

**RENEWAL RECOMMENDATION**

It is recommended that the charter of White Pine Charter School (WPCS) be renewed for a five (5) year term.

## School Overview

### SUMMARY

White Pine Charter School (WPCS) is a public charter school serving Idaho Falls area students in grades K-8. The school was recently approved to expand into high school grades. WPCS focuses on providing a Core Knowledge based educational program in a technology-rich environment.

The petition for WPCS was approved by Idaho Falls School District 93 in 2002. The school opened in fall 2003. Authorization was transferred to the Idaho Public Charter School Commission in 2007.

### MISSION

Success for every student.

### LEADERSHIP

Name	Title	Term
Tony Lima	Chair	07/2016 – 06/2019
Joanna Stark	Vice Chair	07/2017 – 06/2020
Jim Seamans	Secretary	07-2016 – 06/2019
Adam Frugoli	Treasurer	07/2017 – 06/2020
Amber Beck	Director	07/2018 – 06/2021
Joni Larsen	Director	07/2018 – 06/2021
Jakob Miller	Director	07/2018 – 06/2019
Jeremy Clarke	Administrator	N/A

## Academic Performance Summary

WPCS’s academic performance has remained strong throughout the performance certificate term.

WPCS’s student population is slightly more diverse than that of the surrounding district with regard to non-white ethnicity, Limited English Proficiency, and special needs. It is less diverse with regard to eligibility for free and reduced lunch.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

The school’s annual performance reports, provided in Exhibit G, contain 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?
Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.	Yes
Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.	Yes
Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.	Yes

## Operational Performance Summary

WPCS’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
11 (2013-14)	702	456
12 (2014-15)	702	454
13 (2015-16)	702	436
14 (2016-17)	702	445
15 (2017-18)	702	439

### BOARD AND ADMINISTRATIVE TURNOVER

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

## Financial Performance Summary

WPCS has achieved high outcomes on near-term measures across all years of the performance certificate term. The dip in accountability rating in FY16 was due to a large capital purchase, which affected the school’s Total Margin and Cash Flow. Over the past two years, these sustainability measures have rebounded.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

### White Pine Charter School

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	04/17/2014	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	4/5/2018	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	4/17/2018	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	4/17/2018	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	9/11/2018	A team of three, independent reviewers performed a one-day site visit to the school.
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	12/18/2018	The statutory deadline for renewal applications is December 15.
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.

# WHITE PINE 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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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			
<b>Mission Statement</b>	White Pine Charter School will assist parents and educators to build a solid foundation of knowledge and skills for all students to use as a basis for continual learning to meet the challenges of a global society.		
<b>Key Design Elements</b>	<p>White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.</p> <ul style="list-style-type: none"> <li>• Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.</li> <li>• Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.</li> <li>• Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.</li> </ul>		
<b>School Location</b>	2959 John Adams Parkway, Ammon, ID 83406	<b>School Phone</b>	208-522-4432
<b>Surrounding District</b>	Bonneville School District		
<b>Opening Year</b>	2003		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	702	<b>Enrollment (Actual)</b>	439

SCHOOL LEADERSHIP	
Nick Burrows	Chairman
Jose Rubio	Treasurer
Jenna Schweinberg	Member
Amber Beck	Member
Tanner Cleave	Member
Jeremy Clarke	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
<b>Non-White</b>	15%	25%	19%	N/A
<b>Limited English Proficiency</b>	1%	6%	4%	N/A
<b>Special Needs</b>	9%	10%	11%	N/A
<b>Free and Reduced Lunch</b>	29%	47%	39%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	59%
Percentage of students meeting or exceeding proficiency in English Language Arts	65%
Percentage of students meeting or exceeding proficiency in Science	81%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	N/A
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50		50	0	50	0		
	1b	50		50	0	50	0		
District Proficiency Comparison	2a	50		50	0	50	0	50	0
	2b	50		50	0	50	0	50	0
Criterion-Referenced Growth	3a	100				50	0		
	3b	100				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	285	525	0	525	0	300	0
% of Academic Points			71%		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			

WPCS has chosen not to include mission-specific measures.

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	30
	2b	25	25		2b	50	50
	2c	25	15		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	380	
	3c	25	25		% 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.			
Additional Obligations	4b	25	25				
Total Operational Points	5a	25	25				
% of Operational Points		400	390				
			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%	71%	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-8**

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

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

ACADEMIC K-8

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

ACADEMIC K-8

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

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM			
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p>	<p><b>Result</b></p>	<p><b>Points Possible</b></p>
	<p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<p>No instances of non-compliance noted</p>	<p>25</p>
		<p>15</p>	
		<p>0</p>	
			<p>25</p>
<p><b>Notes</b></p>			
<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p>	<p><b>Result</b></p>	<p><b>Points Possible</b></p>
	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance noted</p>	<p>25</p>
		<p>15</p>	
		<p>0</p>	
			<p>25</p>
<p><b>Notes</b></p>			

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<p><b>Students with Disabilities</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including 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><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>		<p>No instances of non-compliance noted</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p><b>English Language Learners</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, 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> <p>Notes</p>		<p>No instances of non-compliance noted</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial 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.</p> <p><b>Partially Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>		No instances of non-compliance noted	25  15  0 <hr/> 25
<b>Notes</b>			
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit 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.</p> <p><b>Partially Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>		See note	25  15  0 <hr/> 25
<b>Notes</b>		Point are not deducted from this measure for failure to comply with GASB Statement 75.	
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		92%	25 15 0 <hr/> 15
<b>Notes</b>		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			
<p>Measure 3a</p> <p>Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>	<p>Result</p> <p>No instances of non-compliance noted</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p> <p>Points Earned</p>
<p>Measure 3b</p> <p>Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>	<p>Result</p> <p>No instances of non-compliance noted</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p> <p>Points Earned</p>

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, 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 noted	25	25
Notes				25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
Notes				25

OPERATIONAL

<p>Measure 3e Credentiaing &amp; Background Checks</p>	<p><b>Is the school meeting employee credentialing and background check requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<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 noted</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 noted	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance noted	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 3f Information Handling</p>	<p><b>Is the school handling information appropriately?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<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 noted</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 noted	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a Transportation</p>	<p>Is the school complying with transportation 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 noted</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 noted	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 4b Public Transparency</p>	<p>Is the school complying with facilities 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 noted</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 noted	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
			15	
			0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	<p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		5.35	50	50
Notes				10	
				0	50
Measure 1b Cash Ratio	<p><b>Current Ratio: Cash divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		4.67	50	50
Notes				10	
				0	50
Measure 1c Unrestricted Days Cash	<p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b></p> <p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>		116 days	50	50
Notes				10	
				0	50
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> School is in default of financial obligations.</p>		No default noted	50	50
Notes				0	50

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	See note	50  30  0	30  30	
<b>Notes</b>	Aggregated 3-year total margin is negative. 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.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0		0.81  30  0	50  50  50	
<b>Notes</b>	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.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	See note	50  30  0	50  50	
<b>Notes</b>	Multi-Year Cumulative Cash Flow is positive and Cash Flow in the most recent year is positive.				
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1		1.34  0	50  50  50	
<b>Notes</b>	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.				

White Pine Charter School Longitudinal Results

		Percentage of Points Earned				
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21
State Proficiency Comparison	1a					
	1b					
District Proficiency Comparison	2a					
	2b					
Criterion-Referenced Growth	3a					
	3b					

**% of Possible Academic Points for this School**

**70%                      71%**

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

**% of Possible Operational Points for this School**

**95%                      98%**

		Percentage of Points Earned				
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21
Near-Term	1a - 1d	100%	100%			
Sustainability	2a - 2d	65%	90%			

**% of Possible Financial Points for this School**

**83%                      95%**

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

# WHITE PINE 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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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.

