radford	Vice President
Matt Cardon	Treasurer
Jean Shippen	Member
Aaron Clegg	Member
Daniel Wendt	Administrator

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

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Taylor's Crossing Public Charter School Year Opened: 2006 Operating Term: 6/17/14 - 6/30/19 Date Executed: 6/17/2014

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL ---- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	20.00	25	3%	20.00
	1b	25	2%	15.00	25	3%	15.00
Proficiency	2a	75	5%	63.95	75	8%	63.95
	2b	75	5%	55.54	75	8%	55.54
	2c	75	5%	51.90	75	8%	51.90
Growth	3a	100	7%	82.38	100	10%	82.38
	3b	100	7%	66.08	100	10%	66.08
	3c	100	7%	58.48	100	10%	58.48
	3d	75	5%	47.74	75	8%	47.74
	3e	75	5%	51.04	75	8%	51.04
	3f	75	5%	47.74	75	8%	47.74
College & Career Readiness	3g	100	7%	72.70	100	10%	72.70
	4a				50	5%	30.00
	4b1 / 4b2				50	5%	50.00
	4c				0	0%	0.00
Total Possible Academic Points		900			1000		100%
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1000		
Total Academic Points Received				632.55			712.55
% of Possible Academic Points for This School				70.28%			71.25%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Supportive Learning Environment (Elem)	1				0	0%	0.00
Supportive Learning Environ(MS-HS)	2				0	0%	0.00
Social and Emotional Safety (Elem)	3				0	0%	0.00
Social and Emotional Safety (MS-HS)	4				0	0%	0.00
Social and Civic Skills (Elem)	5				0	0%	0.00
Social and Civic Skills (MS-HS)	6				0	0%	0.00
U.S. Civics Knowledge (12th grade)	7				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500				1000		
TOTAL POINTS RECEIVED				632.55			712.55
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				42.17%			71.25%

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	30.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	380.00
% OF POSSIBLE FINANCIAL POINTS				95.00%

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

TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	100.00%	85% - 100% of points possible	95.00%
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	71.25%	80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	Result (Stars)	Points Possible			Points Earned	
		5	25				
		4	20			20	
		3	15				
		2	0				
		1	0			20	
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible			Points Earned	
		Reward	25				
		None	15			15	
		Focus	0				
		Priority	0				
						15	
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		93.60	57-75	19	90-100	11	64
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							64
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		88.40	57-75	19	90-100	11	0
			38-56	19	65-89	25	56
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							56
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		83.60	57-75	19	90-100	11	0
			38-56	19	65-89	25	52
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							52
Notes							

TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.	88.72	76-100	25	85-100	16	82
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
82							
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.	78.65	76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	66
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
66							
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.	74.09	76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	58
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
58							
Notes							
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.	55.00	57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	48
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
48							
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.	59.00	57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	51
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
51							
Notes							

Measure	Question	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?		57-75	19	66-99	34	0
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.	55.00	38-56	19	43-65	23	48
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		20-37	18	30-42	13	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes		<u>48</u>					
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?		76-100	25	70-100	31	0
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.	66.70	51-75	25	45-69	25	73
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
Notes		<u>73</u>					
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?		5	50			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				30.00
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes		<u>30</u>					
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?		5	50			50.00
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes		<u>50</u>					
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?		5	50			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes		<u>0</u>					
Measure 4c Graduation Rate	Are students graduating from high school?		39-50	12	90-100	11	0
	Exceeds Standard: At least 90% of students graduated from high school.	26-38	13	81-89	9	0	
	Meets Standard: 81-89% of students graduated from high school.	14-25	12	71-80	10	0	
	Does Not Meet Standard: 71%-80% of students graduated from high school. Falls Far Below Standard: Fewer than 70% of students graduated from high school.	0-13	13	1-70	70	0	
Notes		<u>0</u>					

MISSION-SPECIFIC GOALS				
Measure 1	Is the school providing a culture in which elementary students feel both challenged and supported academically?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #4 Support for Learning.		105	
	Meets Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #4 Support for Learning.		84	
	Does Not Meet Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #4 Support for Learning.		42	
	Falls Far Below Standard: Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 3.0 on the CSCI Dimension #4 Support for Learning.		0	
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year.			
Measure 2	Is the school providing a culture in which middle school and high school students feel both challenged and supported academically?	Result	Points Possible	Points Earned
	Exceeds Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.85 to 5.0 on the CSCI Dimension #4 Support for Learning.		85	
	Meets Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.2 to 3.84 on the CSCI Dimension #4 Support for Learning.		68	
	Does Not Meet Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 2.6 to 3.19 on the CSCI Dimension #4 Support for Learning.		34	
	Falls Far Below Standard: Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 2.6 on the CSCI Dimension #4 Support for Learning.		0	
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year.			

Measure 3	Is the school providing a culture in which elementary students feel socially and emotionally secure?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 4.1 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p>Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.5 to 4.09 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p>Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.9 to 3.49 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p>Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.9 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p>		105	
			84	
			42	
			0	
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year.			
Measure 4	Is the school providing a culture in which middle school and high school students feel socially and emotionally secure?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p>Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p>Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p>Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.55 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p>		85	
			68	
			34	
			0	
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year.			

Measure 5	Is the school successfully helping elementary students develop social and civic skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Meets Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Does Not Meet Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Falls Far Below Standard: Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 3.0 on the CSCI Dimension #5 Social and Civic Learning.</p>		105	
			84	
			42	
			0	
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year.			
Measure 6	Is the school successfully helping middle school and high school students develop social and civic skills?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Meets Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Does Not Meet Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #5 Social and Civic Learning.</p> <p>Falls Far Below Standard: Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 2.55 on the CSCI Dimension #5 Social and Civic Learning.</p>		85	
			68	
			34	
			0	
				0.00
Notes	The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year.			

TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 7	Is the school fostering a strong knowledge base in U.S. Civics?	Result	Points Possible	Points Earned
	Exceeds Standard: 86% - 100% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		130	
	Meets Standard: 70% - 85% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		104	
	Does Not Meet Standard: 50% - 69% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		52	
	Falls Far Below Standard: Less than 50% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.		0	
				0.00
Notes	The school will administer the survey within 30 days of the end of the school year. Results will be reported to the PCSC by October 1 of each year.			

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

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

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

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

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


TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

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

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	Ratio is 4.13	50
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0
Notes			<u>50.00</u>
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>	73 days cash	50
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10
	Falls Far Below Standard: Fewer than 15 Days Cash.		0
Notes			<u>50.00</u>
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is 98.57%	50
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0
Notes			<u>50.00</u>
Measure 1d Default	Default	Result	Points Possible
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit.	50
	Does Not Meet Standard: Not applicable		0
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0
Notes			<u>50.00</u>

TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Agg = .03 Total = .06</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Agg = .03 Total = .06	50	50.00		10			0				50.00			
Result	Points Possible	Points Earned																		
Agg = .03 Total = .06	50	50.00																		
	10																			
	0																			
		50.00																		
Notes																				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9 Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>Ratio is .98</td> <td>30</td> <td>30.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">30.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50		Ratio is .98	30	30.00		0				30.00			
Result	Points Possible	Points Earned																		
	50																			
Ratio is .98	30	30.00																		
	0																			
		30.00																		
Notes																				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td>Multi-year = \$113,200 and all years are positive</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0		Multi-year = \$113,200 and all years are positive	50	50.00		30			0				50.00
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	0																			
		50.00																		
Notes																				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1 Falls Far Below Standard: Not Applicable	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is 1.45</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is 1.45	50	50.00		0				50.00						
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Notes																				

A decorative graphic consisting of several overlapping, semi-transparent green triangles that form a larger, irregular shape pointing to the right.

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

Alison Consoletti, The Center for Education Reform

PRE-RENEWAL SITE VISIT REPORT

Due to its earned automatic renewal status, TCPCS was exempt from the pre-renewal site visit requirement.

PRE-RENEWAL SITE VISIT REPORT

Due to its earned automatic renewal status, TCPCS was exempt from the pre-renewal site visit requirement.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of June, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Taylor’s Crossing Public Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on April 14, 2005, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2006; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2006. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **June 17, 2014**, and shall continue through **June 30, 2019**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor’s Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.**
- B. Grades Served.** The School may serve students in **kindergarten through twelfth grade.**
- C. Design Elements.** The School shall implement and maintain the following essential

design elements of its educational program:

- School environment of kindness, respect, and responsibility.
- School environment that provides physical, emotional, and academic safety.
- Social studies program emphasizing and revering the constitution and our founding fathers.
- Highly challenging academics, focused on reading, English, mathematics, and writing.
- Emphasis on character development.
- Emphasis on citizenship.
- Emphasis on service to others.
- Use of a positive reward system which encourages positive behavior.

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

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

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

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

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

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the

financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 440 of students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
32	32	32	32	34	34	34	35	35	35	35	35	35

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 1445 North Wood River Drive, Idaho Falls, ID 83401. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School’s primary attendance area is as follows: Joint School Districts 93, 91, 251 and 60.

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll

procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible

for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective June 17, 2014.


Alan Reed

Chairman, Idaho Public Charter School Commission

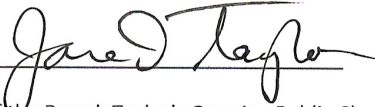
Gina Radford

Chairman, Taylor's Crossing Public Charter School, Inc. Board

IN WITNESS WHEREOF, the Authorizer and Taylor's Crossing Public Charter School (TCPCS) have executed this Amendment to their Performance Certificate to modify the performance framework as adopted by the Public Charter School Commission on May 4, 2017. This Amendment to TCPCS's Performance Certificate is effective as of November 7, 2017.



Alan Reed
Chairman, Idaho Public Charter School Commission



Jared Taylor
Chairman of the Board, Taylor's Crossing Public Charter School

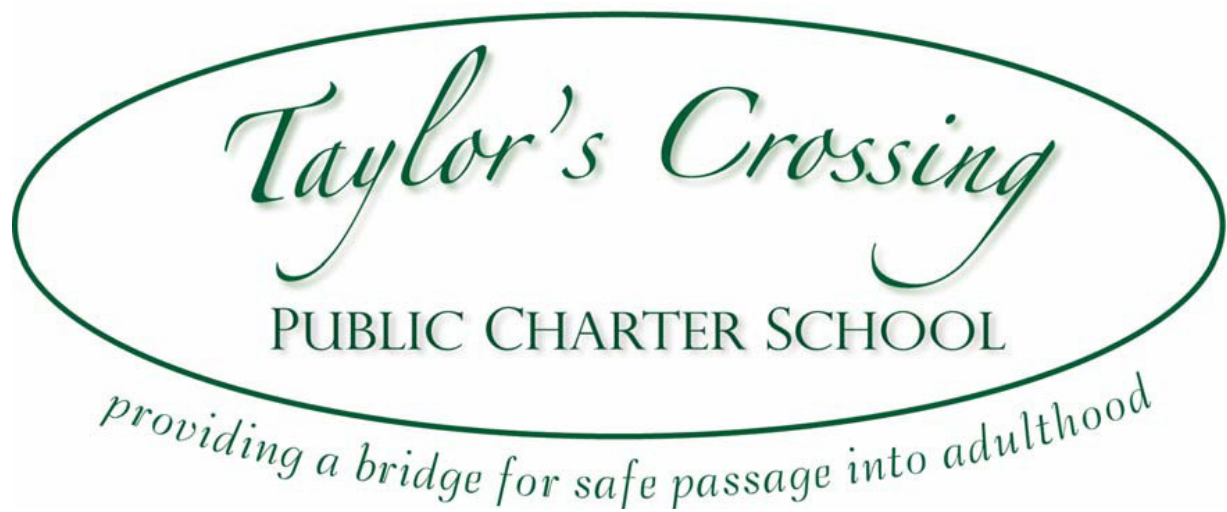
- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Charter**
- Appendix C: Pre-Opening Requirements**
- Appendix D: Articles of Incorporation and Bylaws**
- Appendix E: Board Roster**
- Appendix F: School Performance Framework**
- Appendix G: Authorizer Policies**
- Appendix H: Enrollment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

Appendix A: Conditions of Authorization / Renewal

Taylor's Crossing Public Charter School
June 17, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter



Elements Required of a Petition to Establish a Public Charter School

Pursuant to the new public charter school rules adopted by the State Board of Education, petitioners are required to submit their petition to establish a charter school to the State Department of Education for a legal sufficiency review ***prior to*** being submitted to an authorized chartering entity.

Submit fifteen (15) copies to the State Department of Education:

State **Department** of Education
Kimberly Clark
650 West State Street, **2nd Floor**
P.O. Box 83720
Boise, Idaho 83720-0027

Charter School Name: Taylor’s Crossing Public Charter School
City in which charter school will operate if approved: Idaho Falls or Nearby
Grade Levels: k-12
Authorized Chartering Entity: Idaho Public Charter School Commission
Date submitted to State Department of Education (SDE) for Review:
Date of Review by SDE:

All petitions must follow a consistent format using the following table of contents page to assist in facilitating reviews by the State Department of Education, State Board of Education, and Idaho Public Charter School Commission.

Please use this form to indicate the starting page numbers for each section. The table of contents reflects the order in which elements should be addressed in the petition, consistent with the checklist.

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.....

Other Documentation (if applicable)