<b>SCHOOL OVERVIEW</b>			
<b>Mission Statement</b>	White Pine Charter School will assist parents and educators to build a solid foundation of knowledge and skills for all students to use as a basis for continual learning to meet the challenges of a global society.		
<b>Key Design Elements</b>	<p>White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.</p> <ul style="list-style-type: none"> <li>• Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.</li> <li>• Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.</li> <li>• Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus</li> </ul>		
<b>School Location</b>	2959 John Adams Parkway, Ammon, ID 83406	<b>School Phone</b>	208-522-4432
<b>Surrounding District</b>	Bonneville School District		
<b>Opening Year</b>	2003		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	702	<b>Enrollment (Actual)</b>	445

<b>SCHOOL LEADERSHIP</b>	
Nick Burrows	Chairman
Jose Rubio	Treasurer
Liza Leonard	Member
Jenna Schweinberg	Member
Amber Beck	Member
Tanner Cleave	Member
Jeremy Clarke	Administrator

<b>STUDENT DEMOGRAPHICS</b>				
	<b>School</b>	<b>State</b>	<b>Surrounding</b>	<b>Neighboring</b>
<b>Non-White</b>	16%	26%	19%	N/A
<b>Limited English Proficiency</b>	0%	6%	4%	N/A
<b>Special Needs</b>	11%	10%	10%	N/A
<b>Free and Reduced Lunch</b>	34%	49%	42%	N/A

<b>ISAT PROFICIENCY RATES</b>	
Percentage of students meeting or exceeding proficiency in Math	55%
Percentage of students meeting or exceeding proficiency in English Language Arts	66%
Percentage of students meeting or exceeding proficiency in Science	86%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	N/A
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ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	42	50	0	50	0		
	1b	50	45	50	0	50	0		
District Proficiency Comparison	2a	50	41	50	0	50	0	50	0
	2b	50	41	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	45			50	0		
	3b	100	65			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	279	525	0	525	0	300	0
% of Academic Points			70%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
WPCS 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	30
	2b	25	25		2b	50	50
	2c	25	25		2c	50	0
2d	25	25	2d		50	50	
Governance & Reporting	3a	25	25	Total Financial Points		400	330
	3b	25	25	% of Financial Points			83%
	3c	25	15				
	3d	25	15				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	380				
% of Operational Points			95%				

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	70%	0%	55% - 74%	NA	80% - 89%	95%	65% - 84%	83%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

**ACADEMIC K-8**

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

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

ACADEMIC K-8

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
<b>Measure 2a</b>	<b>Do math proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Math Proficiency Rate</b>			<b>Points Earned</b>
<b>Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>		
			50
		X	30 - 45
			15 - 29
			0 - 14
			41
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Bonneville Joint School District will be used for comparison purposes.		
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>ELA Proficiency Rate</b>			<b>Points Earned</b>
<b>Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>		
			50
		X	30 - 45
			15 - 29
			0 - 14
			41
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Bonneville Joint School District will be used for comparison purposes.		

ACADEMIC K-8

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Criterion-Referenced Growth</b>			<b>Points Earned</b>
<b>Math</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	65	<p>76-100      0</p> <p>51-75        0</p> <p>26-50        45</p> <p>0-25         0</p> <hr/> <p>45</p>
<b>Notes</b>			
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Criterion-Referenced Growth</b>			<b>Points Earned</b>
<b>ELA</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>	78	<p>76-100      0</p> <p>51-75        65</p> <p>26-50        0</p> <p>0-25         0</p> <hr/> <p>65</p>
<b>Notes</b>			

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM				
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	
<b>Notes</b>		<hr/> 25		
<b>Measure 1b</b> <b>Educational Requirements</b>	<b>Is the school complying with applicable educational requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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	
<b>Notes</b>		<hr/> 25		

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including 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><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, 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				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by 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.</p> <p><b>Partially Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>		No instances of non-compliance documented	25	25
			15	
			0	
<b>Notes</b>			<hr/> 25	
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit 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.</p> <p><b>Partially Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>		No instances of non-compliance documented	25	25
			15	
			0	
<b>Notes</b>			<hr/> 25	
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		95%	25	25
			15	
			0	
<b>Notes</b>		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><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
<b>Reporting Requirements</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
<b>Notes</b>	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
<b>Measure 3d</b>	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
<b>Public Transparency</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
<b>Notes</b>	The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code; this matter had not been remedied as of November 6, 2017. The school reports that its CIP is complete.	See note	15	15
			0	15

OPERATIONAL

Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>15</p> <p>0</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><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>
Notes				

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT																		
<p><b>Measure 4a</b></p> <p><b>Transportation</b></p>	<p><b>Is the school complying with transportation requirements?</b></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	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>
Result	Points Possible	Points Earned																
No instances of non-compliance documented	25	25																
	15																	
	0																	
		25																
Notes																		
<p><b>Measure 4b</b></p> <p><b>Public Transparency</b></p>	<p><b>Is the school complying with facilities requirements?</b></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	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>
Result	Points Possible	Points Earned																
No instances of non-compliance documented	25	25																
	15																	
	0																	
		25																
Notes																		

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a	<b>Current Ratio: Current Assets divided by Current Liabilities</b>				
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		Current Ratio is: 3.36	50	50
Notes				10	
				0	50
Measure 1b	<b>Current Ratio: Cash divided by Current Liabilities</b>				
Cash Ratio	<p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		Cash Ratio is: 2.45	50	50
Notes				10	
				0	50
Measure 1c	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>				
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>		No. of Days Cash: 116	50	50
Notes				10	
				0	50
Measure 1d	<b>Default</b>				
Default	<p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> School is in default of financial obligations.</p>		No Default Noted	50	50
Notes				0	50

FINANCIAL

INDICATOR 2: SUSTAINABILITY			
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
Total Margin and Aggregated		Aggregated 3-Year Totals:	
3-Year Total Margin	<p><b>Meets Standard:</b> 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</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	50	
		-0.71%	30      30
		0	
			30
Notes	Aggregated 3-Year Total Margin is negative, but greater than -1.5%. The most recent year is positive (1.14%). Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.		
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
Debt to Asset Ratio		Ratio is:	
	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	0.84	50      50
			30
			0
			50
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" (0.84) to "Falls Far Below Standard" (1.1). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.		

FINANCIAL

Measure	Standard	Result	Points Possible	Points Earned
Measure 2c Cash Flow	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their first or second year of operation must have positive cash flow.</p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<p>Multi-Year Cumulative is:</p> <p>50</p> <p>30</p> <p>-\$169,214</p>		<p>0</p> <hr/> <p>0</p>
Notes	The school's cash flow was impacted by two, large capital investments. This rating does not indicate cause for concern.			
Measure 2d Debt Service Coverage Ratio	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	<p>Ratio is:</p> <p>14.57</p> <p>0</p>		<p>50</p> <hr/> <p>50</p>
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.			

WHITE PINE CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

The mission-specific measures below are not part of the school’s current performance framework. The outcomes are included here to recognize the school’s achievement during the final year during which its previous performance framework applied.

MISSION-SPECIFIC GOALS			
<b>Measure 1</b>	<b>Is the school successfully helping students develop second language skills?</b>	<b>Result</b>	<b>Points Possible</b>
			<b>Points Earned</b>
	<b>Exceeds Standard:</b> 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		250
	<b>Meets Standard:</b> 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.	85%	200
	<b>Does Not Meet Standard:</b> 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		100
	<b>Falls Far Below Standard:</b> Less 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		0
			200.00
<b>Notes</b>	The WPCS Spanish Conversation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. The conversation and scoring of the rubric will be done by an external party (a non- staff or board member) who is a fluent, native Spanish speaker. Data will be reported to the PCSC no later than October 1.		
<b>Measure 2</b>	<b>Is the school successfully helping elementary students acquire computing skills?</b>	<b>Result</b>	<b>Points Possible</b>
			<b>Points Earned</b>
	<b>Exceeds Standard:</b> 90% - 100% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.	100%	75
	<b>Meets Standard:</b> 75% - 89% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		60
	<b>Does Not Meet Standard:</b> 60% - 74% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		30
	<b>Falls Far Below Standard:</b> Less than 60% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		0
			75.00
<b>Notes</b>	The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non- staff or board member) will observe student presentations and score each student’s rubric. Data will be reported to the PCSC no later than October 1.		

WHITE PINE CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 3</b>	<b>Is the school successfully helping middle school students acquire basic computing skills?</b>			
	<b>Exceeds Standard:</b> 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.	96%	75	75
	<b>Meets Standard:</b> 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.		60	
	<b>Does Not Meet Standard:</b> 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.		30	
	<b>Falls Far Below Standard:</b> Less than 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.		0	
				75.00
<b>Notes</b>	The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non- staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1.			
<b>Measure 4</b>	<b>Is the school successfully helping 6th grade students acquire typing skills?</b>			
	<b>Exceeds Standard:</b> 80% - 100% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.	83%	75	75
	<b>Meets Standard:</b> 65% - 79% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.		60	
	<b>Does Not Meet Standard:</b> 50% - 64% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.		30	
	<b>Falls Far Below Standard:</b> Less than 50% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.		0	
				75.00
<b>Notes</b>	Students will be given a final Typing Web assessment within 2 weeks of the end of the 6th grade computer course (students may be enrolled in the courses in either the fall or spring semester). Data will be reported to the PCSC no later than October 1.			

WHITE PINE CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Measure 5	Result	Points Possible	Points Earned
<p><b>Is the school successfully helping young students acquire exemplary reading skills?</b></p> <p><b>Exceeds Standard:</b> 85% - 100% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p><b>Meets Standard:</b> 70% - 84% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p><b>Does Not Meet Standard:</b> 55% - 69% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p><b>Falls Far Below Standard:</b> Less than 55% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p>	<p>95%</p>	<p>125</p> <p>100</p> <p>50</p> <p>0</p>	<p>125</p> <hr/> <p><b>125.00</b></p>
<p><b>Notes</b> Data will be reported to the PCSC no later than October 1.</p>			



**White Pine Charter School**  
♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2015-2016**

CONFIDENTIAL

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

Alan Reed, Chairman  
Tamara Baysinger, Director

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## Introduction

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

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

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

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

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

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

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

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

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

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

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

## School Overview

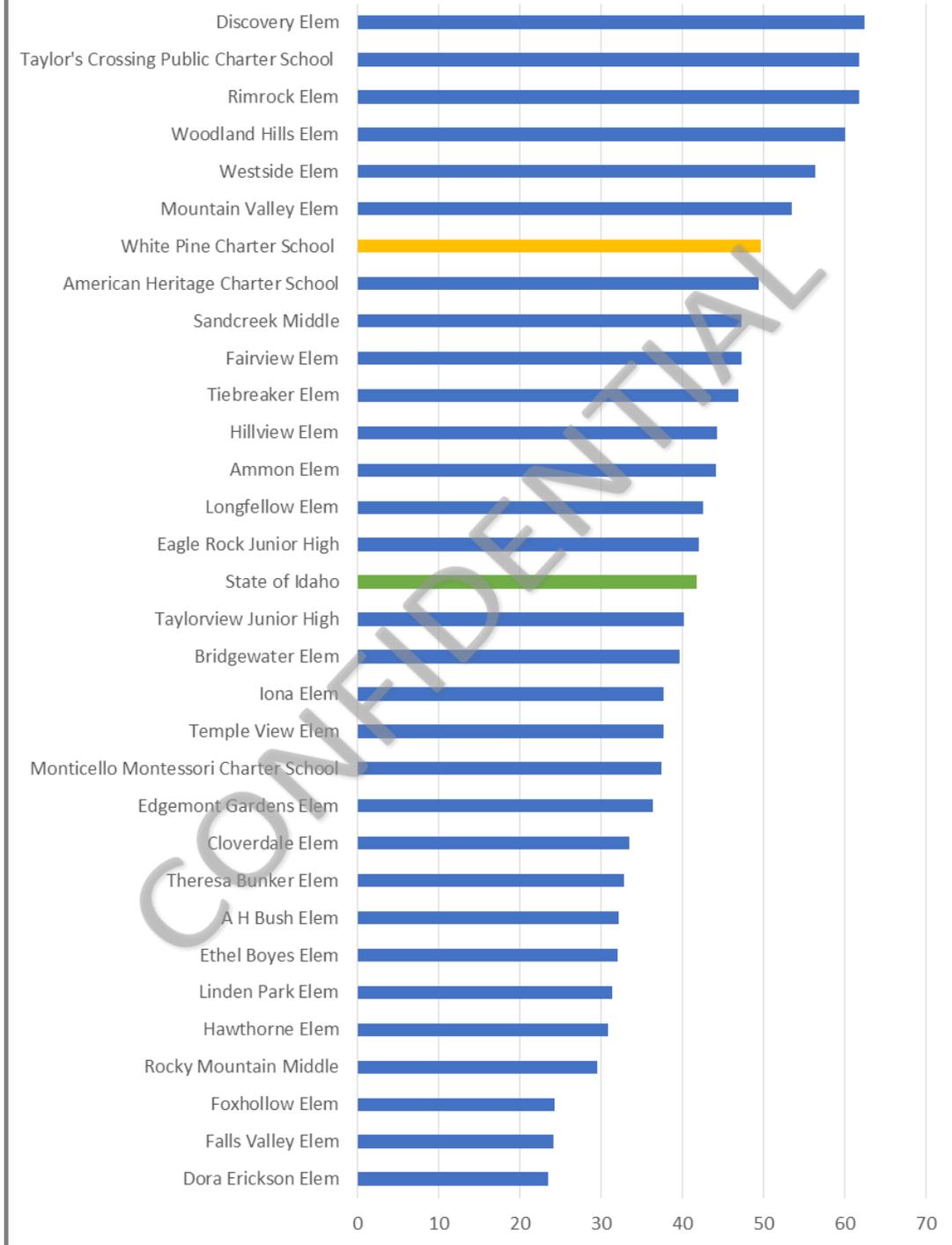
<b>Mission Statement</b>	White Pine Charter School will assist parents and educators to build a solid foundation of knowledge and skills for all students to use as a basis for continual learning to meet the challenges of a global society.	
<b>Key Design Elements</b>	<p>White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.</p> <ul style="list-style-type: none"> <li>• Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.</li> <li>• Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.</li> <li>• Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.</li> </ul>	
<b>School Contact Information</b>	Address: 2959 John Adams Parkway, Ammon, ID 83406	Phone: 208-522-4432
<b>Surrounding District</b>	Bonneville School District	
<b>Neighboring District</b>	Idaho Falls School District	
<b>Opening Year</b>	2003	
<b>Current Term</b>	April 17, 2014 – June 30, 2019	
<b>Grades Served</b>	K - 8	
<b>Enrollment</b>	Approved: 702	Actual: 436

School Leadership (2015-2016)	Role
Nick Burrows	Chair
Jose Rubio	Treasurer
Jenna Schweinberg	member
Aaron Eddington	Member
Liza Leonard	Member
Jeremy Clarke	Administrator
Randy Crisler	Administrator