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>15</u>	Elector petition forms with no less than 30 signatures. Forms available at http://www.sde.state.id.us/instruct/charter "Elector Petition and Tracking Forms"	5205 (1) (a)
SDE Comments:		
<u>16/18</u>	Articles of Incorporation and Bylaws of the nonprofit corporation.	5204(1)
SDE Comments:		
<u>16</u>	Include documentation of organization under the Idaho Nonprofit Corporation Act.	5204 (1)
SDE Comments:		
<u>24</u>	Describe the governance structure of the school , including the person or entity that shall be legally accountable for the operation of the school.	5205 (3) (f)
SDE Comments:		
<u>25</u>	Include a provision that ensures the charter school shall be accredited as provided by rule of the Idaho State Board of Education.	5205 (3) (e) 5210 (4) (b)
SDE Comments:		
<u>28</u>	Describe the school's educational program and how learning will occur.	5205 (3) (a)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>28</u>	Identify the school's goals and how all Educational Thoroughness Standards (as defined in Section 33-1612, Idaho Code) shall be fulfilled.	5205 (3) (b)
SDE Comments:		
<u>28</u>	Identify measurable student educational standards which describe the extent to which all students of the charter school demonstrate they have attained the skills and knowledge specified as goals.	5205 (3) (b)
SDE Comments:		
<u>36</u>	Identify various methods by which student progress is to be measured in meeting educational standards.	5205 (3) (c)
SDE Comments:		
<u>36</u>	Include a provision by which students will be tested with the same standardized tests as other Idaho public school students.	5205 (3) (d)
SDE Comments:		
<u>27</u>	Outline the qualifications to be met by individuals employed by the school.	5204 (3) (g) 5210 (4) (a)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>28</u>	Include provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.	5210 (4) (d)
SDE Comments:		
<u>28</u>	A statement that all teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.	5206 (4)
SDE Comments:		
<u>28</u>	Include provision that ensures all staff members will be enrolled in and covered by all of the following: § Public Employee Retirement System (PERSI) § Federal Social Security § Unemployment Insurance/Worker’s Compensation Insurance	5205 (3) (l)
SDE Comments:		
<u>28</u>	Describe the transfer rights of any employee choosing to work in a charter school, and the right of this employee to return to any non-charter school in District 93, including accumulation of sick leave.	5205 (3) (n)
SDE Comments:		
<u>28</u>	Include provision that ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining.	5205 (3) (o)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>44</u>	Outline provisions for how special education services will be provided: § Identification/Evaluation § Programming § Individual Education Plans (IEP) · Development · Review · Revision § Services § Discipline Policy § Budget § Transportation for special needs students (the charter school must provide transportation unless a special needs student is capable of getting to school in the same manner as other students)	5205 (3) (q)
SDE Comments:		
<u>46</u>	Describe the manner in which gifted and talented students will be served including a plan for identification and service.	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		
<u>46</u>	Describe the manner by which Limited English Proficiency services will be provided.	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>47</u>	Outline the manner in which administrative services of the school are to be provided.	5205 (4)
SDE Comments:		
<u>39</u>	Outline transportation services for students, including estimated first year cost.	5208 (4) 08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		
<u>39</u>	Outline provisions for Child Nutrition: § School Lunch Program § Determining Eligibility for Free and Reduced Price Meals § Verification Reporting and Record keeping	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		
<u>48</u>	Describe the compact and contiguous attendance area of the charter school.	5206 (1)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
48	Describe the manner in which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.	5205 (3) (s)
SDE Comments:		
49	Describe admission procedures, including provision for overenrollment , which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include enrollment capacity of the charter school.	5205 (3) (i)
SDE Comments:		
49	A statement describing how waiting lists will be developed and renewed annually.	5205 (3) (i)
SDE Comments:		
39,53	Include anticipated enrollment.	
SDE Comments:		
63	Include a public school attendance alternative for students residing within the school district who choose not to attend the charter school.	5205 (3) (m)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>63</u>	Describe the manner by which eligible students from the charter school shall be allowed to participate in dual enrollment in non-charter school within District 93 as provided for in Chapter 2, Title 33, Idaho Code.	5205 (3) (r)
SDE Comments:		
<u>38</u>	Outline procedures for suspension, expulsion and re-enrollment of students.	5205 (3) (k)
SDE Comments:		
<u>63</u>	Describe facilities to be used by the school.	5205 (4)
SDE Comments:		
<u>64</u>	Include documentation regarding insurance for liability and property loss.	5205 (4)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
64	Describe potential civil liability effects upon the school and upon District 93.	5205 (4)
SDE Comments:		
64	Outline procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter .	5205 (3) (p)
SDE Comments:		
64	Describe the manner in which both the annual audits of financial and programmatic operations are to be conducted.	5205 (3) (j) 5206 (7) 5210 (3)
SDE Comments:		
38	Include a provision that ensures a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors (<i>Children's Internet Protection Act</i>).	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
	A virtual charter school that is approved by the school district board of trustees must include a statement declaring if the school wishes to be considered an LEA for purposes of federal formula funding.	5208 (8) (c)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
	<p>After a legal sufficiency review has been facilitated by the State Department of Education and findings and recommendations have been addressed, the petition may be submitted to an authorized chartering entity for review.</p> <p>Upon approval by an authorized chartering entity, a Tracking Form must be completed, signed, and attached to the approved charter. Copies of the approved charter must be submitted to both the State Board of Education and the State Department of Education.</p> <p>One copy to the State Board of Education:</p> <p>State Board of Education Karen Echeverria 650 West State Street, 3rd Floor P.O. Box 83720 Boise, Idaho 83720-0037</p> <p>One copy to the State Department of Education:</p> <p>State Department of Education Kimberly Clark 650 West State Street, 2nd Floor P.O. Box 83720 Boise, Idaho 83720-0027</p> <p>Forms available at http://www.sde.state.id.us/instruct/charter “Elector Petition and Tracking Forms”</p>	5206 (6)

For assistance, please contact:

Child Nutrition: Mary Breckenridge, Phone 332-6820 or mebreken@sde.state.id.us

Limited English Proficiency: Irene Chavolla, Phone 332-6907 or ichavoll@sde.state.id.us

Financial Operations: Tim Hill, Phone 332-6840, or thill@sde.state.id.us
Enrollment, audits, transportation, virtual schools.

Special Education Services: Jana Jones, Phone 332-6910 or jjones@sde.state.id.us

Gifted and Talented Services: Dr. Val Schorzman, Phone 332-6913 or
vschorzman@sde.state.id.us

Certification: Dr. Patty Toney, Phone 332-6936 or ptoney@sde.state.id.us

Criminal history checks fingerprinting: Shannon Haas, Phone 332-6888 or
shhaas@sde.state.id.us

Employee benefits: Public Employee Retirement System of Idaho
Phone 334-3365, Judy Aitkin

School Accreditation: Shannon Page, Phone 332-6942 or spage@sde.state.id.us
Dual enrollment

Statewide Assessments: Sally Tiel, Phone 332-6943 or srtiel@sde.state.id.us

Technology/Internet Safety: Dawn Wilson, Phone 332-6976 or dwilson@sde.state.id.us

Other assistance may be requested through the office of Dr. Carolyn Mauer,
cmauer@sde.state.id.us

Bylaws
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation
June 30, 2004

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Bonneville, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Bonneville, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal Income Tax Code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of a corporation:

(a) exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code 1986 or the corresponding provision of any future Federal Income Tax Code, or

(b) contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal Income Tax Code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members. No such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may initiate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1 Founding Board of Directors

As the Founding Board of Directors, we are united in support of the Harbor Institute method of instruction, curriculum and policy. This method is the foundation for the establishment of this Charter. Therefore, to maintain full fidelity to the Harbor Institute method of instruction, the Board of Directors shall retain complete and full control of curriculum, teaching methods and school policy. The majority of the Board must approve any and all amendments, adoptions or repeals of the core curriculum, teaching methods, or policy. This section, being section

4.1 of Article 4 of the Bylaws of Taylor’s Crossing Public Charter School, Inc., may not be amended, deleted or changed without the majority vote of the Board of Directors.

Section 4.2 Board of Directors

The Board shall consist of directors elected or appointed for a two- (2) year term of office as set forth below. The number of directors constituting the Board of the Corporation shall be seven (7) members. The Board of Directors shall have authority to conduct normal board functions if at least four (4) directors are present at Board Meetings. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.3 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business and to pledge the credit, assets, and property of said Corporation, when necessary, to facilitate the efficient operation thereof. Authority is given to the Taylor’s Crossing Public Charter School (“TCPCS”) Board of Directors by the State of Idaho as provided in the “Public Charter Schools Act of 1998.” (I.C. 33-5201)

Section 4.4 Election of Directors

(a) Prior to the first annual meeting of the Corporation, following the initial opening of TCPCS, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of TCPCS.

(b) At the first annual meeting of the Corporation, following the initial opening of TCPCS, directors shall be elected or appointed in accordance with the provisions of Section 4.4 (c).

(c) At the annual meetings of the Corporation, following the initial opening of TCPCS, directors will be elected or appointed to fill vacancies on the Board by the process outlined below:

- i. All Board of Directors applicants will be required to fill out a questionnaire.
- ii. All Board of Directors applicants are encouraged to tour Liberty Charter School in Nampa or another approved Harbor Method school, and should have a true appreciation of its teaching methods, curriculum, and policy.
- iii. All Board of Directors applicants will be required to go through a screening process, overseen by the TCPCS Board of Directors.
- iv. The TCPCS Board of Directors will nominate candidates for each open position.
- v. Not more than three candidates per open position shall be nominated.
- vi. From the nominated candidates, the TCPCS Board of Directors will elect the new Board Members.
- vii. Any board openings will be advertised with the time, date, and location of said election by TCPCS using, but not limited to, the following methods: public service announcements in newspapers and sending notification home with students.

Section 4.5 Term

- (a) To support the establishment of staggered terms of office, the initial terms of office for up to four (4) directors, including Seats number one, three, five, and seven shall be three years. Thereafter the terms shall be two years; and the initial term of office for the remaining members, including Seats number two, four, and six shall be two years and thereafter shall be two years.
- (a) Each Director shall serve until the Board Members Stakeholders, at the annual meeting of the Corporation, duly elect or appoint his/her successor.

- (b) The majority of the Board may reappoint existing Board Members who wish to serve for additional terms.

Section 4.6 Resignation and Removal

- (a) Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A director may be removed with cause or justifiable reason by a majority of the directors then in office.

The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising, under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act. Additionally, anyone who has failed to attend four (4) or more meetings of the Board, without cause, in any calendar year may be removed.

Breach of Duties is defined as the following:

- i. Failure to discharge duties in good faith
 - ii. Failure to act with care
 - iii. Failure to act in the best interest of the corporation
- (b) Removal of a director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties in public, except where either the Board or the director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public. The director may be removed only if a majority of the directors then in office vote for removal.

Section 4.7 Vacancies

- (a) Board vacancy or vacancies shall be deemed to exist if any director dies, resigns, or is removed, or if the authorized number of directors is increased.
- (b) A vacancy on the Board may be filled by a majority vote of the remaining directors, although less than a quorum. Each director so elected shall hold office until the next annual meeting of the Corporation.
- (c) No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

Section 4.8 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a director's actual and necessary expenses incurred in the conduct of the Corporation's business.

Section 4.9 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.10 Voting

Voting by the Board shall be in person or by phone and no proxy voting on the Board may occur. The chairman of the board may vote on all issues before the board.

Section 4.11 Rights of Inspection

Directors have the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided such inspection is conducted at a reasonable time and after reasonable notice. This right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state, or local law.

**ARTICLE 5
BOARD MEETINGS**

Section 5.1 Place of Meeting

The place of all meetings of the directors shall be the principal office of the Corporation in the County of Bonneville Idaho, or at such other place as shall be determined from time to time by the Board. The place at which such meetings shall be held shall be stated in the notice and call of the meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held, unless an unforeseen catastrophic event occurs. In such case, the place of meeting will be changed or the meeting will be postponed.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the appointment or election of directors and officers to succeed those whose terms expire, and for the transaction of other business that may properly come before the Board, will be the second Wednesday of August, if not a legal holiday. If it is a legal holiday, then director elections or appointments will be on the day following, at 6:00 P.M. If the annual meeting of directors is not held as prescribed, the election or appointment of directors and officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be held regularly, as outlined by the directors.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the directors or of any monthly meetings of the directors shall not be given by mailing or by written or printed notice of the same. Notice shall be posted at the Corporation's principal office or on the Corporation's website at least five (5) days prior to the meeting.

**ARTICLE 6
DUTIES OF DIRECTORS**

Section 6.1 Directors

The Board shall consist of directors, which shall include the following offices: Chairman of the Board, Vice Chairman, Secretary and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the board of directors shall be chosen by the newly elected Board

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as other such powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice-Chairman shall have other such powers and perform other such duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or other such place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

- (b) The Secretary shall give notice, or cause to have notice given, of all meetings of the Board and any committees thereof required by these Bylaws or by law. The Secretary shall distribute the meeting minutes of the Board to all its members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent that the same are to be kept or filed by the Treasurer. The Secretary shall have other powers and perform other duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Board member or the public in accordance with Idaho Code 9-338 and 9-339.

- (a) The Treasurer shall deposit, or cause to be deposited, all monies and other valuables, in the name and to the credit of the Corporation, with such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have other powers and perform other duties as may be prescribed by the Board.

Section 6.6 Other Directors

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

**ARTICLE 7
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1 to June 30.

**ARTICLE 8
NOTICES**

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Article of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting shall be deemed equivalent to notice required to be given to any Director, or individual.

**ARTICLE 9
DISSOLUTION**

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debt and obligations of the Corporation, the remaining assets shall be distributed to one or more non profit funds, foundations, or corporations which are

organized and operated exclusively for educational purposes and which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

**ARTICLE 10
AMENDMENTS**

Section 10.1 New Bylaws

New Bylaws involving teaching methods, curriculum or policy, may be adopted, amended or repealed by a majority vote of the acting Board of Directors. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and shall not take effect until so copied. If any Bylaws are repealed, the fact of the repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the date of the amendment.

CERTIFICATE OF BYLAWS

We certify that we are the initial agents of Taylor’s Crossing Public Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, we have signed our names to this Certificate on _____(date).

Marc Bohman

Linda Holt

Erica Radford

Camy Rish

Shay Wallace

Name of Applicant Applying for the Charter Taylor’s Crossing Public Charter School, Inc
(This may be a public body, private person or private organization)

Name of Proposed Charter School Taylor’s Crossing Public Charter School, Inc

New School Converted School

Authorized Agent for Applicant Marc Bohman
(This may be the individual applicant or an authorized member of the corporate board)

Authorized Agent Mailing Address 6410 E. Sidehill Ln

City Idaho Falls State ID Zip 83401

County Bonneville E-mail: taylors_crossing@yahoo.com

Day Time Phone: (208) 523-5321 Fax: ()

Organization

Taylor's Crossing Public Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

Corporation History

The Articles of Incorporation for Taylor's Crossing Public Charter School, Inc. were filed with the Secretary of the State of Idaho June 30, 2004. The SS-4, Application for Employer Identification Number and the 501(c)(3) will be completed upon approval of the charter.

Corporate Principals

The Corporate Principals of Taylor's Crossing Public Charter School, Inc. as listed in the Articles of Incorporation is as follows:

Marc Bohman	Pharmaceutical Sales Representative/ District Business Analyst
Erica Radford	Medical Respiratory Therapist, Paralegal with Real Estate emphasis
Camy Rish	General Accounting and Insurance Coordinator

Appointed to the Board September 30, 2004:

Linda Holt	School Librarian/ Parent Volunteer for Elementary School
Shay Wallace	Previous Computer Store Owner/ Mathematics Degree /Parent Volunteer

Taylor's Crossing Public Charter School within the context of this document may also be referred to as TCPCS.

Marc, Erica, Camy, Linda and Shay are parents who are interested in providing the best educational opportunities for their children and they have identified the Harbor Institute method of instruction as the best way to achieve this objective. Since there are no Harbor Schools available in Eastern Idaho, the Taylor's Crossing Public Charter School's Corporate Principals are willing to organize a school based on the Harbor Institute method of instruction to benefit the school-age children of Eastern Idaho.

The Corporate Principals are confident that TCPCS will be successfully formed and properly managed according to all laws and regulations regarding public schools. Additionally, the Harbor Institute and the administrator and staff of Liberty Charter School in Nampa, Idaho, will be key in the success of TCPCS. The principals will also adhere to the TCPCS Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law. Founding Board Members, as discussed in the by-laws, will be those board members serving when the school opens.

The Board shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the TCPCS Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201)

Taylor's Crossing Public Charter School will:

1. be organized and managed under the Idaho Nonprofit Corporation Act.
2. have a board of directors acting as public agents to control the school and have the same responsibilities and liabilities as any other governing board of public education.
3. be considered a public school for all purposes.

General Powers and Limitations of TCPCS Board of Directors

1. Upon approval of the petition, TCPCS's Board of Directors will be the public agents required to control TCPCS.
2. TCPCS will comply with all federal and state laws, rules and regulations.

3. TCPCS's Board of Directors will be responsible for identifying and complying with all essential laws, rules, and regulations for Idaho charter schools. This is not the responsibility of the Idaho Public Charter School Commission.
4. TCPCS will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity.
5. TCPCS will not contractually bind the Idaho Public Charter School Commission with any third party.

TCPCS will keep complete and accurate minutes of the meetings of the Board of Directors and will make them available to the public. Upon approval of the minutes by the board, they will be posted at TCPCS and on the TCPCS website.

Accreditation: Ref. Idaho Code 33-5205 (3) (e) 33-1612

Taylor's Crossing Public Charter School will be accredited through the State of Idaho. Accreditation by the Northwest Association of Accredited Schools (NAAS) may be sought in addition to State accreditation in the future.

Idaho Accreditation Standard I Vision, Mission and Policies

Combined, the following Vision, Mission and Policies form a foundation for the support of student achievement and are in alignment with the State Achievement Standards and the Thoroughness Legislation defined by Idaho Code 33-1612. The Board of directors of TCPCS will collaboratively develop and review these principals periodically.

Mission

By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.

Vision and Special Emphasis

The Vision of TCPCS is rooted in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. TCPCS will improve student learning by creating a low-threat environment and safe harbor. TCPCS will create this low-threat environment and safe harbor with the innovative Harbor Institute character education curriculum that focuses on kindness and taps into each child's innate need to know boundaries while protecting every child's dignity. This is done through daily expectation training, in which teachers clearly illustrate how children should show kindness to others in many different situations. Students who display these good citizenship qualities are given special recognition through a well-designed reward system.

The atmosphere created by our focus on kindness allows children to soar socially and academically. Students are not afraid to take academic risks (i.e. asking or answering questions in front of peers) when they feel safe and supported. This philosophy is extremely important because one of our academic goals is accelerated learning, and our focus on kindness is the only way this type of learning can be achieved. An environment that is warm, friendly, orderly and free from chaos is developed as a result of this discipline method.