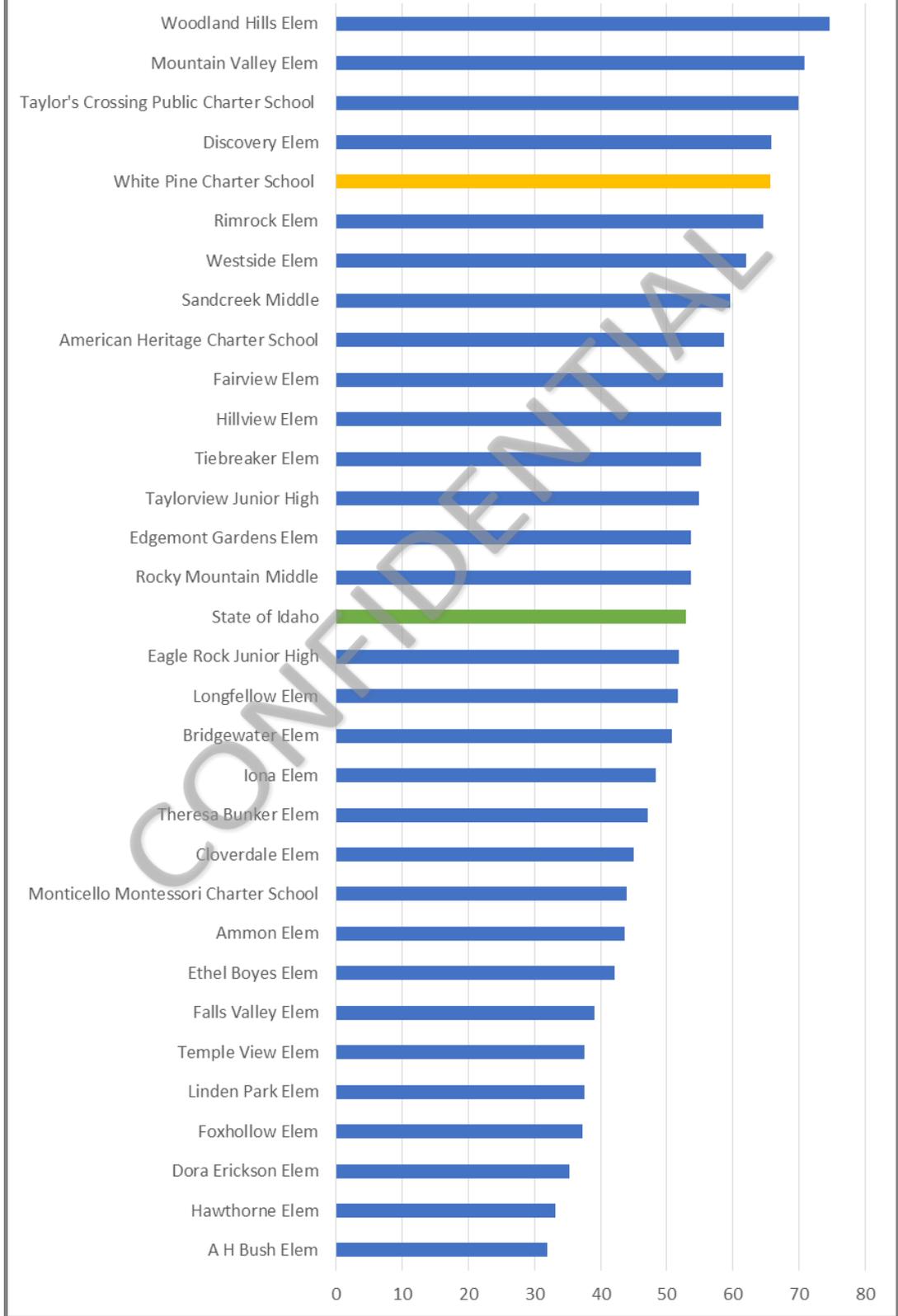
	School	Surrounding District (Bonneville)	Neighboring District (Idaho Falls)	State
<b>Non-White</b>	14.45%	18.32%	27.48%	23.84%
<b>Limited English Proficiency</b>	0.69%	5.52%	10.06%	8.61%
<b>Special Needs</b>	14.22%	10.50%	10.70%	9.76%
<b>Free &amp; Reduced Lunch</b>	31.88%	43.47%	50.10%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	49.6%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	65.7%
Percentage of Students Meeting or Exceeding Proficiency In Science	69%
Graduation Rate (4-year cohort data from 2015)	N/A

### Bonneville & Idaho Falls Area Grades K-8 Math Percentage Proficient/Advanced



### Bonneville & Idaho Falls Area Grades K-8 ELA Percentage Proficient/Advanced



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: White Pine Charter School Year Opened: 2003 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

### 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.

WPCS --- 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	30%	26.20			
	2c	75	30%	38.29			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	60%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
<b>Total Academic Points Received</b>				<b>64.49</b>			
<b>% of Possible Academic Points for This School</b>				<b>42.99%</b>			<b>#DIV/0!</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
8th Grade Spanish Skills	1	42	17%	41.67			
5th Grade Computing Skills	2	13	5%	12.50			
8th Grade Computing Skills	3	13	5%	12.50			
6th Grade Typing Skills	4	13	5%	12.50			
3rd Grade Reading Proficiency	5	21	8%	20.83			
Total Possible Mission-Specific Points		100	40%				
<b>Total Mission-Specific Points Received</b>				<b>100.00</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>100.00%</b>			

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>250</b>						
<b>TOTAL POINTS RECEIVED</b>				<b>164.49</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>65.80%</b>			

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	0.00
	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%	0.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>325.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>81.25%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>250.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>62.50%</b>

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

WPCS --- 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><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible	65.80%	80% - 89% of points possible	81.25%	65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; 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	62.50%
<p><b>Critical</b> Schools achieving at this level in Academic &amp; 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	

WPCS --- 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?  <b>Exceeds Standard:</b> School received five stars on the Star Rating System <b>Meets Standard:</b> School received three or four stars on the Star Rating System <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System <b>Falls Far Below Standard:</b> School received one star on the Star Rating System	Result (Stars)	Points Possible		Points Earned		
		5	25				
		4	20				
		3	15				
		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?  <b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	Result	Points Possible		Points Earned		
		Reward	25				
		None	15				
		Focus	0				
		Priority	0				
Notes					0		
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							0
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		49.60	20-37	18	41-64	24	26
			0-19	19	1-40	40	0
Notes							26

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2c</b> <b>ISAT / SBA % Proficiency</b> <b>Language Arts</b>	<b>Are students achieving language proficiency on state examinations?</b>  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		65.70	38-56	19	65-89	25	38
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							<u>38</u>
Notes							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> <b>Criterion-Referenced</b> <b>Growth in Reading</b>	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							<u>0</u>
Notes							
<b>Measure 3b</b> <b>Criterion-Referenced</b> <b>Growth in Math</b>	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							<u>0</u>
Notes							
<b>Measure 3c</b> <b>Criterion-Referenced</b> <b>Growth in Language</b>	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
							<u>0</u>
Notes							

WPCS --- ACADEMIC FRAMEWORK

<p><b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b></p> <p><b>Are students making expected annual academic growth in reading compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in reading falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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<p><b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b></p> <p><b>Are students making expected annual academic growth in math compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in math falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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<p><b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b></p> <p><b>Are students making expected annual academic growth in language compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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<p><b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b></p> <p><b>Is the school increasing subgroup academic performance over time?</b></p> <p><b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.  <b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.  <b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.  <b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0		26-50	25	30-44	15	0		0-25	25	1-29	29	0						0
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WPCS --- ACADEMIC FRAMEWORK

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

WPCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	Is the school successfully helping students develop second language skills?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.	90%	250	250
	<b>Meets Standard:</b> 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		200	
	<b>Does Not Meet Standard:</b> 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		100	
	<b>Falls Far Below Standard:</b> Less 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		0	
				250.00
<b>Notes</b>	The WPCS Spanish Conversation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. The conversation and scoring of the rubric will be done by an external party (a non- staff or board member) who is a fluent, native Spanish speaker. Data will be reported to the PCSC no later than October 1.			
<b>Measure 2</b>	Is the school successfully helping elementary students acquire computing skills?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 90% - 100% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.	100%	75	75
	<b>Meets Standard:</b> 75% - 89% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		60	
	<b>Does Not Meet Standard:</b> 60% - 74% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		30	
	<b>Falls Far Below Standard:</b> Less than 60% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		0	
				75.00
<b>Notes</b>	The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non- staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1.			

WPCS --- MISSION-SPECIFIC FRAMEWORK

**Measure 3** Is the school successfully helping middle school students acquire basic computing skills?

**Exceeds Standard:** 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.

**Meets Standard:** 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.

**Does Not Meet Standard:** 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.

**Falls Far Below Standard:** Less than 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.

Result	Points Possible	Points Earned
96%	75	75
	60	
	30	
	0	
		<u>75.00</u>

**Notes** The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non- staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1.

WPCS --- MISSION-SPECIFIC FRAMEWORK

Measure 4	Is the school successfully helping 6th grade students acquire typing skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 80% - 100% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p> <p><b>Meets Standard:</b> 65% - 79% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p> <p><b>Does Not Meet Standard:</b> 50% - 64% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 50% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p>		81.10%	75	75
			60	
			30	
			0	
				75.00
<b>Notes</b>	Students will be given a final Typing Web assessment within 2 weeks of the end of the 6th grade computer course (students may be enrolled in the courses in either the fall or spring semester). Data will be reported to the PCSC no later than October 1.			
Measure 5	Is the school successfully helping young students acquire exemplary reading skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 85% - 100% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p>		98%	125	125
<p><b>Meets Standard:</b> 70% - 84% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p>			100	
<p><b>Does Not Meet Standard:</b> 55% - 69% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p>			50	
<p><b>Falls Far Below Standard:</b> Less than 55% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p>			0	
				125.00
<b>Notes</b>	Data will be reported to the PCSC no later than October 1.			

INDICATOR 1: EDUCATIONAL PROGRAM				
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>	<b>Result</b>	<b>Points Possible</b>	
	<b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	<hr/> 25.00
Notes				
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>	<b>Result</b>	<b>Points Possible</b>	
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	<hr/> 25.00
Notes				
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>	<b>Result</b>	<b>Points Possible</b>	
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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.	See note	0	0.00
Notes	In July 2016, the SDE reported its finding that two special education violations occurred during the 2015-16 school year.			<hr/> 0.00

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		See note	0	0.00
Notes	The school's FY16 independent financial audit, due October 15, 2015, was submitted October 21, 2015. The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days).			
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			0	
			<b>25.00</b>	
Notes				

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

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

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

WPCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p><b>Is the school complying with all other obligations?</b></p> <p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	0	0.00
Notes	<p>The school's 2014-15 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code. These matters had not been remedied as of July 1, 2016.</p>			0.00

WPCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
<b>Measure 1a</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Current Ratio</b>	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is: 3.72	50	50.00
<b>Notes</b>			10	
			0	50.00
<b>Measure 1b</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Unrestricted Days Cash</b>	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash: 130	50	50.00
<b>Notes</b>			10	
			0	50.00
<b>Measure 1c</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Enrollment Variance</b>	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is: 97.32%	50	50.00
<b>Notes</b>			30	
			0	50.00
<b>Measure 1d</b>	<b>Default</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Default</b>	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No instances of non-compliance documented	50	50.00
<b>Notes</b>			0	
				50.00

INDICATOR 2: SUSTAINABILITY MEASURES																				
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated 3-Year Total Margin</b></p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>-2.79%</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:				50			10		-2.79%	0	0.00			0.00
Result	Points Possible	Points Earned																		
Aggregated 3-Year Totals:																				
	50																			
	10																			
-2.79%	0	0.00																		
		0.00																		
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.																			
<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.85</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td>50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			0.85	50	50.00		30			0				50.00
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Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (1.02) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.																			
<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>\$ (128,098)</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:				50			30		\$ (128,098)	0	0.00			0.00
Result	Points Possible	Points Earned																		
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	50																			
	30																			
\$ (128,098)	0	0.00																		
		0.00																		
Notes																				
<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>0.05</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:				50		0.05	0	0.00			0.00			
Result	Points Possible	Points Earned																		
Ratio is:																				
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0.05	0	0.00																		
		0.00																		
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.																			

WPCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	25.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	67.75	0.00	0.00		
	2b	75	57.90	27.78	26.20		
	2c	75	55.24	39.96	38.29		
	3a	100	88.58	0.00	0.00		
Growth	3b	100	71.63	0.00	0.00		
	3c	100	73.52	0.00	0.00		
	3d	75	54.35	0.00	0.00		
	3e	75	46.09	0.00	0.00		
	3f	75	56.00	0.00	0.00		
	3g	100	89.27	0.00	0.00		
	4a						
College & Career Readiness	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	700.32	82.74	64.49	0.00	0.00
% of Possible Academic Points for This School			77.81%	47.28%	42.99%	0.00%	0.00%

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

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
8th Grade Spanish Skills	1	250	N/A	38.89	41.67		
5th Grade Computing Skills	2	75	N/A	0	12.5		
8th Grade Computing Skills	3	75	N/A	14.58	12.5		
6th Grade Typing Skills	4	75	N/A	0	12.5		
3rd Grade Reading Proficiency	5	125	N/A	0	20.83		
Total Possible Mission-Specific Points Received		600	0.00	53.47	100.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	45.44%	100.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	25	25		
	1c	25	25	25	0		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	25	0		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	390.00	400.00	325.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	100.00%	81.25%	0.00%	0.00%

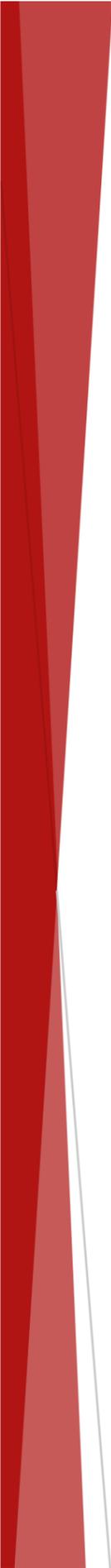
FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50	50		
	1b	50	50	50	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	10	50	0		
	2b	50	50	50	50		
	2c	50	50	50	0		
	2d	50	0	50	0		
Total Possible Financial Points Received		400	310.00	400.00	250.00	0.00	0.00
% of Possible Financial Points for This School			77.50%	100.00%	62.50%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