Another unique aspect of TCPCS's character education curriculum is the dramatization and memorization of classic poems and quotes, such as "The Man in the Looking Glass". The students learn such pieces through automaticity,

and discuss the meanings and/or moral lessons behind them. The students develop self-confidence by enhancing their public speaking skills as they perform these classics for others. The tempo for our academic program is set by student capabilities instead of textbook constraints.

Our curriculum will be aligned with the Idaho State Achievement Standards for Health, Humanities, Language Arts/Communication, Mathematics, Science and Social Studies. Students will be well grounded in the basics, such as, reading, writing, math, science, and social studies. Highly qualified teaching professionals will implement these learning programs, thereby creating new professional teaching opportunities within the community. All students will share in an increased opportunity for expanded learning through fine arts, foreign language, and technology programs. They will be competent, confident, productive, and responsible persons who possess the habits, skills, and attitudes to succeed in life and to be prepared for the invitation of post-secondary education and satisfying employment. Combined, these skills and knowledge “define” an educated person of the 21st century capable of delving into any subject because they will understand how to learn and they will come enjoy the process.

Our secondary focus is on American history, Constitutional studies and the Founding Fathers. As our students study the lives, ideas and values of the men who pledged their lives, their fortunes and their sacred honor in the development of this nation, the students will gain an understanding of the role our government plays in the world today and how it functions. They will feel a heightened sense of patriotism. They will learn of their responsibilities as American Citizens and will gain a greater appreciation for the opportunities that lie before them as citizens of this great country. Their study of history will teach them about human nature and that there is much to learn from the experiences of all people and the times in which they lived.

Idaho Accreditation Standard II Highly Qualified Personnel

TCPCS recognizes that the most important factor for improving student achievement is the quality of the classroom teacher. Therefore great care will be realized in placing and retaining competent, caring and qualified teachers for every classroom, to maximize opportunities for student learning. TCPCS educators will be highly qualified as defined by the Idaho State Board of Education Administrative Rules. Staff evaluation and certification will comply with all State standards and Idaho Code. Individual professional development plans and staff evaluation models that effectively promote the continuous improvement of the school personnel will be implemented. One aspect of TCPCS’s professional development will be the dissemination process described below.

Dissemination of Information to Teachers

The Harbor Institute will schedule two four-day training sessions in the Harbor Institute method of instruction for all TCPCS teachers prior to the opening of the school. Liberty Charter School is an open campus for any TCPCS teacher wishing to spend time in a Harbor classroom for additional observation.

Immersion Training - The Harbor Institute believes that “seeing is believing” when it comes to training teachers in the implementation of the Harbor Institute method of instruction. They use a strategy called Immersion Training. Teachers are immersed in the Harbor

Institute method of instruction for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor Institute culture, the importance of pacing, and the reliability of high expectations for every student. Each day of training begins with a workshop on a particular aspect of the Harbor Institute method of instruction. In addition, teachers are given a Roadmap for Discovery that helps them maximize their observation time in the Harbor classroom. A mini-workshop is offered during lunch and each training day ends with an intensive question and answer session.

The Harbor Institute Workshops offered during this training include:

Direct Instruction Methodology
Language Arts

The Math Concept Board
Vocabulary

Expectation Training (40 cards)
 Rules and Reasons – student behavior plans
 Citizen of the Week/Citizen of the Month
 High expectations for all students
 Utilizing parent volunteers
 assistants
 Modeling the Harbor Institute method of instruction
 as a staff

Classroom pacing
 Memorization and Dramatization
 Hall of Fame
 Homework
 Effective use of educational
 Capturing teaching time

Each TCPCS teacher will be assigned a Harbor Institute Certified Mentor Teacher for ongoing training throughout the year. The Harbor Institute will also provide a certified Harbor Institute teacher/trainer for thorough follow through on-site at TCPCS during the school year.

In addition, quarterly workshops and in-service will be scheduled as needed. The Harbor Institute will conduct an end of year analysis and report on the success of Harbor Institute method implementation at TCPCS.

Personnel

Staff Requirements – 25 Total Staff, Year 1

1.	Kindergarten	0.5 FTE
2.	Grade 1	1.0 FTE
3.	Grade 2	1.0 FTE
4.	Grade 3	1.0 FTE
5.	Grade 4	1.0 FTE
6.	Grade 5	1.0 FTE
7.	Grade 6	1.0 FTE
8.	Grade 7	1.0 FTE
9.	Grade 8	1.0 FTE
10.	Music	0.5 FTE
11.	PE	0.5 FTE
12.	Science	0 (.7 FTE Science will start year 2)
13.	Special Ed.	0.5 FTE
Administrator		1.15 FTE
Non certified		4.5 FTE (part time personnel – 9 staff)
		2.0 FTE

Qualifications

TCPCS educators will meet all components of the Idaho State Board of Education Administrative Rules to be defined as highly qualified. TCPCS’s staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by TCPCS will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- TCPCS will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.

- All staff members will submit a criminal history check and fingerprint card to the Office of Certification at the state department of education.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.

Personnel Policy

1. TCPCS employees are not employees of District 93 or the Idaho Public Charter School Commission.
2. The TCPCS staff will be considered a separate unit for purposes of collective bargaining.
3. All Staff members of TCPCS will be covered by the public employee retirement system, federal social security unemployment insurance and worker’s compensation insurance, as required by Idaho law. Unemployment insurance and worker’s compensation insurance will be provided in accordance to Idaho code 33-1279. The TCPCS Board of Directors has the right to establish other benefits.

Employee Transfer Rights: Ref. Idaho Code 33-5205 (3) (n)

The transfer rights of employees choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school that is authorized by the State Commission, rather than a school district, are not clear.

The school shall allow for accumulation of sick leave as allowed by Idaho Code 33-1217.

Recruiting of teachers will be through newspaper advertisements or through other methods that will be available during the recruiting period. TCPCS will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. The TCPCS and/or the Administrator will conduct interviews for the open positions.

Idaho Accreditation Standard III Educational Program

TCPCS will provide a comprehensive educational program focused on meeting the needs of all our students. TCPCS realizes high expectations for student success and frequent monitoring of student progress is of critical importance to student learning. Curriculum, instruction and assessment to standards will be deeply aligned and provided to all students. TCPCS’s educational program will adhere to the requirements of the State. Currently this includes alignment with the Thoroughness Standards, Idaho Code 33-1612, the Idaho Student Achievement Standards K-12: and the testing and high school graduation requirements as defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

Educational Thoroughness Standards Ref. Idaho Code 33-5205

The TCPCS Board of Directors will ensure that the educational standards as set forth in Idaho Code 33-1612 shall be fulfilled. TCPCS shall achieve the Thoroughness Standards through a dynamic and interactive academic program by utilizing the unique aspects of the Harbor Institute method of instruction. The Idaho State Standards and benchmarks will serve as a starting point and will be enhanced with unified themes and other creative methods. Instruction of the curriculum will be accomplished by using an aligned, proactive method.

Standard A. A safe environment conducive to learning is provided

Goal: Maintain a positive, safe teaching and learning climate. Every student has the right to come to school without fear of taunting, teasing or violence where self-respect and respect for others is taught. Each parent has the right to expect a school to provide a safe, kind, orderly and productive learning environment for his/her child.

- Objectives: Taylor’s Crossing Public Charter School will:
- Incorporate the Harbor Institute method of instruction into TCPCS’s curriculum.
 - Develop and provide a student/staff handbook that establishes the rules and guidelines for physical safety. These guidelines include and will not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights, and staff monitoring responsibilities.
 - Provide a facility that meets all required city, state and federal health, accessibility, safety, fire and building codes for public schools. TCPCS will adopt policies as required to remain consistent with the Idaho Code for educational facilities. Inspections of the facility will be conducted as required to ensure the safety of students and staff.
 - Establish, publish and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs and use or sale of alcohol and drugs.
 - Create an environment that encourages parents and other adults to visit the school and participate in the school’s activities.

Standard B. Educators are empowered to maintain classroom discipline

Goal: Create a disciplined and positive teaching and learning environment through an emphasis on high behavior and performance expectations. Each staff member has the right to teach without fear of violence. This safety is supported with the Harbor Institute method of instruction.

- Objectives: Taylor’s Crossing Public Charter School will:
- Incorporate the Harbor Institute method of instruction into TCPCS’s curriculum.
 - Develop a student code of conduct handbook, which will include: clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
 - Teach appropriate behaviors and foster responsible decision-making skills.
 - Establish and maintain consistent rules aligned throughout the school.

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

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

- Objectives: Taylor’s Crossing Public Charter School will:
- Follow the general philosophy of the Harbor Institute.
 - Emphasize the importance of adult role models that demonstrate important values at school.
 - Develop student character by encouraging them in their responsibilities one to another, to the faculty and to the staff of TCPCS.

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

Standard D. The skills necessary to communicate effectively are taught

Goal: Teach students a range of effective communication skills that will help them to succeed in a competitive world.

Objectives: Taylor’s Crossing Public Charter School will:

- Emphasize meaningful language experiences in reading, writing and spelling. These experiences are enhanced through dramatization and memorization.
- Provide a technology-rich environment that enhances communication through the use of computers.
- Provide instruction in a foreign language. Knowledge of a second language is essential to many occupations. Additionally, knowledge of a secondary language may increase English proficiency, enhance verbal and problem-solving skills and improve memory and self-discipline.

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

Goal: To educate a citizenry prepared for the 21st century broadening students beyond the basics of reading, writing, mathematics, science, and social studies. Students will be driven by their own capabilities instead of the constraints of textbooks.

Objectives: Taylor’s Crossing Public Charter School will:

- Provide curriculum and instruction that incorporates the Idaho Achievement and Idaho Student Information Standards into the school program.
- Use the Idaho State Department of Education’s Standards as a starting point for TCPCS’s curriculum and will build upon them by unifying themes and other effective methods.
- Use a variety of methods to ensure student learning. These may include but are not limited to. Spalding’s Method as detailed in Writing Road to Reading (language arts), the Shurley method (grammar), teaching of math through direct instruction, math manipulatives, timed tests, and Saxon math for homework, hands-on experimentation for science learning; and a social studies curriculum strong in historical and Constitutional learning.
- Develop personalized learning goals for each student with the student, parents and educators. Together the goals will consider the student’s strengths and weaknesses. Faster learners are continuously presented with new challenges. Slower learners benefit from extra adult help, multiple methods and multiple environments.
- Encourage class field trips and career development discussions.

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

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 ski

Objectives: Taylor's Crossing Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the twenty-first century.
- Learn to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; problem solving; locating and evaluating information from a variety of sources; thinking logically and making informed judgments.
- Enable students to develop personal habits important in the work place. Students will learn to accept responsibility for personal decisions and actions. They will learn to demonstrate honesty, courage and integrity; about a healthy lifestyle; empathy, courtesy and respect for differences among people; selfconfidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard G. The students are introduced to current technology

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

Objectives: Taylor's Crossing Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than a primary instructional delivery system.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage and communication.
- The Idaho Student Information Technology Standards will be incorporated into the programs. TCPCS will provide a technology-rich environment through the use of current, age appropriate computer software programs. The software programs will be integrated into the curriculum and applied to the completion and enhancement of projects and assignments.

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

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

Objectives: Taylor's Crossing Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship within the community.
- Enable students to develop the following habits: becoming responsible citizens; accepting responsibility for personal decisions and actions; honesty, courage, and integrity; empathy,

courtesy, and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach wise decisions.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

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

Effectiveness Goals

Goal	Specific Objective
<p>1. Language Arts The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Communication skills include speaking, writing, and listening, and will expand into presentation skills.</p> <p>2. Mathematics The goal is to learn basic arithmetic, concepts and principles of measurement, mathematical reasoning, problem solving, algebra, geometry, data analysis, probability, statistics and the higher mathematics, as necessary.</p> <p>3. Science The goal is for students to learn in a multi-year sequence, emphasizing a hands-on use of scientific methods and experimentation through the observation of natural phenomena.</p> <p>4. Music The goal is to introduce students to the heritage and culture of music and to instruct grades K-3 in piano.</p> <p>5. Technology The goal is to teach students about technology and its practical applications.</p> <p>6. Foreign Language The goal is to enhance linguistic skills and English proficiency through the introduction of foreign language.</p> <p>7. Social Studies The goal is to explore the Constitution while learning from the works of our founding fathers, the process of democracy and American History while adhering to the State Standards.</p> <p>8. Physical Education The goal is to be instructed in physical activity and the health related benefits thereof.</p>	<p>1.a. Students will be expected to read at grade level by third grade.</p> <p>1.b. Students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress after a period of three consecutive academic years at the Charter School. Proficiency will be measured by the most current state required tests including but not limited to, the ISAT, Idaho Reading Indicator, (Grades K-3) and the Direct Writing Assessment (State).</p> <p>2.a. Students will be expected to master addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills.</p> <p>2.b. Students will be expected to compute math at grade level by third grade.</p> <p>2.c.. Students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress after a period of three consecutive academic years at the Charter School. Proficiency will be measured by the most current state required tests including but not limited to, the ISAT, the Metropolitan Reading and Math, Grade 1; and the Direct Math Assessment (State). <i>Special Note:</i> Those students not reading at grade level or computing grade level math will be identified and receive a variety of services as outlined in the TCPCS Charter, pages 39, 43-47</p> <p>3.a. By utilizing experimentation and instrumental fieldwork, students can experience the excitement of science. This learning discipline increases the understanding of the facts and concepts and is in line with the Idaho State Standards.</p> <p>3.b. Student progress will be measured by, but not limited to, group projects and supervised classroom experimentation.</p> <p>4.a. Studies have found a correlation between cognitive development and musical training. Students will be introduced to music and encouraged through a variety of activities and instruction.</p> <p>5.a. Basic technological skills will prepare students for future employment. By using and learning about tools, such as computers, scientific equipment and the Internet, students discover how to become lifelong learners, thereby preparing them to enter the workforce with a solid foundation of knowledge and skills. They will gain an edge in this field by applying the skills they are taught.</p> <p>5.b. Students will be introduced to technology and evaluated with individual and group projects, as well as through computer interactive software packages.</p> <p>5.c. Technology will align to the Idaho State Technology Standards.</p> <p>6.a. Students will be introduced to foreign language and evaluated through individual and group projects.</p> <p>7.a. All grades will be aligned with the Idaho State Standards curriculum for social studies.</p> <p>7.b. Developing a true appreciation of our foundation will help students to better realize our rights and responsibilities as citizens of this great nation.</p> <p>8.a. Students will be expected to participate in physical education activities (as far as health will allow) that will teach them good sportsmanship, team play and individual achievement.</p> <p>8.b. Students will be encouraged to develop strong bodies for their growing years and will be taught the basics of a healthy lifestyle.</p>

Methods of Instruction

TCPCS's methods of instruction are based primarily on a "teach to the ceiling" philosophy with fast paced direct instruction. TCPCS will align the general goals and curriculum, with the Idaho State Standards as a starting point, and will enhance learning through unified themes and other creative methods. Acceleration, however, will take place whenever possible. Direct instruction combined with individual student attention is the key to success at TCPCS.

We believe that learning best occurs when:

- Teachers are actively engaged in student instruction and evaluation
- Students are actively engaged in integrated and meaningful tasks
- Students see the connection between what they learn and the real world
- Students work individually and as members of a group
- Working together, student, parent and educator identify an academic and personal learning goal; support and responsibility
 - for learning is an intrinsic part of the educational program
- Students are supported with mentors and advocates
- All students have advanced learning opportunities
- Learners are allowed to make mistakes in order to achieve success
- A positive and productive learning environment is provided
- Learners are given opportunities to build new knowledge
- Learners are given time to reflect on the value and purpose of what they learn
- All learners are taught various mediums for self-expression

Teachers will be engaged in the act of direct teaching throughout the day using a variety of proven teaching techniques, including tactile, visual, kinesthetic, auditory, group and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high. This includes special instruction that allows limited

English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

Instructional Focuses

At appropriate grade levels, instruction may include, but will not be limited to, the following: *Language Arts (English and Foreign)*. The goal is to develop learners who are effective communicators, who love literature and are lifelong readers and writers. The reading curriculum is literature based. Comprehension skills and vocabulary development are integrated within the literature program.