**White Pine Charter School**  
♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2014-2015**

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2016

## Introduction

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

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

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

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

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

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

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

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

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

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

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

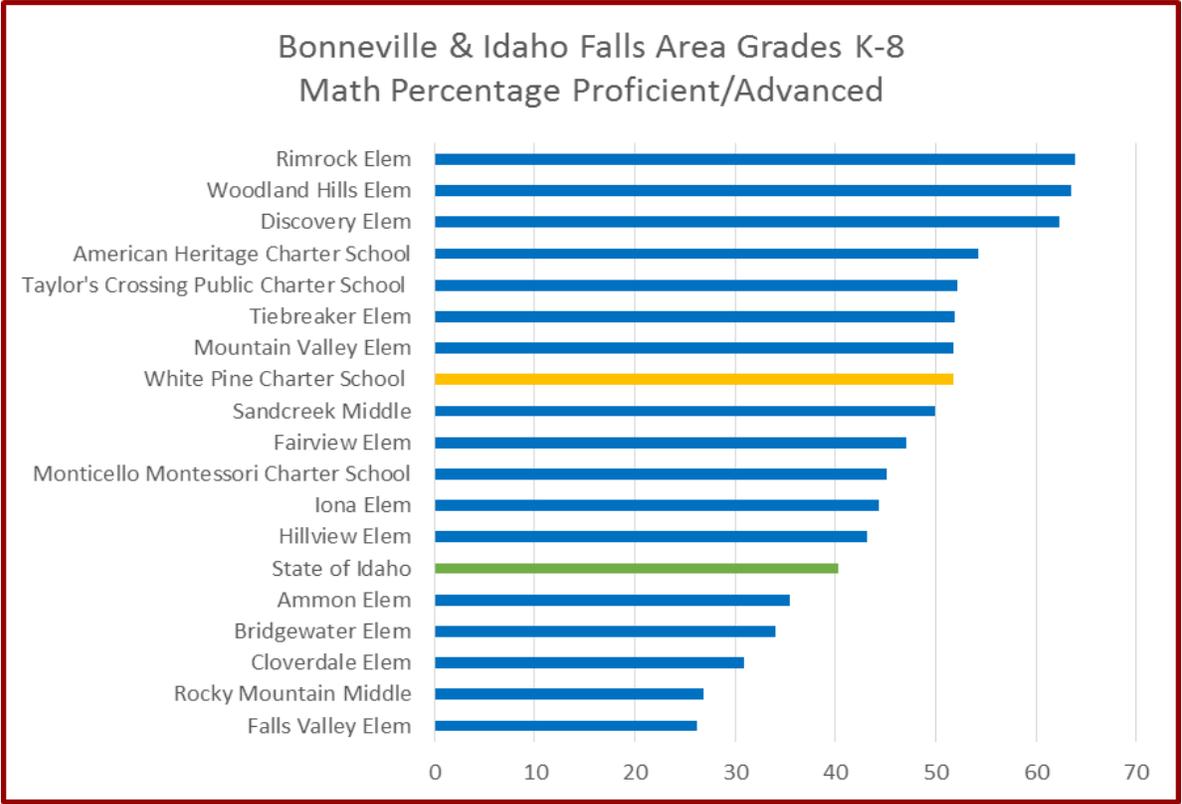
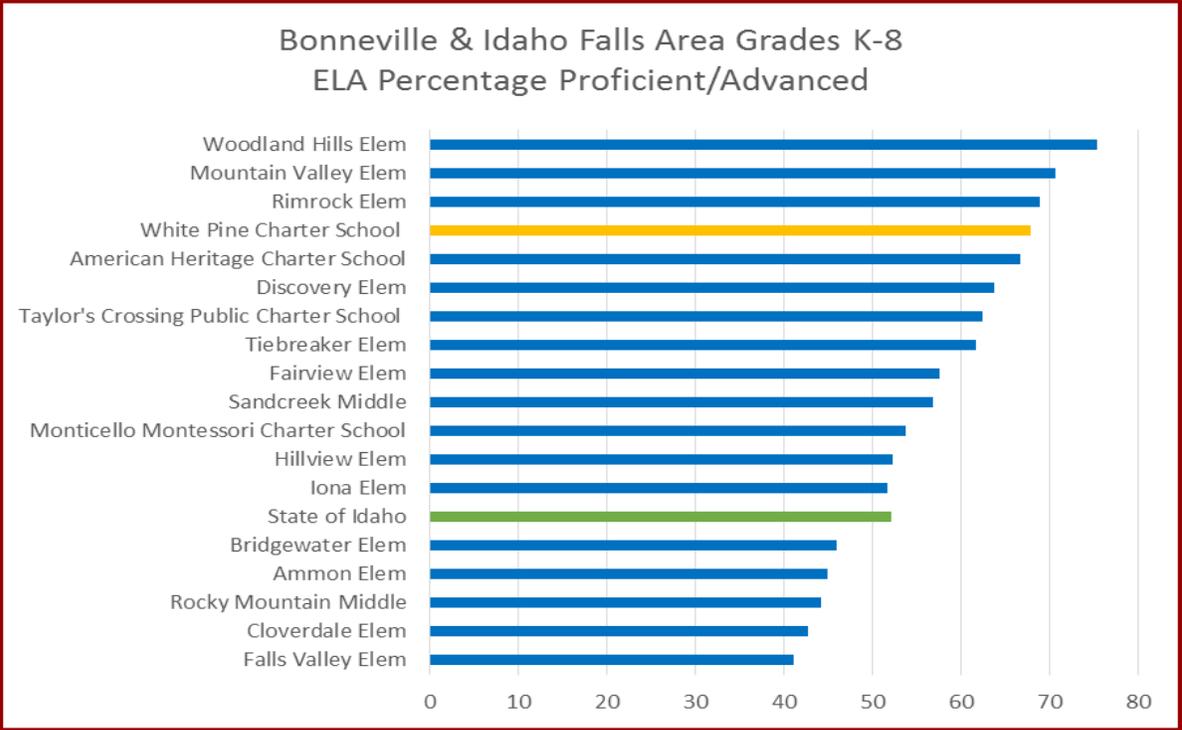
## School Overview

<b>Mission Statement</b>	White Pine Charter School will assist parents and educators to build a solid foundation of knowledge and skills for all students to use as a basis for continual learning to meet the challenges of a global society.	
<b>Key Design Elements</b>	<p>White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.</p> <ul style="list-style-type: none"> <li>• Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.</li> <li>• Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.</li> <li>• Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.</li> </ul>	
<b>School Contact Information</b>	Address: 2959 John Adams Parkway, Ammon, ID 83406	Phone: 208-522-4432
<b>Surrounding District</b>	Bonneville School District	
<b>Neighboring District</b>	Idaho Falls School District	
<b>Opening Year</b>	2003	
<b>Current Term</b>	April 17, 2014 – June 30, 2019	
<b>Grades Served</b>	K - 8	
<b>Enrollment</b>	Approved: 702	Actual: 454

School Leadership (2014-2015)	Role
Nick Burrows	Chair
Gina Stevenson	Vice Chair
Jose Rubio	Treasurer
Alan Carvo	Secretary
Aaron Eddington	Member
Liza Leonard	Member
Jeremy Clarke	Administrator
Randy Crisler	Administrator

	School	Surrounding District (Bonnevillle)	Neighboring District (Idaho Falls)	State
<b>Non-White</b>	13.82%	17.08%	27.26%	23.59%
<b>Limited English Proficiency</b>	0.66%	4.58%	9.34%	8.52%
<b>Special Needs</b>	12.06%	10.39%	11.06%	10.43%
<b>Free &amp; Reduced Lunch</b>	32.68%	42.74%	50.29%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	51.7%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	67.9%
Graduation Rate (4-year cohort data from 2014)	N/A



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: White Pine Charter School Year Opened: 2003 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

### 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.

WPCS --- 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	9%	15.00			
Proficiency	2a	75	0%	0.00			
	2b	75	26%	27.78			
	2c	75	26%	39.96			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	60%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
<b>Total Academic Points Received</b>				<b>82.74</b>			
<b>% of Possible Academic Points for This School</b>				<b>47.28%</b>			<b>#DIV/0!</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
8th Grade Spanish Skills	1	49	17%	38.89			
5th Grade Computing Skills	2	15	5%	0.00			
8th Grade Computing Skills	3	15	5%	14.58			
6th Grade Typing Skills	4	15	5%	0.00			
3rd Grade Reading Proficiency	5	25	9%	0.00			
Total Possible Mission-Specific Points		118	40%				
<b>Total Mission-Specific Points Received</b>				<b>53.47</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>45.44%</b>			

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>293</b>						
<b>TOTAL POINTS RECEIVED</b>				<b>136.21</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>46.54%</b>			

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

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

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

WPCS --- 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><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	<b>100.00%</b>	85% - 100% of points possible	<b>100.00%</b>
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; 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><b>Remediation</b> Schools achieving at this level in Academic &amp; 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	<b>46.54%</b>	61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; 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	

WPCS --- 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?  <b>Exceeds Standard:</b> School received five stars on the Star Rating System <b>Meets Standard:</b> School received three or four stars on the Star Rating System <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System <b>Falls Far Below Standard:</b> School received one star on the Star Rating System	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0				
Notes		1	0	<u>0</u>			
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?  <b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0				
Notes				<u>15</u>			
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						<u>0</u>	
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		51.70	20-37	18	41-64	24	28
			0-19	19	1-40	40	0
Notes						<u>28</u>	

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2c</b> <b>ISAT / SBA % Proficiency</b> <b>Language Arts</b>	<b>Are students achieving language proficiency on state examinations?</b>  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		67.90	38-56	19	65-89	25	40
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							<u>40</u>
Notes							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> <b>Criterion-Referenced</b> <b>Growth in Reading</b>	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	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							
<b>Measure 3b</b> <b>Criterion-Referenced</b> <b>Growth in Math</b>	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	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							
<b>Measure 3c</b> <b>Criterion-Referenced</b> <b>Growth in Language</b>	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	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							

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

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

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

WPCS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<p><b>Measure 1</b> Is the school successfully helping students develop second language skills?</p> <p><b>Exceeds Standard:</b> 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.</p> <p><b>Meets Standard:</b> 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.</p> <p><b>Does Not Meet Standard:</b> 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.</p> <p><b>Falls Far Below Standard:</b> Less 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.</p> <p><b>Notes</b> The WPCS Spanish Conversation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. The conversation and scoring of the rubric will be done by an external party (a non- staff or board member) who is a fluent, native Spanish speaker. Data will be reported to the PCSC no later than October 1.</p>	Result	Points Possible	Points Earned	
			250	
		75.00%	200	200
			100	
			0	
			200.00	
<p><b>Measure 2</b> Is the school successfully helping elementary students acquire computing skills?</p> <p><b>Exceeds Standard:</b> 90% - 100% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.</p> <p><b>Meets Standard:</b> 75% - 89% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.</p> <p><b>Does Not Meet Standard:</b> 60% - 74% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.</p>	Result	Points Possible	Points Earned	
			75	
			60	
			30	

WPCS --- MISSION-SPECIFIC FRAMEWORK

**Falls Far Below Standard:** Less than 60% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.



0.00

**Notes**

The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non-staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1. [No data was collected for this measure, thus the measure will receive 0 points.](#)

WPCS --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school successfully helping middle school students acquire basic computing skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.</p>		100	75	75
<p><b>Meets Standard:</b> 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.</p>			60	
<p><b>Does Not Meet Standard:</b> 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.</p>			30	
<p><b>Falls Far Below Standard:</b> Less than 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.</p>			0	
<p><b>Notes</b> The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non-staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1.</p>				<u>75.00</u>
Measure 4	Is the school successfully helping 6th grade students acquire typing skills?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> 80% - 100% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p>			75	
<p><b>Meets Standard:</b> 65% - 79% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p>			60	
<p><b>Does Not Meet Standard:</b> 50% - 64% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p>			30	

WPCS --- MISSION-SPECIFIC FRAMEWORK

**Falls Far Below Standard:** Less than 50% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.



**Notes**

Students will be given a final Typing Web assessment within 2 weeks of the end of the 6th grade computer course (students may be enrolled in the courses in either the fall or spring semester). Data will be reported to the PCSC no later than October 1.

WPCS --- MISSION-SPECIFIC FRAMEWORK

Measure 5	Is the school successfully helping young students acquire exemplary reading skills?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 85% - 100% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p><b>Meets Standard:</b> 70% - 84% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p><b>Does Not Meet Standard:</b> 55% - 69% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p> <p><b>Falls Far Below Standard:</b> Less than 55% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.</p>		125	
			100	
			50	
			0	0
				<b>0.00</b>
<b>Notes</b>	Data will be reported to the PCSC no later than October 1. <b>No data was reported for this measure, thus the measure will receive 0 points.</b>			

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

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

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

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

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

WPCS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with 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	
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.			25.00

WPCS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES																					
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> <b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	<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>4.54</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:			4.54	50	50.00		10			0				50.00	
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<b>Measure 1b</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>  <b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> <b>Does Not Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. <b>Falls Far Below Standard:</b> 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>146</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:			146	50	50.00		10			0				50.00	
Result	Points Possible	Points Earned																			
No. of Days Cash:																					
146	50	50.00																			
	10																				
	0																				
		50.00																			
Notes																					
<b>Measure 1c</b> <b>Enrollment Variance</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>  <b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year. <b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year. <b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.	<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>100.38%</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:			100.38%	50	50.00		30			0				50.00	
Result	Points Possible	Points Earned																			
Variance is:																					
100.38%	50	50.00																			
	30																				
	0																				
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Notes																					
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.  <b>Does Not Meet Standard:</b> Not applicable  <b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No default or delinquency noted in audit</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No default or delinquency noted in audit	50	50.00		0				50.00							
Result	Points Possible	Points Earned																			
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	0																				
		50.00																			
Notes																					

INDICATOR 2: SUSTAINABILITY MEASURES																				
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated 3-Year Total Margin</b></p> <p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p><b>Notes</b></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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td>-1.26%</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	Aggregated 3-Year Totals:			-1.26%	50	50.00		10			0				50.00
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-1.26%	50	50.00																		
	10																			
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		50.00																		
<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p> <p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<p><b>Notes</b></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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.82</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	Ratio is:			0.82	50	50.00		30			0				50.00
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<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p> <p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	<p><b>Notes</b></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$8,248</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	Multi-Year Cumulative is:			\$8,248	50	50.00		30			0				50.00
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\$8,248	50	50.00																		
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		50.00																		
<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p> <p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	<p><b>Notes</b></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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>1.39</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:			1.39	50	50.00		0				50.00			
Result	Points Possible	Points Earned																		
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WPCS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	25.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	67.75	0.00			
	2b	75	57.90	27.78			
	2c	75	55.24	39.96			
	3a	100	88.58	0.00			
Growth	3b	100	71.63	0.00			
	3c	100	73.52	0.00			
	3d	75	54.35	0.00			
	3e	75	46.09	0.00			
	3f	75	56.00	0.00			
	3g	100	89.27	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	700.32	82.74	0.00	0.00	0.00
% of Possible Academic Points for This School			77.81%	47.28%	0.00%	0.00%	0.00%

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

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
8th Grade Spanish Skills	1	250	N/A	38.89			
5th Grade Computing Skills	2	75	N/A	0			
8th Grade Computing Skills	3	75	N/A	14.58			
6th Grade Typing Skills	4	75	N/A	0			
3rd Grade Reading Proficiency	5	125	N/A	0			
Total Possible Mission-Specific Points Received		600	0.00	53.47	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	45.44%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	25			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	25			
	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	390.00	400.00	0.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	100.00%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	50	50			
	1c	50	50	50			
	1d	50	50	50			
	2a	50	10	50			
Sustainability Measures	2b	50	50	50			
	2c	50	50	50			
	2d	50	0	50			
	Total Possible Financial Points Received		400	310.00	400.00	0.00	0.00
% of Possible Financial Points for This School			77.50%	100.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