Dramatization and memorization of accelerated vocabulary and poetry is a motivational aspect of the language arts experience. Writing includes self-analysis using the 6-Traits writing model in conjunction with creative and expository writing. Communication skills will include speaking, writing and listening and will expand into presentation skills using modern technological tools. Grammar usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. The innovative teaching methods used in language arts are Spalding's phonics, the 6-Traits, CORE research and the Shurley method.

Mathematics- As appropriate to grade level, students will master the arithmetic processes of addition, subtraction, multiplication and division of whole numbers, fractions and decimals, as well as algebra and geometry. Concept-relevant and manipulative experiences that engage students in exploring, conjecturing and thinking will continue as appropriate. Students will view and use mathematics as a tool for reasoning and problem solving in relevant ways.

Science and Health- The science curriculum is a multi-year sequence that will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences that emphasize hands-on experimentation and

functional knowledge of scientific phenomena. Science must take students beyond the factual approach or reading, reciting, drilling and testing science to actual fieldwork with instruments. This process approach allows students to experience the excitement of science so they can better understand facts and concepts, and is in line with the Idaho State Standards.

Social Studies and Community Service- This curriculum will include instruction in history, government, geography, economics, current world affairs, citizenship and sociology and will follow the elements of the Idaho State Standards. In addition there will be a strong emphasis on community service from Grade 7 onward as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

American History- We desire to instill in our students a love of history, particularly the history of America. Our students will be distinguished as historians in general and students of American history in particular. Our students will study the original founding documents, and the lives and writings of the Founders. The purpose of history is the idea of emulation in one's own life the best features of an historical person's life.

Technology- The Idaho Student Information Technology Standards will help to define this program. Technology will be used to support a child's natural way of learning through individual and group discovery and in seeking solutions to real-life challenges. TCPCS will provide a technology rich environment through the use of current age-appropriate computer software programs. The software programs will be integrated into the curriculum and applied to the completion and enhancement of projects and assignments. This will provide our learners with technology skills that prepare them for future employment.

Character and Leadership Development- Our plan for character education provides expectation training through memorization and dramatization of classic poetry, historical passages, the Great Books, studying the lives of great leaders, as well as staff who model essential traits of good character. The staff at TCPCS will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives. We intend to reprioritize character development. This will generally be accomplished through two methods; first by embracing The Harbor Institute method of instruction and second, by studying the lives of great leaders. The Harbor Institute method is a child-centered educational model built on high expectations for both student behavior and academic endeavor. The Harbor method provides a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of character education curriculum is simply being kind to one another. The result of character education is a school that greatly reduces the incidences of teasing, taunting, bullying and negative peer pressure. TCPCS students will help create a kinder community around them, whether at school, at home or in their neighborhoods. The leadership curriculum is a survey of the best of the moral, intellectual, and cultural traditions of the West as they have been refined and developed over the generations.

Music Training- A number of studies have found a strong correlation between cognitive development and musical training. Further studies have shown that the best time to boost intellectual development through music is between the ages of two and ten. Therefore, we will create a piano lab within the first two years of the inception of TCPCS where students (grades K – 3) will learn the basics of playing the keyboard. In addition, the music curriculum for older students will focus on American Jazz History and the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

Second Language- TCPCS recognizes the importance of a second language to the scholastic development and future careers of students. Knowledge of a second language will become more and more important to effective leadership in the 21st century and research has suggested that knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem solving skills. The school aims to expose students from kindergarten and onward to the Spanish language.

Curriculum Development and Approval

Initially TCPCS will contract curriculum. Curriculum will be aligned to the Standards of the State. Curriculum development will be an ongoing process directed by the Administrator with the approval of the Board of Directors. The curriculum will be implemented and evaluated through the observation of highly qualified teaching professionals, with the support of the Administrator to include written future goals.

Methods of Assessment

TCPCS intends to meet the goal of producing students who have the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year. Self-assessment is also used. As active participants in assessment of their own work, learners are encouraged to develop intra-personal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

Performance will be assessed on at least the following levels:

1. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects, and/or via computer learning packages.
2. The students will be assessed on their attitudes and personal/academic habits through teacher evaluations of projects and video presentations, as well as parental input.
3. Performance will be assessed according to state developed achievement standards and will be measured by the most current state required testing. The current required tests include but are not limited to the ISAT, IRI, DWA, and DMA. These measures will be provided to the Idaho Public Charter School Commission. As an average, these measures will meet or exceed the State proficiency and growth requirements for adequate yearly progress.
4. Students will be tested with the same standardized tests as other Idaho public school students.
Ref. Idaho Code 5205 (3) (d)

Mastery Level

Students in attendance at TCPCS will be expected to meet the statewide performance standards developed by the Idaho Department of Education. Including but not limited to language arts, mathematics, science, social studies and physical education. Students will be tested with the same standardized tests as other public school students. Mastery level will be measured with the most current state-required tests. If the state-required tests change, TCPCS will adopt the new tests and may discontinue any testing no longer required by the state. The majority of students will meet the statewide performance standards developed by the Idaho Department of Education for subjects including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. (See also Standard IV student achievement) Students will achieve developed standards for age levels, content areas and outcomes addressed by the State Board of Education. These standards may be measured by student products, performances, exhibitions and any other future tests developed by the Idaho State Board of Education.

Tracking of Students' Progress toward Mastery of State Standards over Time

The students are tested weekly in the following areas:

Concept tests: Are given to track student understanding of newly presented materials.

Mad Minutes: Are minute-timed tests for reading comprehension and math. (Mad Minutes) assist in tracking student growth by considering speed and accuracy over time. The fun and challenging spirit in which this testing is presented also motivates students to strive for self-improvement. Words-Per-Minute: Test is given every two weeks to determine reading for grade level. Results from the current Idaho State required tests including, but not limited to, the IRI (Idaho Reading Indicator), ISAT (Idaho Standards Achievement Test), DMA (Direct Math Assessment) and DWA (Direct Writing Assessment) will be used to track student progress and to measure student mastery of State Standards over time.

Remediation

Additional help will be given to students who do not accomplish the following;

- meet or exceed the State proficiency and growth requirements for Adequate Yearly Progress after a period of three consecutive academic years at TCPCS,
- read at grade level by third grade,
- compute math at grade level by third grade,
- reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.,
- reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Special Note: Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including, Special Education, Title 1 (if funded), tutoring and the opportunity, with parental support, to attend school during one or more intercessions.

Idaho State Accreditation Standard IV Learning Environment

TCPCS will provide a safe, nurturing, disciplined and orderly learning environment that is conducive to learning. The school site, facilities, equipment and related services will serve as a vehicle for the implementation of the mission and factor into the functioning of the educational program. The school's learning environment will address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for all students. The provision of a productive climate and culture is an essential factor impacting student achievement.

Discipline, Suspension, Expulsion and Re-enrollment

TCPCS recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to fill in supporting parent efforts to teach basic values to their children. The school will establish a code of conduct and other rules clearly defining expectations, as well as appropriate and inappropriate behaviors. Students will be held to strict compliance. Suspensions and expulsions will comply with Idaho Code 33-512. The Administrator or his/her designee may suspend a student for violation of school policy. The Administrator or any staff member may recommend a student for disciplinary action. The Board must approve any expulsion. The Board shall establish disciplinary procedures and may add or amend any disciplinary procedure consistent with Idaho Law. Students, parents or staff members may appeal the decision of the Administrator to the Board. The Board shall create a student handbook, which will include official notification of disciplinary rules, set forth in an age-appropriate manner, as required by Idaho Code 33-205.

Discipline for students with disabilities shall comply with Idaho Code 33-205 and the 1997 Individuals with Disabilities Act. For students wanting to reenroll, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of the code of conduct or other serious disciplinary problems. All other students wanting to reenroll are free to do so by reapplying through the lottery.

Expulsion and Suspension

The trustees of Taylor’s Crossing Public Charter School will follow state law and due process to outline a Code of Conduct including expectations and consequences for unacceptable behavior. Suspension or Expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

- Step 1: Parent/ Guardian incident notification procedure (written and/or verbal)
- Step 2: Principal intervention.
- Step 3: Suspension with parental notification – 3 days. Re-admission will be allowed after a conference with student, parents/guardian, and principal.
- Step 4: Suspension with parental notification 5 days. Re-admission will be allowed after a hearing within (5) school days with the Board of Directors.
- Step 5: Expulsion until the next calendar break/semester, rest of the year. A hearing will be set within five (5) school days whenever possible with the Governing Board. The Governing Board shall have the right to permanently expel students for disciplinary or attendance reasons.

Policy of Internet Safety

TCPCS will adopt a Policy of Internet Safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access. This measure will protect against access through such computers to visual depictions that are obscene, child pornography or other content harmful to minors in compliance with the Children’s Internet Protection Act.

1. In many cases, library research resources, such as databases of magazine, journal and newspaper articles, are only available through Internet access. Also, the Internet provides access to information and media resources, simulations, and other online educational activities. Its proper use can open new opportunities for research, learning and communication.
2. TCPCS will make prudent effort to limit improper use. All students and parents must agree to sign an Internet use agreement. If the agreement is not signed, the student will forfeit his/her privilege of Internet use. Students will be held to the highest standard of moral conduct while using the Internet.
3. Students will be assigned a network login. With this access comes responsibility. Student logins on the school's network system(s) are considered a privilege not a right. Students are expected to use only the software made available to them by their teachers or designated technology staff. They are allowed to save documents and other school-related files to their home directories on the network, or other drives only as specified by their teachers or designated technology staff. A student who inadvertently gains access to inappropriate material on the Internet is expected to discontinue access as quickly as possible and to report the incident to a staff member.

Health and Safety

TCPCS shall ensure that policies and procedures are developed for contacting law enforcement and the student’s parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. The policies formed will meet the provisions of section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian, or custodian as provided by section 30-512 6., Idaho Code.

Taylor's Crossing Public Charter School will comply with the following:

1. Conduct criminal history background checks for all employees in compliance with Idaho Code 33-130.
2. Require that all students have proof of Immunization or will have a written parental waiver as well as a birth certificate or other identification before being enrolled at TCPCS.
3. The school shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for aforementioned compliance as required by local and state laws and rules.
4. The school discipline policies designed to ensure the safety and well-being of staff and students will be enforced by the staff. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.
5. TCPCS will have a crisis management plan developed prior to the opening of the school.

Educational Programs and Services

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work and psychological services will be identified based on need. The Board of Directors, Administrator and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33- 1612 and the rules governing thoroughness at IDAPA 08.02.03.

Class Size

TCPCS will be relatively small. In our initial school year we will have approximately 270 students, kindergarten through eighth grade. We believe that students benefit from a small school setting. Although our total population is small, our classrooms may be considered large. The methods we use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic and vibrant place in which to learn. Our kindergarten class will have 32 students, which consists of a morning class of 16 students and an afternoon class of 16 students as well. First through third grades will have 32 students, fourth through sixth grades will have 34 students and seventh through eighth grades will have 35 students. We will expand one grade per year. We plan to implement our high school in 2006 with the addition of ninth grade. It is a possibility that ninth through twelfth may be added together in 2006, but that will depend on need and/or interest.

Transportation

Transportation will be the responsibility of the parent(s) or legal guardian(s) of TCPCS students. The estimated cost to the school for transportation will be \$0. The Taylor's Crossing Board of Directors will retain the option to pass more transportation policy as determined by the board. Further transportation planning will be implemented as indicated by the enrollment of students.

Child Nutrition

Nutrition may be contracted with District 93. TCPCS may provide nutritional services as soon as facilities allow. TCPCS Board will approve policies for determining eligibility of students for free and reduced prices for meals. Verification reporting, and record-keeping, will be filed with the state agency in accordance to State and Federal law.

Idaho Accreditation Standard V Continuous School Improvement

TCPCS is resolute in our focus for student learning and growth. Therefore our qualified professionals will be actively involved in the implementation and utilization of Continuous School Improvement Planning (CSIP) Ref. IDAPA 08.02.02.140. This plan will provide for the systematic analysis of student performance data. This raw testing data will be provided to the Idaho Public Charter School Commission according to the most current State requirements. Results will help to demonstrate the impact of the school's instructional and organizational practices on student achievement and progress towards individual school goals on a yearly cycle.

The CSIP will consist of ten core elements.

1. Data driven, measurable student achievement goals.
2. Assessment/analysis of staff strengths and weaknesses
3. Review of research
4. Directional statements
5. Ongoing data collection and analysis
6. Utilization of data analysis to focus improvement efforts
7. Strategies focused on improving student performance
8. Action plan and timeline
9. Professional development goals
10. Monitoring and evaluation

TCPCS will provide quality results through the continual improvement of our educational program. TCPCS's professional development programs and parent/community participation will be essential elements in providing a good school.

Comprehensive Assessment Program

TCPCS will use the State approved *Comprehensive Assessment Program* as outlined in the Rules Governing Thoroughness to determine student proficiency. Each assessment will be comprehensive and will be aligned to the Idaho State Achievement Standard it is intended to assess. In addition, TCPCS will use other assessment mechanisms to measure student progress, achievement and proficiency. Such mechanisms will include, but not be limited to, assessments for social studies, science, health and humanities, and will be developed to meet state rules by a qualified School Administrator and teaching team.

Parental Involvement

Parents of students who attend Taylor's Crossing Public Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses, which is essential for the continuing educational development of their children.

The process to ensure parental involvement will be as follows:

1. Parents will receive a handbook as each year begins.
2. Parents will be encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere and parents' perception of learning environment.
4. Parents will be encouraged to be involved in the Parent-Faculty Association and to volunteer for school projects, programs, committees and to work with students.
5. Parents will be encouraged to provide an appropriate learning environment at home for study.
6. Parents will be encouraged and welcomed to volunteer in their child's(ren's) classroom(s).

6. Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. TCPCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official Parent Committee (PFA). Members of that committee will be elected annually by parents of students enrolled in the school according to policy set by the Board. The parent committee will be authorized to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation and evaluation of school policy as determined by the board. (See also administrative services)

Idaho Accreditation Standard VI Student Achievement

Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

TCPCS will be accountable for student achievement. As a measure, accountability will refer to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance. The majority of TCPCS students will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement and other appropriate tests and measures. After a period of three consecutive academic years at TCPCS, students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress. Those students not reading at grade level or computing grade level math will be identified and receive a variety of services.

Scoring and Report Formats

In accordance with the Rules Governing Thoroughness, standardized test scores will be provided for each subject area assessed and reported in standard scores, benchmark scores or holistic scores. Test results will be presented in a class list report of student scores, building summary, content area criterion reports by skill, disaggregated group reports and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

Conclusion

In conclusion, TCPCS will establish a school philosophy embraced by teachers, the administrator, students, and parents which holds that every child is valued and every student will succeed at a high level, both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn everyday and who possess the self-discipline needed to maximize their and other's educational experiences. The academic program for TCPCS is designed to meet the needs of the students, not cater to the convenience of teachers, administrators or to the school calendar. That means that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!

Special Education Services: Ref. Idaho Code 33-5205 (3) (q)

TCPCS will identify special needs students, and provide successful special needs education for them. We will also adopt and comply with the “Special Education Manual” from the State Department of Education as now adopted or as amended and will meet all conditions of section 7, State Special Education document on charter schools.

TCPCS will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

Identification and Evaluation

Once an Eligibility Report is established, a reevaluation will be performed every three (3) years or as needed by the Evaluation Team recommendations, by the IEP Team Members/Child Study Team. The IEP will be developed by the IEP Team Members/Child Study Team including a Parent or Guardian, Special Education Teacher or contracted service provider, General Education Teacher, Principal, Professional who assisted in Identification (if possible, or otherwise in the same field), and the Student. All IEP’s will follow the Idaho Special Education Manual Chapter 4 guidelines.

Education

Students who have IEP's already in place will be placed and educated in the Least Restrictive Environment (LRE). The IEP will be followed and overseen by an endorsed, credentialed staff member or contracted service provider. The Harbor method includes Special Needs children in everyday classroom activities, as to not label the students and to encourage their growth. The child will be included to the maximum extent appropriate, per the IEP and Idaho Special Education Manual Chapter 5 guidelines. The LRE will be implemented by the general education teacher, and supplemented by the special education teacher or contracted service provider.

Provisions for students who may require reasonable accommodation (504 Plans) under the federal Rehabilitation Act will be implemented by the general education teacher, and guidelines developed by the Child Study Team will be followed.

TCPCS shall comply with all applicable federal laws in regard to services and education of English Language Learner (“ELL”) students. TCPCS shall develop and implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance
- Develop a program that in the view of experts in the field, has reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

At-risk and Students with Disabilities

Students with disabilities will be served according to federal and state laws regarding special education including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, the Individuals with Disabilities Education Act (IDEA), and other applicable legislation.

TCPCS, as a public charter school, is open to all students and will ensure all students receive all services required by law. TCPCS will adopt a non-discriminatory policy regarding admissions. Children with and without disabilities

will be admitted to the school on the same basis, except that special education students may be exempt from academic proficiency and entrance requirements if the lack of proficiency has been caused by the student's disability. TCPCS will provide a free, appropriate public education (FAPE) to all of its students.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). The school may hire a Special Education Coordinator to work with the IEP team. The IEP team will be comprised of the student's parent (or legal guardian), special education teacher (or service provider), general education teacher, a person qualified to interpret evaluation results, the student's transition services provider (if necessary), and others with special expertise (at the discretion of the parent).

Meetings conducted to review, modify, and implement a student's IEP will include the participation of the child's parent and child when appropriate. Parents will be expected to participate fully in all aspects of the IEP process including the identification, evaluation, eligibility, and IEP planning for their child.

Transportation services will be provided as required by the student's IEP. Progress reporting for children with disabilities will be conducted on the same basis as for non-disabled students, and the school will develop a plan for participation of special education students in statewide assessments.

Parents will be informed of their due process rights and responsibilities in writing, and the school will supply written notification of any special education meeting concerning their child. The school will secure the information consent from parents before special education evaluations are conducted and all aspects of the IEP process will remain confidential as required by IDEA and FERPA.

Assurances

TCPCS will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

TCPCS will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment
- Are involved in the development of and decisions regarding the IEP, along with their parents if the student is age fourteen (14) or older.
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

TCPCS will employ or contract, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include working with contracted service providers to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of TCPCS's learning setting.

The school may permit the special education coordinator to take on additional instructional duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.

TCPCS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children are.

TCPCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

TCPCS's Special Education Coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the Department of Education in order to permit such entities to comply with deferral law and regulation.

Special Education Services Outline

A. Child Find/Prereferral Activities (completed by prereferral team)

- * Problem solve, plan and implement modifications and interventions; document results.

B. Referral to Consider a Special Education Evaluation (completed by prereferral team and evaluation team)

- * Prereferral team submits a formal referral to consider special education evaluation.
- * Provide the parent and adult student with a *Special Education Rights Statement*.
- * Seek parent/adult student input and afford opportunity for a meeting.
- * Evaluation team decides whether to conduct further assessments.

C. Written Notice and Consent (completed by the evaluation team)

- * Provide written notice to the parent and adult student.
- * Seek consent from the parent/adult student for assessments.
- * Receive written consent for assessment from the parent/adult student.

D. Evaluation and Eligibility Determination (completed by evaluation team)

- * Schedule and conduct assessments.
- * Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- * Provide the parent/adult student with a copy of the *Eligibility Report*.

E. IEP Development and Implementation (completed by IEP team)

- * Invite the parent and adult student to the IEP team meeting.
- * Provide a *Special Education Rights Statement* to the parent and adult student.
- * Develop IEP and determine placement in LRE.
- * Receive consent for initial placement from the parent/adult student.
- * Provide a copy of the IEP with written notice to the parent and the adult student.
- * Implement IEP.

F. Review/Revision of IEP and Placement Decision (completed by IEP team)

- * Provide a *Special Education Rights Statement* to the parent and adult student.
- * Invite the parent and adult student to the IEP team meeting.
- * Review eligibility, develop an IEP, and determine placement annually.
- * Provide a copy of IEP with written notice to both the parent and adult student.

G. Reevaluation (completed by evaluation team)

- * Inform the parent and adult student that reevaluation is due.
- * Provide a *Special Education Rights Statement* to the parent and the adult student.
- * Seek parent/adult student input on reevaluation and afford opportunity to request a meeting.
- * Receive consent from the parent/adult student for assessments if planning to assess (**OR**)
- * Provide the parent and the adult student with written notice of no further intended assessment if evaluation team determines exiting information is adequate.
- * Schedule and conduct assessments.
- * Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- * Provide the parent/adult student with a copy of the *Eligibility Report*.

H. Discontinuation of Services

- * Go to steps in Box F or Box H.

* Provide written notice to the parent and the adult student before discontinuing special education services.
1 year or less / 3 years or less

Discipline for Students with Disabilities

The general rules pertaining to the discipline of special education students are as follows:

1. Under Idaho Code 33-205, all students are entitled to certain procedural safeguards, or rights, before they can be suspended or expelled from school for any period of time.
2. TCPCS personnel may suspend a special education student for up to 10 school days in a school year using the same standards that are used for other students. Services may cease during this period.
3. In many cases, school personnel and a parent/adult student are able to reach an agreement on how to respond to a student's behavior. IDEA discipline procedures and limitations come into play only when an agreement cannot be reached.
4. Any time TCPCS personnel consider unilaterally removing a special education student for more than 10 school days in a school year, additional procedures and limitations required by the IDEA must be followed. TCPCS will:
 - a. Provide Free Appropriate Public Education (FAPE) in these circumstances:
 - (1) The student is removed for more than 10 consecutive school days, or
 - (2) The student is subjected to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
 - b. Conduct a functional behavioral assessment and/or develop a behavioral intervention plan.
 - c. Notify the parent/adult student of the disciplinary action to be taken.
 - d. Determine whether a series of removals (of 10 or fewer school days each) constitutes a change of placement.
 - e. Conduct a manifestation determination immediately, if possible, but not later than 10 school days after the date on which the decision to take the disciplinary action is made for (1) a single removal of more than 10 consecutive school days, (2) a series of removals that constitutes a change of placement, or (3) placement in an Interim Alternative Educational Setting, IAES.

A student who is eligible for special education cannot be expelled, suspended for more than 10 consecutive school days or subjected to a change of placement for behavior that is a manifestation of his/her disability.
5. Under certain conditions, school personnel or a hearing officer may order placement of a special education student in an IAES for not more than 45 calendar days, if students without disabilities would be placed in an alternative education setting or would be excluded from school for the same disciplinary infraction.
6. At any time, TCPCS personnel may seek to obtain a court order to remove a special education student from school or the current placement.
7. Students who are not currently eligible for special education may be entitled to an evaluation or other IDEA rights if the school had knowledge that the student met IDEA eligibility prior to the behavior and the parent/adult student asserts this right.
8. When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA must be afforded to the student in matters concerning

transportation. Whether a suspension from the bus counts as a suspension from school depends on the following:

- a. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school, unless the school provides transportation service in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered.
- b. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligations to get to and from school as a student without a disability who had been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team must determine whether the behavior on the bus is similar to behavior in the classroom that is addressed in an IEP. If the behavior is not similar, the IEP team should consider developing a behavioral intervention plan for the bus behavior.

Gifted and Talented Students

TCPCS shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and those students who require services or activities not ordinarily provided by the school in order to more fully develop such capabilities. TCPCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. The TCPCS educational program will support the needs of gifted and talented students through its self-paced, great books, leadership and online curriculum. TCPCS will also utilize the services of the Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction.

Limited English Proficiency Students

As a public school, TCPCS is committed to serving all interested and eligible students. TCPCS will send out home language surveys to determine primary home/native language. TCPCS may contract additional services within the community or may purchase assessment material through Ballard and Tighe or may follow the recommendation of its school principal.

In addition to our rigorous phonics program, TCPCS teachers will supplement the program to adapt to the needs of LEP students. If necessary, units can be re-arranged, mastery levels may be adjusted, and/or assessments can be adapted. Teachers will be trained to identify LEP students. Teachers will learn how to ask appropriate questions and help parents identify problem areas as well as individual learning plans for LEP students.

TCPCS' LEP program will be administered in accordance with all applicable statutes, regulations, program plans, and applications, pursuant to Title III of the No Child Left Behind Act of 2001 (NCLB), 20 U.S.C. §6801 et seq., and the Idaho State LEP Program, Civil NO. 70 1068 Consent Decree and House Bill No. 787 (2004)

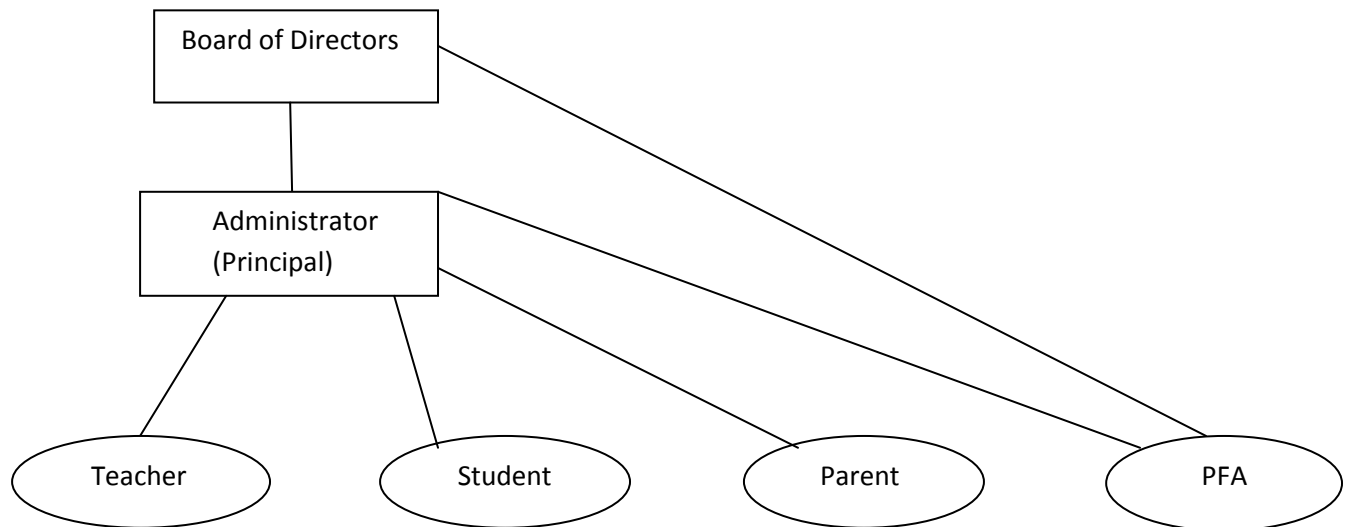
Limited English Proficiency Services Outline

- I. Introduction
- II. Program Goals
- III. Identification of Primary Home Language Other Than English (PHLOTE)
- IV. Assessment of English Language Learners
- V. Reassessment, Reclassification and Exiting
- VI. Monitoring
- VII. Instructional Program and Educational Approaches for LEP students
- VIII. Staffing and Professional Development
- IX. Equal Access to other school district programs
- X. Parent and Community Involvement
- XI. Program Evaluation, Review and Improvement

Administrative Services Ref. Idaho Code 33-5205 (4)

Upon approval, TCPCS will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Bylaws and Articles of Incorporation. Authority is given to the TCPCS board of directors by the state of Idaho as provided in the Public Charter School Act of 1998.' (I.C. 33-5201)

Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



- The above flow chart includes, but is not limited to, the following details:

- The Board, as a board, shall have the full power and duty to manage and oversee the operations of the Corporation's business and to pledge credit, assets and property of the Corporation when necessary to facilitate the efficient operation thereof.
- The Board of Directors will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing and approving or disapproving the recommendations of the school Administrator with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PFA (Parent Faculty Association) of TCPCS may provide consultation to the Administrator regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Administrator represents the TCPCS Board of Directors as the liaison between the Board and the charter school community.

The Administrator supervises, directly or indirectly, all employees of TCPCS.

TCPCS may hire staff or contract with a service provider for other services such as accounting, business management or other business or educational services.

TCPCS shall adopt policies to address the safekeeping of student records and will comply with Family Educational Rights and Privacy Act (FERPA).

Contracted Services

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. A list of all contracts identifying the party with whom TCPCS has contracted, the length of the contract, and the expenditures required by the contract will be submitted to the Idaho Public Charter School Commission for review no later than thirty (30) days prior to the opening of school and thereafter, annually.

Attendance Area

The primary attendance area shall be Joint School District No. 93, 91, 251 and 60. Prospective students of TCPCS will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

Advertising and Promotion Plan

TCPCS will actively recruit students for enrollment using, but not limited to, the following methods:

- TCPCS website (available within two weeks of approval) that will introduce the Harbor Institute method of instruction, and other information about the school.
- Brochures promoting the curriculum and methods used at TCPCS.
- Public informational meetings about TCPCS will be held in accordance with Idaho Statute §67-23.
- A Harbor Institute method of instruction video will be made available.
- Enrollment information will be printed in both English and Spanish, at least three months ahead of enrollment deadline.
- Enrollment information will be posted in highly visible and prominent locations in English and Spanish within the attendance area of TCPCS.
- TCPCS will ensure that press releases are in English and Spanish and will be disseminated to media outlets that broadcast within, and/or printed publications within, their attendance area. These announcements will start at least 14 days before the enrollment deadline each year and will run on at least three occasions.

The costs for implementing this plan will be approximately \$3,400. (See 3 year Budget- Itemized Expenses- Advertising)

Admission Procedures

Enrollment Deadline

TCPCS will establish an enrollment deadline each year, by which date all requests for admission to attend TCPCS for the next school year must be received.

Requests For Admission

A parent, guardian or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho may make a request in writing for such child to attend TCPCS. In the case of a family with more than one child seeking to attend TCPCS, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, TCPCS on or before the enrollment deadline, as set by TCPCS.

The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of TCPCS is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to TCPCS, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TCPCS would be permitted to participate in the equitable selection process.

Admission Preferences

TCPCS will establish admission preference for students residing in District 93, according to Section 33- 5206, Idaho Code. In addition, TCPCS will establish admission preferences, as authorized by Section 33- 5205(3)(I), Idaho Code, for students returning to TCPCS, for children of founders and full time employees, and for siblings of students already selected to attend TCPCS.

Priority of Preferences for Initial Enrollment

Admission preferences for initial enrollment of students for TCPCS will have the following selection hierarchy:

- a. First, to the children of founders and full time employees, this admission preference will be limited to not more than ten percent (10%) of the initial capacity of TCPCS.
- b. Second, to siblings of pupils already selected by the lottery or other random method.
- c. Third, to prospective students residing in the attendance area of TCPCS.
- d. Fourth, by an equitable selection process, such as by lottery or other random method.

Priority Preferences for Subsequent Enrollment Periods

TCPCS will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences as follows:

- a. First, to pupils returning to TCPCS in the second or any subsequent year of operation.
- b. Second, to children of founders and full-time employees, this admission preference will be limited to not more than ten percent (10%) of the capacity of TCPCS.
- c. Third, to siblings of pupils already enrolled in TCPCS.

- d. Fourth, to prospective students residing in the attendance area of TCPCS.
- e. Fifth, by an equitable selection process, such as by lottery or other random method.

Proposed Attendance list

Each year TCPCS will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which TCPCS will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

Equitable Selection Process

If the initial capacity of TCPCS is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then TCPCS will determine who will be offered admission to TCPCS by conducting a fair and equitable selection process. The selection process may be conducted as follows:

- a. The name of each prospective student on the proposed attendance list will be individually affixed on a 3”x 5” index card. The index cards will be separated by grade. The selection process will be conducted one grade level at a time, beginning at the highest grade. The index cards, containing the names of the prospective students for the grade level being selected, will be placed into a single container.
- b. A neutral, third party will draw each index card from the container, and such person will write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.
- c. If the name of the person selected is a returning student, then the letter “A” will be written on such index card. If the name of the person selected is the child of a founder or full time employee, the letter “B” will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to TCPCS, then the letter “C” will be written on such index card. If the name of the person resides in the attendance area of TCPCS, then the letter “D” will be written on such index card.
- d. With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” will be written on that person’s index card at this time.
- e. With regard to the children of founder and full time employee preference, a running tally will be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of TCPCS for the year at issue, then no additional index cards will be marked with the letter “B”, even if such person selected would otherwise be eligible for children of founders or full time employees preference.
- f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A”

shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

- g. After the index cards have been sorted for each grade level, the names will be transferred by grade level, and in such order, to the final selection list.

Final Selection List

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

Notification And Acceptance Process

- a. Within seven days after conducting the selection process, TCPCS will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to TCPCS. The offer letter must be signed by the student’s parent or guardian, and returned to TCPCS by the date designated in the offer letter from TCPCS.
- b. Within seven days after conducting the selection process, TCPCS will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list and that seat will be made available to the next eligible student on the final selection list.
- d. If a student withdraws from TCPCS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of TCPCS is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by TCPCS for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to TCPCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

BUDGET ASSUMPTIONS

	Grades Served Please circle all grades being taught.	Total Number Served Enrollment cap at all campuses and in all grades combined	Sites Number Operating
Year 1	K 1 2 3 4 5 6 7 8 9 10 11 12	270	__1__
Year 2	K 1 2 3 4 5 6 7 8 9 10 11 12	303	__1__
Year 3	K 1 2 3 4 5 6 7 8 9 10 11 12	336	__1__

School Calendar

Standard Extended School Year Instructional Days__173__
 Start Date__August 16, 2006__

X Alternative (please describe in 5 words or less)

__Modified Year-Round__

The planned permanent location for TCPCS will be located within District 93.

The first year or so of operation, we expect that TCPCS will be held in modular buildings. It is estimated that we will need 10,650 total square feet to house grades K-8 and one main office room based on other Harbor Schools, especially Compass Public Charter School in Meridian, ID. It is our intent to build a facility much the same as Liberty Charter School, located in Nampa, ID, when it is financially feasible to do so. At that time we will meet all required state and local guidelines concerning construction of a public school.

Financial Overview Three Year Revenue Projections

	Year 1	Year 2	Year 3
100 General Funds			
Carry Over	\$0.00	\$61,618.15	\$173,136.05
Revenue	\$1,179,765.41	\$1,387,824.16	\$1,593,828.91
Transfers In	\$8,500.00	\$8,500.00	\$8,500.00
Total Funds	\$1,188,265.41	\$1,396,324.16	\$1,602,328.91
Contingency Reserve	\$58,988.27	\$69,391.21	\$79,691.45
Expense	\$1,126,647.25	\$1,223,188.11	\$1,321,987.71
Unallocated Funds	\$2,629.88	\$103,744.84	\$200,649.76
245 State Tech			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$4,500.00	\$4,500.00	\$4,500.00
Expense	\$4,500.00	\$4,500.00	\$0.00
257 Exceptional Child			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$0.00	\$14,000.00	\$12,000.00
Transfers In	\$33,561.31	\$19,561.31	\$21,561.31
Total Funds	\$33,561.31	\$33,561.31	\$33,561.31
Expense	\$33,561.31	\$33,561.31	\$0.00
272 Federal Grant			
Revenue	\$170,000.00	\$150,000.00	\$150,000.00
Expense	\$150,000.00	\$0.00	\$0.00
Unallocated Funds	\$20,000.00	\$150,000.00	\$150,000.00
420 Plant Facilities			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$4,000.00	\$4,000.00	\$4,000.00
Expense	\$4,000.00	\$4,000.00	\$0.00

Overview

	Year 1	Year 2	Year 3
Total	270	303	336
Kindergarten	24	24	24
grades 1-6	180	180	180
grades 7-8	66	66	66
grades 9-12		33	66
divisor	0	0	0
Proj. ADA	259.2	290.88	322.56
Units	14.67	17.31	19.95
Kindergarten	0.75	0.75	0.75
grades 1-6	8.64	8.64	8.64
grades 7-8	5.28	5.28	5.28
grades 9-12		2.64	5.28

3 Year Budget - Itemized Expenses

Acct./Fund	Name	Year 1	Year 2	Year 3
100	General Fund			
100-512100	Elem Prog Salaries			
100-512100	Kindergarten	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	1st	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	2nd	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	3rd	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	4th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	5th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	6th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	7th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	8th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	Music	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	PE	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	Science	\$30,625.00	\$30,625.00	\$30,625.00
100-512101	K Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	2nd Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	3-4 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	5-6 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	7-8 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	Computer Ed. Ast.	\$7,500.00	\$7,500.00	\$7,500.00
100-512101	Spanish Ed. Ast.	\$15,000.00	\$15,000.00	\$15,000.00
100-512111	Substitutes	\$1,000.00	\$1,000.00	\$1,000.00
100-512200	Elem Prog Benefits			
100-512200	Kindergarten	\$4,062.19	\$4,062.19	\$4,062.19
100-512200	1st	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	2nd	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	3rd	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	4th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	5th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	6th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	7th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	8th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	Music	\$4,062.19	\$4,062.19	\$4,062.19
100-512200	PE	\$4,062.19	\$4,062.19	\$4,062.19
100-512201	Science	\$5,687.06	\$5,687.06	\$5,687.06
100-512201	K Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	2nd Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	3-4 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	5-6 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	7-8 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	Computer Ed. Ast.	\$573.75	\$573.75	\$573.75
100-512211	Spanish Ed. Ast.	\$4,747.50	\$4,747.50	\$4,747.50

100-512210	Substitutes	\$76.50	\$76.50	\$76.50
100-512300	Elem. Prog. Purchased Services			
100-512300	General Purchased Services			
100-512308	ICSN Dues	\$2,000.00	\$2,000.00	\$2,000.00
100-512310	ICSN Site Visit	\$0.00	\$0.00	\$2,000.00
100-512312	Technology Maint	\$2,000.00	\$5,000.00	\$5,000.00
100-512314	In-service	\$300.00	\$300.00	\$300.00
100-512315	Parent Night Activities	\$250.00	\$250.00	\$250.00
100-512318	Internet	\$1,000.00	\$1,000.00	\$1,000.00
100-512319	Training Travel	\$200.00	\$200.00	\$200.00
100-512321	Harbor Training Travel Expenses	\$3,600.00	\$3,600.00	\$3,600.00
100-512400	Elem. Prog. Supplies			
100-512400	General Supplies	\$21,000.00	\$21,000.00	\$21,000.00
100-512401	Curriculum - Materials	\$16,000.00	\$22,444.44	\$24,888.89
100-512460	Staff Incentives	\$500.00	\$500.00	\$500.00
100-512461	Student Incentives	\$500.00	\$500.00	\$500.00
100-512500	Elementary Program Equipment			
100-512500	General Equipment	\$15,000.00	\$15,000.00	\$15,000.00
100-515100	Secondary Program Salaries			
100-515100	High School 1	\$0.00	\$43,750.00	\$43,750.00
100-515100	High School 2	\$0.00	\$32,812.50	\$43,750.00
100-515100	High School 3	\$0.00	\$0.00	\$43,750.00
100-515100	High School 4	\$0.00	\$0.00	\$21,875.00
100-515101	High School Librarian Tutor	\$0.00	\$11,800.00	\$11,800.00
100-515200	Secondary Program Benefits			
100-515200	High School 1	\$0.00	\$8,124.38	\$8,124.38
100-515200	High School 2	\$0.00	\$6,093.28	\$8,124.38
100-515200	High School 3	\$0.00	\$0.00	\$8,124.38
100-515200	High School 4	\$0.00	\$0.00	\$4,062.19
100-515201	High School Librarian Tutor	\$0.00	\$2,191.26	\$2,191.26
100-515400	Secondary Program Supplies			
100-515410	High School 1	\$0.00	\$1,050.00	\$2,100.00
100-521800	Exceptional Child Program/ Trans.			
100-521800	Transfer to 257	\$33,561.31	\$19,561.31	\$21,561.31
100-532300	Student Activities			
100-532301	Field Trips	\$1,250.00	\$1,250.00	\$1,500.00
100-611300	Guidance and Health Pur. Ser.			
100-611300	Counseling/ eye-lice checks	\$500.00	\$500.00	\$600.00
100-622400	Media/Library Supplies			
100-622400	Library	\$0.00	\$0.00	\$200.00
100-641100	School Administration Salaries			
100-641100	Administrator	\$72,500.00	\$72,500.00	\$72,500.00
100-641101	Clerk-Payroll-Data Entry	\$20,000.00	\$20,000.00	\$20,000.00
100-641101	Secretary	\$21,000.00	\$21,000.00	\$21,000.00
100-641200	School Administration Benefits			
100-641200	Administrator	\$18,263.25	\$18,263.25	\$18,263.25
100-641201	Clerk-Payroll-Data Entry	\$1,530.00	\$1,530.00	\$1,530.00
100-641201	Secretary	\$1,606.50	\$1,606.50	\$1,606.50
100-641202	SUTA	\$4,500.00	\$4,725.00	\$4,950.00
100-641203	WORK COMP	\$5,000.00	\$5,250.00	\$5,500.00
100-641300	School Admin. Pur. Ser.			

100-641330	Administrative Consulting	\$8,500.00	\$4,000.00	\$4,000.00
100-641331	Accounting/Consulting	\$5,000.00	\$5,250.00	\$5,500.00
100-641332	Audit-new format this yr.(est.)	\$3,000.00	\$3,000.00	\$3,000.00
100-641333	Computer Program Update	\$400.00	\$400.00	\$400.00
100-641334	Membership Dues	\$0.00	\$0.00	\$0.00
100-641302	Cell Phones	\$360.00	\$360.00	\$360.00
100-641301	Phones	\$3,500.00	\$3,500.00	\$3,500.00
100-641303	Fingerprinting	\$550.00	\$550.00	\$550.00
100-641-304	Consultant Specialist Ap. Fees	\$200.00	\$200.00	\$200.00
100-641315	Advertising	\$3,400.00	\$3,400.00	\$3,400.00
100-641300	Travel	\$2,000.00	\$2,000.00	\$2,000.00
100-641305	Legal	\$4,200.00	\$2,000.00	\$2,000.00
100-641400	School Admin Supplies			
100-641401	Office Supplies	\$3,000.00	\$3,000.00	\$3,000.00
100-641400	Department Budgets	\$1,000.00	\$1,000.00	\$1,000.00
100-641402	Christmas Gifts	\$500.00	\$500.00	\$500.00
100-641700	School Admin Ins and Judgment			
100-641700	Insurance	\$7,000.00	\$7,350.00	\$7,700.00
100-661300	Building Care Pur. Ser.			
100-661301	Janitorial Services	\$10,000.00	\$10,000.00	\$10,000.00
100-661302	Annual Cleaning and Service	\$2,000.00	\$2,000.00	\$2,000.00
100-661400	Building Care Supplies			
100-661401	Janitorial Supplies	\$2,000.00	\$2,000.00	\$2,000.00
100-664300	Maintenance - Bldgs. & Equip. P.S.			
100-664310	Utilities	\$15,000.00	\$15,900.00	\$16,800.00
100-664312	Garbage Service	\$600.00	\$600.00	\$600.00
100-665300	Maintenance – Grounds Pur. Ser.			
100-665301	Grounds Maintenance	\$4,000.00	\$4,000.00	\$4,000.00
100-665302	Snow Removal	\$1,000.00	\$1,000.00	\$1,000.00
100-667300	Security Program Pur. Ser.			
100-667303	Fire Equipment Inspections	\$300.00	\$300.00	\$300.00
100-810500	Capital Assets Program-Cap. Obj.			
100-810500	Land Lease to Own	\$30,000.00	\$30,000.00	\$30,000.00
100-810501	Facilities Purchase or Lease	\$134,000.00	\$134,000.00	\$134,000.00
245-512800	State Tech Grant – Transfers			
245-512800	Trans Tech Grant to 100-515312	\$4,500.00	\$4,500.00	\$4,500.00
257-521100	Exceptional Child Program-Salaries			
257-521100	Special Ed. Coordinator	\$21,875.00	\$21,875.00	\$21,875.00
257-521101	Special Ed. Ast.	\$5,418.00	\$5,418.00	\$1,006.12
257-521200	Exceptional Child Program-Benefits			
257-521200	Special Ed. Coordinator	\$4,062.19	\$4,062.19	\$4,062.19
257-521201	Special Ed. Ast.	\$1,006.12	\$1,006.12	\$1,006.12
257-521300	Exceptional Child Prog. Pur. Ser.			
257-521300	Contracted Services	\$1,200.00	\$1,200.00	\$1,200.00
272-512300	Elementary Purchased Services			
272-512301	Publicity-School Culture			
272-512303	Startup Consulting	\$3,000.00	\$0.00	\$0.00
272-512305	Harbor Institute Training	\$8,500.00	\$0.00	\$0.00
		\$55,000.00	\$0.00	\$0.00

272-512400	Elementary Supplies			
272-512401	Office Furniture	\$2,000.00	\$0.00	\$0.00
272-512402	Instructional Furniture	\$19,500.00	\$0.00	\$0.00
272-512403	Accounting Software	\$2,000.00	\$0.00	\$0.00
272-512404	Curriculum and Materials	\$30,000.00	\$0.00	\$0.00
272-512405	Technology	\$30,000.00	\$0.00	\$0.00
420-681800	Plant Facilities			
420-681800	trans to 100-810500	\$4,000.00	\$4,000.00	\$0.00

Year 1 Cash Flow

Monthly Expenses

100 Fund	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Total
Expenses	\$0.00	\$22,950.00	\$104,086.05	\$100,086.05	\$94,586.05	\$98,286.05	\$94,586.05	\$94,586.05	\$94,586.05	\$98,086.05	\$94,586.05	\$75,740.94	\$75,740.94	\$78,740.94	\$1,126,647.25
Revenue	\$0.00	\$294,941.35	\$168,116.57	\$0.00	\$168,116.57	\$168,116.57	\$0.00	\$0.00	\$168,116.57	\$0.00	\$0.00	\$168,116.57	\$8,500.00	\$44,241.20	\$1,188,265.41
Balance	\$0.00	\$271,991.35	\$336,021.87	\$235,935.83	\$309,466.35	\$379,296.87	\$284,710.83	\$190,124.78	\$263,655.30	\$165,569.26	\$70,983.21	\$163,358.84	\$96,117.89	\$61,618.15	
Details															
Actt./Fund	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	
100	General Fund														
100-512100	Elem Prog Salaries														
100-512100	Kindergarten	\$0.00	\$0.00	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92
100-512100	1st	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
100-512100	2nd	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
100-512100	3rd	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
100-512100	4th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
100-512100	5th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
100-512100	6th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
100-512100	7th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
100-512100	8th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
100-512100	Music	\$0.00	\$0.00	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92
100-512100	PE	\$0.00	\$0.00	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92
100-512100	Science	\$0.00	\$0.00	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08
100-512101	K Ed. Ast.	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00	\$0.00
100-512101	1st Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00	\$0.00
100-512101	1st Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00	\$0.00
100-512101	1 st Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00	\$0.00
100-512101	2nd Ed. Ast.	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00	\$0.00
100-512101	3-4 Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00	\$0.00
100-512101	5-6 Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00	\$0.00
100-512101	7-8 Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00	\$0.00
100-512101	Computer Ed	\$0.00	\$0.00	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$0.00	\$0.00	\$0.00
100-512101	Spanish Ed	\$0.00	\$0.00	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$0.00	\$0.00	\$0.00
100-512111	Substitutes	\$0.00	\$0.00	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$0.00	\$0.00	\$0.00
100-512200	Elem Prog Benefits														
100-512200	Kindergarten	\$0.00	\$0.00	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52
100-512200	1st	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
100-512200	2nd	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
100-512200	3rd	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
100-512200	4th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
100-512200	5th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
100-512200	6th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
100-512200	7th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
100-512200	8th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
100-512200	Music	\$0.00	\$0.00	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52
100-512200	PE	\$0.00	\$0.00	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52
100-512201	Science	\$0.00	\$0.00	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$0.00	\$0.00	\$0.00
100-512201	K Ed. Ast.	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00	\$0.00
100-512201	1st Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00	\$0.00
100-512201	1st Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00	\$0.00
100-512201	1st Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00	\$0.00
100-512201	2nd Ed. Ast.	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00	\$0.00
100-512201	3-4 Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00	\$0.00
100-512201	5-6 Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00	\$0.00
100-512201	7-8 Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00	\$0.00
100-512201	Computer Ed	\$0.00	\$0.00	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$0.00	\$0.00	\$0.00
100-512211	Spanish Ed	\$0.00	\$0.00	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$0.00	\$0.00	\$0.00
100-512210	Substitutes	\$0.00	\$0.00	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$0.00	\$0.00	\$0.00
100-512300	Elem. Prog. Purchased Services														

100-512300	General Pu	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512308	ICSN Dues	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512310	ICSN Site V	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512311	Programma	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512312	Technology	\$0.00	\$0.00	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$0.00	\$0.00
100-512313	Teacher Tr	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512314	In-service	\$0.00	\$0.00	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$0.00	\$0.00
100-512315	Parent Nigh	\$0.00	\$0.00	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$0.00	\$0.00
100-512318	Internet	\$0.00	\$0.00	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33
100-512319	Training Tra	\$0.00	\$0.00	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$0.00	\$0.00
100-512321	Harbor Tra	\$0.00	\$3,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512400	Elem. Prog. Supplies														
100-512400	General Su	\$0.00	\$0.00	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$0.00	\$0.00	\$0.00
100-512401	Curriculum	\$0.00	\$16,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512460	Staff Incent	\$0.00	\$0.00	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$0.00	\$0.00
100-512461	Student Inc	\$0.00	\$0.00	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$0.00	\$0.00
100-512500	Elementary Program Equipment														
100-512500	General Eq	\$0.00	\$0.00	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$0.00	\$0.00	\$0.00
100-512700	Elem. Prog. Ins. And Judg														
100-512700	Settlement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-521800	Exceptional Child Program/Trans.														
100-521800	Transfer to	\$0.00	\$0.00	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$0.00	\$0.00	\$0.00
100-521800	total														
100-532300	Student Activities														
100-532301	Field Trips	\$0.00	\$0.00	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$0.00	\$0.00	\$0.00
100-611300	Guidance and Health Pur. Ser.														
100-611300	Counseling	\$0.00	\$0.00	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$0.00	\$0.00
100-641100	School Administration Salaries														
100-641100	Administrat	\$0.00	\$0.00	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67
100-641101	Clerk-Payro	\$0.00	\$0.00	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67
100-641101	Secretary	\$0.00	\$0.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00
100-641200	School Administration Benefits														
100-641200	Administrat	\$0.00	\$0.00	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94
100-641201	Clerk-Payro	\$0.00	\$0.00	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50
100-641201	Secretary	\$0.00	\$0.00	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88
100-641202	SUTA	\$0.00	\$0.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641203	WORK	CO	\$0.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641300	School Admin. Pur. Ser.														\$0.00
100-641330	Administrat	\$0.00	\$0.00	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33
100-641331	Accounting	\$0.00	\$0.00	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67
100-641332	Audit-new f	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
100-641333	Computer P	\$0.00	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641302	Cell Phone	\$0.00	\$0.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00
100-641301	Phones	\$0.00	\$0.00	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67
100-641303	Fingerprinti	\$0.00	\$550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641-304	Consultant	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641315	Advertising	\$0.00	\$3,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641300	Travel	\$0.00	\$0.00	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67
100-641305	Legal	\$0.00	\$0.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00
100-641300	total														
100-641400	School Admin Supplies														
100-641401	Office Supp	\$0.00	\$0.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00
100-641400	Departmen	\$0.00	\$0.00	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33
100-641402	Christmas G	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641400	total														
100-641700	School Admin Ins and Judgments														
100-641700	Insurance	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641700	total														
100-661300	Building Care Pur. Ser.														
100-661301	Janitorial S	\$0.00	\$0.00	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$0.00	\$0.00	\$0.00

100-661302	Annual Cle	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-661300	total														
100-661400	Building Care Supplies														
100-661401	Janitorial S	\$0.00	\$0.00	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$0.00	\$0.00
100-661400	total														
100-664300	Maintenance- Bldgs. & Equip. P.S.														
100-664320	Rent on Bu	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-664310	Utilities	\$0.00	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
100-664312	Garbage Se	\$0.00	\$0.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
100-664300	total														
100-667300	Security Program Pur. Ser.														
100-667303	Fire Equipm	\$0.00	\$0.00	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$0.00	\$0.00
100-667300	total														
100-810500	Capital Assets Program-Cap. Obj.														
100-810500	Land Lease	\$0.00	\$0.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
100-810501	Facilities P	\$0.00	\$0.00	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67
245-512800	State Tech Grant – Transfers														
245-512800	Trans Tech	\$0.00	\$0.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$0.00	\$0.00
257-521100	Exceptional Child Program-Salaries														
257-521100	Special Ed.	\$0.00	\$0.00	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92
257-521101	Special Ed.	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
257-521200	Exceptional Child Program-Benefits														
257-521200	Special Ed.	\$0.00	\$0.00	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52
257-521201	Special Ed.	\$0.00	\$0.00	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$0.00	\$0.00
257-521300	Exceptional Child Prog. Pur. Ser.														
257-521300	Contracted	\$0.00	\$0.00	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$0.00	\$0.00
257-521310	Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

ESTIMATING SALARY BASED AND BENEFIT APPORTIONMENT 2004-2005

	<u>Administrative</u>	<u>Instructional</u>	<u>Non-Certified</u>	
1. February 15, 2005 Support Units (from Page B-1, line 14) <u>14.7</u>				
a) Staff Ratio	0.0750	1.1000	0.3750	
b) Calculated FTE (Staff Ratio times Support Units – above)	1.1003	16.1370	5.5013	
c) If Supports Units (1 above) is less than 40.0 Administrative – add .50 Instructional – Add .50				
d) If Support Units (1 above) is less than 20.0 Instructional – Add additional .50				
e) Adjusted Staff Allowance (b + c + d)	1.1003	16.1370	5.5013	
f) Actual FTEs				
g) Staff Allowance	1.1003	16.1370		
h) Charter Index	1.80000	1.50000		
Estimated Adjusted Instructional Index (99.35% of actual)		1.45108		
i) Base Salary	\$33,760	\$23,210	\$18,463	
j) Average Salary (h x i)	\$60,768	\$33,680		
k) Maximum Transferable Administrative Dollars (e x j x 20%)	N A 2004-2005			
l) Certified Preliminary Salary Based Apportionment (g x j)	\$66,860	\$543,494		
m) Noncertified Preliminary Salary Based Apportionment (g x i)			\$101,570	
n) Instructional Salary Allocation for beginning teachers (D-3)		\$0		Totals
o) Maximum Allowable Apportionment (l + m + n)	\$66,860	\$543,494	\$101,570	\$711,924
p) Actual Total Salary	\$72,500	\$446,250	\$107,844	\$626,594
q) Adjustments to Actual Salary				0
r) Adjusted Actual Salary	\$72,500	\$446,250	\$107,844	\$626,594
s) Salary Amount Used to Calculated Benefits (smaller: o or r)	\$66,860	\$446,250	\$101,570	\$626,594
t) Benefit Apportionment (s x 18.04%)	\$12,062	\$80,504	\$18,323	\$109,153
u) Waivers				
v) Salary Based Apportionment plus Waivers (s + u)	\$66,860	\$446,250	\$101,570	\$711,924
w) Maximum Salary Apportionment	\$66,860	\$543,494	\$101,570	\$711,924
x) Salary Based Apportionment Allowance <u>\$711,924</u> Benefit Apportionment not with new law <u>\$110,889</u>	\$66,860	\$543,494	\$101,570	\$711,924
See total column to right				
Salary Based Apportionment	\$711,924			
M & O Distribution	\$358,689			
Total	\$1,070,612			
Benefit Apportionment	\$109,153			
Bussing Reimbursement	\$0			
Total Support	\$1,179,765			

Public School Attendance Alternative

Because TCPCS is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. Students located within the attendance area of TCPCS will have the option to enroll in existing public schools presently serving the area. No student will be required to attend TCPCS.

Dual Enrollment Ref. Idaho Code 33-5205 (3)

Students enrolled in the charter school shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

School/Facility Description

- a. **Hours of Operation:** TCPCS plans to open in August of 2006. Grade organization will generally consist of traditional single-grade classrooms. The school calendar and hours of operation are based upon a modified schedule including 173 days of instruction. The school day is initially planned to begin at 8:30 AM and end at 2:30 PM. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board of Directors.
- b. **Facility Acquisition Plans:** The TCPCS Real Estate Committee has acquired from Ammon and Idaho Falls City information on the following: zoning schedule of use control, changing of current zoning use, available possible land sites, landowners, location of current city services, projected future use maps, and the cost of running city services. The committee is focusing on possible land sites that are approximately 5 to 10 acres in size. Possible land sites are East River Road ½ mile north of Fairway Estates, County Line part of the north ¼ of section ST3 N R38 E, Hwy 26 and 85 East, and N. Yellowstone Hwy just north of Motor-Vu and Canal. The planned permanent location for TCPCS will be located east of Woodruff in the Idaho Falls School District 93 boundaries. It may cost \$500-1000 per month to lease five acres of land; \$25,000-30,000 to place portable buildings on the lot; \$60-120/linear foot to run sewer line; \$43.90/linear foot for water line; Utah Power will not estimate the cost of running power lines until the site is selected; \$5500-6000 per month to rent portable buildings; \$18,000-55,000 per acre to purchase land—the difference is dependent upon sewer/water service availability. \$134,000.00 has been allocated for the purchase or lease of facilities and \$30,000 for lease to own land. These projections are conservative to high for the Idaho Falls area.
- c. **Building Options:** TCPCS has the possibility of leasing land and placing portable modular buildings on the site until a permanent site is located and it is financially feasible for the school to build a permanent facility. The school will need a total of 9-10 rooms to meet the needs of the children K-8 and one main office room. The recommendation, from State School Facility Recommendations, for the size of elementary classrooms is 850 square feet. It may be feasible to lease an already existing building that will meet the needs of the charter school. The Real Estate Committee is currently working with local real estate companies to look into this option. No lease agreements or purchase agreements will be signed until after the charter has been approved. It is the intent of TCPCS to build a facility much the same as Liberty Public Charter School. This facility will meet the needs of both the primary and secondary grades. This permanent structure will only be built when it is financially feasible to do so. At that time we will meet all required state and local guidelines concerning the construction of a public school.
- d. TCPCS shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. The Board shall secure facilities meeting legal requirements described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and well-being of the staff and students. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.

Idaho Public Charter School Commission Liability and Insurance

The State Board of Education shall have no liability for the acts, omission, debts or other obligations of TCPCS, as provided in Idaho law, except as may be provided in an agreement or contract between the Idaho Public Charter School Commission and TCPCS. TCPCS shall defend, hold harmless and indemnify the Idaho Public Charter School Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of the charter school and/or arising out of the acts of omissions of the agents, employees, invitees or contractors of TCPCS. TCPCS will also maintain a policy of general liability insurance, and any other type of insurance necessary to provide coverage for the potential losses described in this paragraph.

The policy of insurance will have limits of liability of not less than \$3,000,000 per person and \$5,000,000 per occurrence. TCPCS will provide the Idaho Public Charter School Commission with proof of insurance prior to the opening of the school and by the date stipulated in the contract. As stated in Idaho Code 33-5204 (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 grants 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.

Resolution of Disputes

The Idaho Public Charter School Commission and the Board of directors of TCPCS will resolve disputes relating to provisions of this charter by following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including notice of defect and submission of a corrective action plan.

Annual Report to Idaho Public Charter School Commission

TCPCS will submit a report to the Idaho Public Charter School Commission annually by October 15 for the previous year ending June 30, which will:

1. include an independent audit of financial operations conducted by an independent auditing firm;
2. include an independent audit of the school's programmatic operations, which will include a report on student progress as outlined in our petition/application;
3. provide for an annual student profile; socioeconomic data; mobility rates; enrollment and departures; number of special education students; types of disabilities; programs for and dollars spent on special needs students; number of minority students, student achievement and progress; and attendance rates.

Additionally TCPCS will submit the financial audit to the Bureau of Public School Finance and the Bureau of Curriculum & Accountability at the State Department of Education by October 15 for the previous year ending June 30.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 st Year Cash Flow	Update the 1 st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.
 TPCSC Charter Renewal Exhibit J

Appendix D: Articles of Incorporation and Bylaws

LED EFFECTIVE

ARTICLES OF INCORPORATION

2004 AUG 23 PM 3:19 (Non-Profit)

SECRETARY OF STATE
The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

Article 1: The name of the corporation shall be:
Taylor's Crossing Public Charter School, Inc.

Article 2: The purpose for which the corporation is organized is exclusively for charitable, education, and organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

No part of the net earning of the corporations shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporations shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

The corporation is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote Taylor's Crossing, an Idaho Public Charter School.

The corporation may not discriminate against applicants and students on the basis of race, color, or national or ethnic origin.

Article 3: The street address of the registered office is:
6410 E. Sidehill Ln. Idaho Falls Id. 83401
and the registered agent at such address is: Mary Bohman

IDaho SECRETARY OF STATE
08/24/2004 05:00
CR: 6201 CTR 125319 MR: 76242
10 30.00 = 30.00 IAC NUM 0 2

C156154

Error! Unknown switch argument

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

Marc Bohman – 6410 E. Sidehill Ln. Idaho Falls, ID 83401
Erica Radford - 1375 S. Highline Dr. Idaho Falls, ID 83401
Camy Rish – 548 Sykes Dr. Idaho Falls, ID 83401

Article 5: The name(s) and address(es) of the incorporator(s):

Marc Bohman – 6410 E. Sidehill Ln. Idaho Falls, ID 83401
Erica Radford – 1375 S. Highline Dr. Idaho Falls, ID 83401
Camy Rish – 548 Sykes Dr. Idaho Falls, ID 83401

Article 6: The mailing address of the corporation shall be:
6410 E. Sidehill Ln. Idaho Falls, ID 83401

Article 7: The corporation does not have voting members.

Article 8: Upon dissolution, assets shall be distributed to creditors pursuant to the provisions provided for in Idaho Code 30-3-113, 30-3-114, and 30-3-115. After paying or Adequately providing for the debt and obligations of the corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations, or corporations, which are organized and operated exclusively for educational purposes or to a state or local government for public purpose as determined by the Board.

Customer Acct#

Signatures of all incorporators:

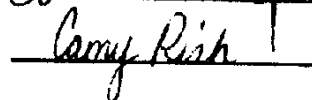
Marc Bohman



Erica Radford



Camy Rish



Bylaws
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation
June 30, 2004

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Bonneville, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Bonneville, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal Income Tax Code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of a corporation:

(a) exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code 1986 or the corresponding provision of any future Federal Income Tax Code, or

(b) contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal Income Tax Code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members. No such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may initiate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1 Founding Board of Directors

As the Founding Board of Directors, we are united in support of the Harbor Institute method of instruction, curriculum and policy. This method is the foundation for the establishment of this Charter. Therefore, to maintain full fidelity to the Harbor Institute method of instruction, the Board of Directors shall retain complete and full control of curriculum, teaching methods and school policy. The majority of the Board must approve any and all amendments, adoptions or repeals of the core curriculum, teaching methods, or policy. This section, being section

4.1 of Article 4 of the Bylaws of Taylor’s Crossing Public Charter School, Inc., may not be amended, deleted or changed without the majority vote of the Board of Directors.

Section 4.2 Board of Directors

The Board shall consist of directors elected or appointed for a two- (2) year term of office as set forth below. The number of directors constituting the Board of the Corporation shall be seven (7) members. The Board of Directors shall have authority to conduct normal board functions if at least four (4) directors are present at Board Meetings. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.3 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business and to pledge the credit, assets, and property of said Corporation, when necessary, to facilitate the efficient operation thereof. Authority is given to the Taylor’s Crossing Public Charter School (“TCPCS”) Board of Directors by the State of Idaho as provided in the “Public Charter Schools Act of 1998.” (I.C. 33-5201)

Section 4.4 Election of Directors

(a) Prior to the first annual meeting of the Corporation, following the initial opening of TCPCS, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of TCPCS.

(b) At the first annual meeting of the Corporation, following the initial opening of TCPCS, directors shall be elected or appointed in accordance with the provisions of Section 4.4 (c).

(c) At the annual meetings of the Corporation, following the initial opening of TCPCS, directors will be elected or appointed to fill vacancies on the Board by the process outlined below:

- i. All Board of Directors applicants will be required to fill out a questionnaire.
- ii. All Board of Directors applicants are encouraged to tour Liberty Charter School in Nampa or another approved Harbor Method school, and should have a true appreciation of its teaching methods, curriculum, and policy.
- iii. All Board of Directors applicants will be required to go through a screening process, overseen by the TCPCS Board of Directors.
- iv. The TCPCS Board of Directors will nominate candidates for each open position.
- v. Not more than three candidates per open position shall be nominated.
- vi. From the nominated candidates, the TCPCS Board of Directors will elect the new Board Members.
- vii. Any board openings will be advertised with the time, date, and location of said election by TCPCS using, but not limited to, the following methods: public service announcements in newspapers and sending notification home with students.

Section 4.5 Term

- (a) To support the establishment of staggered terms of office, the initial terms of office for up to four (4) directors, including Seats number one, three, five, and seven shall be three years. Thereafter the terms shall be two years; and the initial term of office for the remaining members, including Seats number two, four, and six shall be two years and thereafter shall be two years.
- (a) Each Director shall serve until the Board Members Stakeholders, at the annual meeting of the Corporation, duly elect or appoint his/her successor.

- (b) The majority of the Board may reappoint existing Board Members who wish to serve for additional terms.

Section 4.6 Resignation and Removal

- (a) Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A director may be removed with cause or justifiable reason by a majority of the directors then in office.

The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising, under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act. Additionally, anyone who has failed to attend four (4) or more meetings of the Board, without cause, in any calendar year may be removed.

Breach of Duties is defined as the following:

- i. Failure to discharge duties in good faith
 - ii. Failure to act with care
 - iii. Failure to act in the best interest of the corporation
- (b) Removal of a director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties in public, except where either the Board or the director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public. The director may be removed only if a majority of the directors then in office vote for removal.

Section 4.7 Vacancies

- (a) Board vacancy or vacancies shall be deemed to exist if any director dies, resigns, or is removed, or if the authorized number of directors is increased.
- (b) A vacancy on the Board may be filled by a majority vote of the remaining directors, although less than a quorum. Each director so elected shall hold office until the next annual meeting of the Corporation.
- (c) No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

Section 4.8 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a director's actual and necessary expenses incurred in the conduct of the Corporation's business.

Section 4.9 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.10 Voting

Voting by the Board shall be in person or by phone and no proxy voting on the Board may occur. The chairman of the board may vote on all issues before the board.

Section 4.11 Rights of Inspection

Directors have the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided such inspection is conducted at a reasonable time and after reasonable notice. This right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state, or local law.

**ARTICLE 5
BOARD MEETINGS**

Section 5.1 Place of Meeting

The place of all meetings of the directors shall be the principal office of the Corporation in the County of Bonneville Idaho, or at such other place as shall be determined from time to time by the Board. The place at which such meetings shall be held shall be stated in the notice and call of the meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held, unless an unforeseen catastrophic event occurs. In such case, the place of meeting will be changed or the meeting will be postponed.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the appointment or election of directors and officers to succeed those whose terms expire, and for the transaction of other business that may properly come before the Board, will be the second Wednesday of August, if not a legal holiday. If it is a legal holiday, then director elections or appointments will be on the day following, at 6:00 P.M. If the annual meeting of directors is not held as prescribed, the election or appointment of directors and officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be held regularly, as outlined by the directors.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the directors or of any monthly meetings of the directors shall not be given by mailing or by written or printed notice of the same. Notice shall be posted at the Corporation's principal office or on the Corporation's website at least five (5) days prior to the meeting.

**ARTICLE 6
DUTIES OF DIRECTORS**

Section 6.1 Directors

The Board shall consist of directors, which shall include the following offices: Chairman of the Board, Vice Chairman, Secretary and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the board of directors shall be chosen by the newly elected Board

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as other such powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice-Chairman shall have other such powers and perform other such duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or other such place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

- (b) The Secretary shall give notice, or cause to have notice given, of all meetings of the Board and any committees thereof required by these Bylaws or by law. The Secretary shall distribute the meeting minutes of the Board to all its members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent that the same are to be kept or filed by the Treasurer. The Secretary shall have other powers and perform other duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Board member or the public in accordance with Idaho Code 9-338 and 9-339.

- (a) The Treasurer shall deposit, or cause to be deposited, all monies and other valuables, in the name and to the credit of the Corporation, with such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have other powers and perform other duties as may be prescribed by the Board.

Section 6.6 Other Directors

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

**ARTICLE 7
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1 to June 30.

**ARTICLE 8
NOTICES**

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Article of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting shall be deemed equivalent to notice required to be given to any Director, or individual.

**ARTICLE 9
DISSOLUTION**

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debt and obligations of the Corporation, the remaining assets shall be distributed to one or more non profit funds, foundations, or corporations which are

organized and operated exclusively for educational purposes and which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

**ARTICLE 10
AMENDMENTS**

Section 10.1 New Bylaws

New Bylaws involving teaching methods, curriculum or policy, may be adopted, amended or repealed by a majority vote of the acting Board of Directors. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and shall not take effect until so copied. If any Bylaws are repealed, the fact of the repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the date of the amendment.

CERTIFICATE OF BYLAWS

We certify that we are the initial agents of Taylor’s Crossing Public Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, we have signed our names to this Certificate on _____(date).

Marc Bohman

Linda Holt

Erica Radford

Camy Rish

Shay Wallace

Name of Applicant Applying for the Charter Taylor’s Crossing Public Charter School, Inc
(This may be a public body, private person or private organization)

Name of Proposed Charter School Taylor’s Crossing Public Charter School, Inc

New School Converted School

Authorized Agent for Applicant Marc Bohman
(This may be the individual applicant or an authorized member of the corporate board)

Authorized Agent Mailing Address 6410 E. Sidehill Ln

City Idaho Falls State ID Zip 83401

County Bonneville E-mail: taylors_crossing@yahoo.com

Day Time Phone: (208) 523-5321 Fax: ()

Appendix E: Board Roster

Taylor's Crossing Public Charter School
January 8, 2016

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Matt Cardon	Chairman	08/14 – 08/16	mcardon@tceagles.com	200-3529
Erica Radford	Secretary	08/13 – 08/15	eradford@tceagles.com	681-4730
Jared Taylor	Treasurer	07/14 – 07/16	jtaylor@tceagles.com	681-9600
Nathan Capener	Member	08/16 – 08/18	capenerclan01@gmail.com	716-8378
Cameron Taylor	Member	08/14 -08/15	ctaylor@tceagles.com	800=7555323
Scott Gruwell	Vice Chair	07/14 - 07/16	sgruwell@tceagles.com	521-4818
David Montgomery	Member	07/14 – 07/16	dmontgomery@tceagles.com	821-4252

Appendix F: Framework

TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor’s Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.		
Key Design Elements	<ul style="list-style-type: none"> ● School environment of kindness, respect, and responsibility. ● School environment that provides physical, emotional, and academic safety. ● Social studies program emphasizing and revering the constitution and our founding fathers. ● Highly challenging academics, focused on reading, English, mathematics, and writing. ● Emphasis on character development. ● Emphasis on citizenship. ● Emphasis on service to others. ● Use of a positive reward system which encourages positive behavior. 		
School Location	1445 North Wood River Drive, Idaho Falls, ID 83401	School Phone	208-552-0397
Surrounding District	Idaho Falls School District		
Opening Year	2006		
Current Term	June 17, 2014 – June 30, 2019		
Grades Served	K-12		
Enrollment (Approved)	440	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	

Percentage of students meeting or exceeding proficiency in Science	
--	--

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
--	--

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

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

TCPCS has opted out of including Mission Specific Goals

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0			400	0
	3c	25	0		% of Financial Points		0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
Measure 1a Math Proficiency Rate Comparison to State	Do math proficiency rates meet or exceed the state average? Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
Result	Points Possible	Points Earned																		
	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
Notes	The state average will be determined using the same grade set as is served by the public charter school.																			
Measure 1b ELA Proficiency Rate Comparison to State	Do English Language Arts proficiency rates meet or exceed the state average? Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	50	0																		
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	15 - 29	0																		
	0 - 14	0																		
		0																		
Notes	The state average will be determined using the same grade set as is served by the public charter school.																			

ACADEMIC K-12

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			Result	Points Possible	Points Earned
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?				
Math Proficiency Rate					
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
					0
	The district average will be determined using the same grade set as is served by the public charter school.				
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.				
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?				
ELA Proficiency Rate					
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
					0
	The district average will be determined using the same grade set as is served by the public charter school.				
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.				

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>		39-50 0 26-38 0 13-25 0 0-12 0 <hr/> 0
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>		39-50 0 26-38 0 13-25 0 0-12 0 <hr/> 0
Notes			

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>		<p>39-50 0</p> <p>26-38 0</p> <p>13-25 0</p> <p>0-12 0</p> <hr/> <p>0</p>
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>		<p>39-50 0</p> <p>26-38 0</p> <p>13-25 0</p> <p>0-12 0</p> <hr/> <p>0</p>
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	Are students graduating from high school on time?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				0
Notes	The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.			
	Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)			
	The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.			

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Notes																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Notes																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			25 15 0	0
Notes					
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP) Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			25 15 0	0
Notes					
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			25 15 0	0
Notes					
Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.					

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			25 15 0	0
Notes					
Measure 3b Board Oversight	Is the board fulfilling its oversight obligations? Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book. Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance. Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.			25 15 0	0
Notes					

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			0	0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			0	0
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			0	0

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25 15 0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation <p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>			25 15 0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>			25 15 0	<hr/> 0
Notes				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result 50 10 0	Points Possible 50 10 0
Notes			Points Earned 0
Measure 1b Cash Ratio	Current Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9.	Result 50 10 0	Points Possible 50 10 0
Notes			Points Earned 0
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result 50 10 0	Points Possible 50 10 0
Notes			Points Earned 0
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.	Result 50 0	Points Possible 50 0
Notes			Points Earned 0

FINANCIAL

INDICATOR 2: SUSTAINABILITY			
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	Result 50 30 0	Points Possible 50 30 0
Notes			0
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result 50 30 0	Points Possible 50 30 0
Notes			0
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result 50 30 0	Points Possible 50 30 0
Notes			0
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result 50 0	Points Possible 50 0
Notes			0

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures

A. Submission of Meeting Materials (Adopted June 13, 2013)

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

B. New Charter Petitions (Adopted February 13, 2014)

1. Petition Consideration Timeline

- a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

- a. Petitions that score at least a 2 on every indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER shall be available to charter petitioners in advance of petition submission.
- b. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition.
- c. The PCSC may approve a new charter petition contingent upon specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

3. Petition Evaluation Process

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.
- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

3. Petition Evaluation Process (continued)

- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
 - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The “show changes” feature in Word shall not be considered an acceptable substitute for legislative format.
 - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
 - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
 - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
 - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
 - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.
- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments (Adopted February 13, 2014)

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
 - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
 - i. Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments.

3. Proposed Charter or Performance Certificate Amendment Process

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.
- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

Taylor's Crossing Public Charter School
June 17, 2014

Taylor's Crossing Public Charter School will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following 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.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate 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.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. 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 task deadlines.

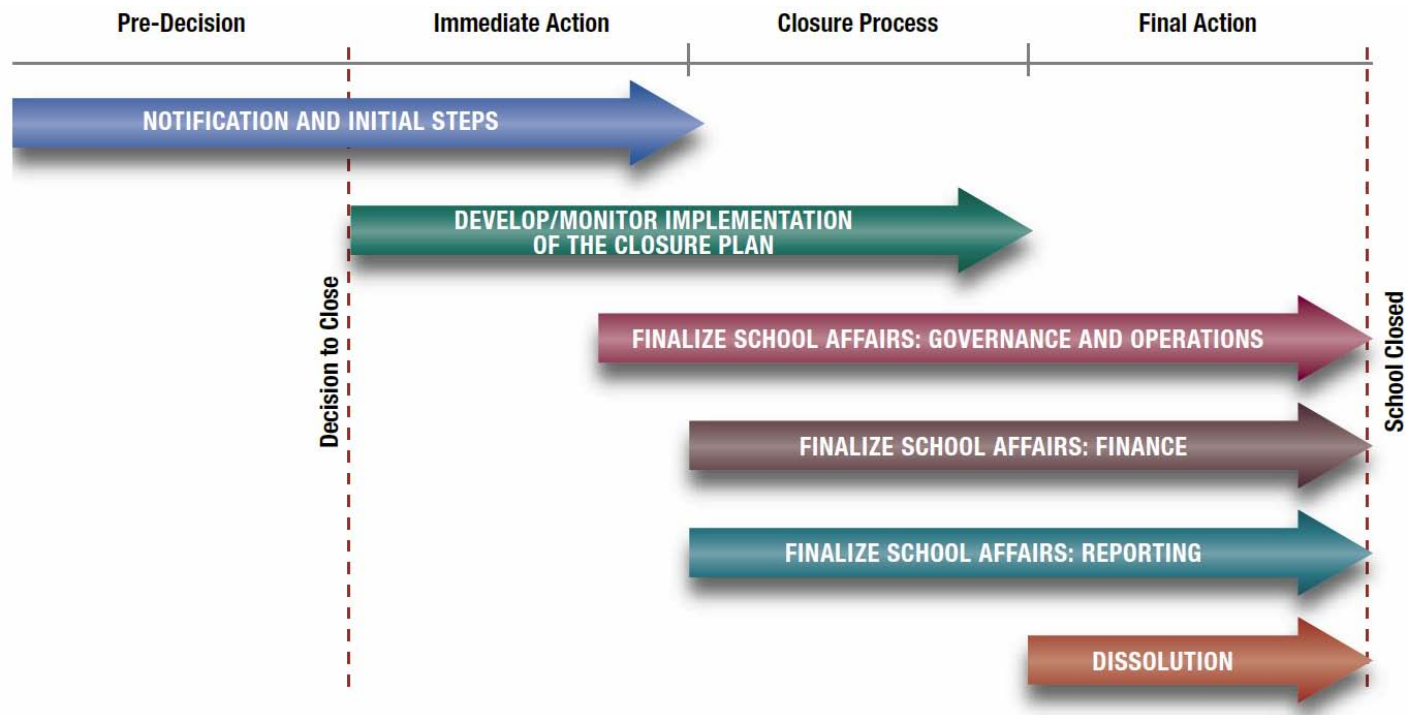
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</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. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>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 and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>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>	School			
<p>Protect School Assets</p> <p>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, 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. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</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. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, 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. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification 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. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. 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. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <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. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants 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.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <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. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Prepare and Submit End-of-Year Reports</p> <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
<p>Prepare Final Report Cards and Student Records Notice</p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p>Prepare and Submit Final ISEE Report</p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p>Prepare and Submit Final Budget and Financial Reporting</p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	School, SDE			
<p>Prepare and Submit All Other Required State and Federal Reports</p> <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
<p>Prepare and Submit Final Closure Report to the PCSC</p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</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. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<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>	School			

“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.”

“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.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

PRE-RENEWAL SITE VISIT REPORT

Due to its earned automatic renewal status, TCPCS was exempt from the charter renewal application requirement.

AUXILIARY DATA SUBMITTED BY SCHOOL

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

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

TCPCS chose not to submit auxiliary data.