**White Pine Charter School**  
♦♦♦♦  
**ANNUAL PERFORMANCE REPORT**  
**2013-2014**

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed Spring 2015



## Introduction

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

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

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

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

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

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

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

## School Overview

<b>Mission Statement</b>	White Pine Charter School will assist parents and educators to build a solid foundation of knowledge and skills for all students to use as a basis for continual learning to meet the challenges of a global society.	
<b>Key Design Elements</b>	<p>White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.</p> <ul style="list-style-type: none"> <li>• Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.</li> <li>• Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.</li> <li>• Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.</li> </ul>	
<b>School Contact Information</b>	Address: 2959 John Adams Parkway, Ammon, ID 83406	Phone: 208-522-4432
<b>Surrounding District</b>	Bonneville School District	
<b>Opening Year</b>	2003	
<b>Current Term</b>	April 17, 2014 - June 30, 2019	
<b>Grades Served</b>	K - 8	
<b>Enrollment</b>	Approved: 702	Actual: 456

	School	Surrounding District	State
Non-White	12.03%	16.97%	22.56%
Limited English Proficiency	0%	3.47%	6.24%
Special Needs	8.65%	9.25%	9.46%
Free & Reduced Lunch	34.18%	43.33%	47.07%

School Leadership	Role
Gina Stevenson	Chair
Aaron Eddington	Vice Chair
Nicholas Burrow	Secretary
Adam Frugoli	Treasurer
Alan Carvo	Director
Jose Rubio	Director
Liza Leonard	Director
Jeremy Clarke	Administrator
Melinda Christensen	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: White Pine Charter School Year Opened: 2003 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

### 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.

WHITE PINE CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	25.00	25	1%	25.00
	1b	25	3%	15.00	25	1%	15.00
Proficiency	2a	75	8%	67.75	75	4%	67.75
	2b	75	8%	57.90	75	4%	57.90
	2c	75	8%	55.24	75	4%	55.24
Growth	3a	100	11%	88.58	100	6%	88.58
	3b	100	11%	71.63	100	6%	71.63
	3c	100	11%	73.52	100	6%	73.52
	3d	75	8%	54.35	75	4%	54.35
	3e	75	8%	46.09	75	4%	46.09
	3f	75	8%	56.00	75	4%	56.00
	3g	100	11%	89.27	100	6%	89.27
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900	100%		1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
<b>Total Academic Points Received</b>				<b>700.32</b>			<b>700.32</b>
<b>% of Possible Academic Points for This School</b>				<b>77.81%</b>			<b>66.70%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
8th Grade Spanish Skills	1	0	0%	0.00	Mission-specific data is not available for this reporting period.		
5th Grade Computing Skills	2	0	0%	0.00			
8th Grade Computing Skills	3	0	0%	0.00			
6th Grade Typing Skills	4	0	0%	0.00			
3rd Grade Reading Proficiency	5	0	0%	0.00			
Total Possible Mission-Specific Points		0	0%		700	40%	
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Mission-Specific Points Received</b>				<b>#DIV/0!</b>			<b>0.00%</b>

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	<b>900</b>				<b>1750</b>		
<b>TOTAL POINTS RECEIVED</b>				<b>700.32</b>			<b>700.32</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>77.81%</b>			<b>40.02%</b>

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	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
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>390.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>97.50%</b>

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

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

WHITE PINE 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
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible	<b>77.81%</b>	90% - 100% of points possible	<b>97.50%</b>	85% - 100% of points possible	
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; 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	<b>77.50%</b>
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; 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><b>Critical</b> Schools achieving at this level in Academic &amp; 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.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure	Indicator	Result (Stars)	Points Possible	Points Earned			
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?  <b>Exceeds Standard:</b> School received five stars on the Star Rating System. <b>Meets Standard:</b> School received three or four stars on the Star Rating System. <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System. <b>Falls Far Below Standard:</b> School received one star on the Star Rating System.	5	25	25			
		4	20				
		3	15				
		2	0				
		1	0				
						25	
Notes							
Measure 1b State Designations	25Is the school meeting state designation expectations as set forth by state and federal accountability systems?  <b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	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?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		95.80	57-75	19	90-100	11	68
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		90.10	57-75	19	90-100	11	58
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		88.00	57-75	19	90-100	11	0
			38-56	19	65-89	25	55
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							

WHITE PINE 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
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.	92.69	76-100	25	85-100	16	89
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						89	
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.	81.98	76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	72
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						72	
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.	83.11	76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	74
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						74	
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
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.	63.00	57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	54
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes						54	
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
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.	53.00	57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	46
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes						46	

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Language	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.	65.00	38-56	19	43-65	23	56
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
	Notes						56
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
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.	86.70	76-100	25	70-100	31	89
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	<b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
	Notes						89
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppy	1	0				
	Notes						0
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 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
	<b>Exceeds Standard:</b> Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
	Notes						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
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
	Notes						0

MISSION-SPECIFIC GOALS			
<b>Measure 1</b>	Is the school successfully helping students develop second language skills?	Result	Points Possible
	<b>Exceeds Standard:</b> 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		250
	<b>Meets Standard:</b> 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		200
	<b>Does Not Meet Standard:</b> 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		100
	<b>Falls Far Below Standard:</b> Less 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated conversational Spanish skills by achieving an average 3.5 or higher on the WPCS Spanish Conversation Rubric.		0
			0
<b>Notes</b>	The WPCS Spanish Conversation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. The conversation and scoring of the rubric will be done by an external party (a non- staff or board member) who is a fluent, native Spanish speaker. Data will be reported to the PCSC no later than October 1.		
<b>Measure 2</b>	Is the school successfully helping elementary students acquire computing skills?	Result	Points Possible
	<b>Exceeds Standard:</b> 90% - 100% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		75
	<b>Meets Standard:</b> 75% - 89% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		60
	<b>Does Not Meet Standard:</b> 60% - 74% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		30
	<b>Falls Far Below Standard:</b> Less than 60% of 5th grade students who have been continuously enrolled since at least the beginning of 3rd grade demonstrated proficiency in basic computing skills by achieving an average score of 3.0 or higher on the WPCS Technology Presentation Rubric.		0
			0
<b>Notes</b>	The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non-staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1.		

Measure 3	Is the school successfully helping middle school students acquire basic computing skills?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 90% - 100% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.</p> <p><b>Meets Standard:</b> 75% - 89% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.</p> <p><b>Does Not Meet Standard:</b> 60% - 74% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.</p> <p><b>Falls Far Below Standard:</b> Less than 60% of 8th grade students who have been continuously enrolled since at least the beginning of 6th grade demonstrated proficiency in basic computing skills by achieving an average score of 3.5 or higher on the WPCS Technology Presentation Rubric.</p>		75	
			60	
			30	
			0	
				0.00
<b>Notes</b>	The WPCS Technology Presentation Rubric is set on a 1 to 5 point scale. Each student will receive a final score that averages the scores on the individual measures within the rubric. An external party (a non-staff or board member) will observe student presentations and score each student's rubric. Data will be reported to the PCSC no later than October 1.			
Measure 4	Is the school successfully helping 6th grade students acquire typing skills?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 80% - 100% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p> <p><b>Meets Standard:</b> 65% - 79% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p> <p><b>Does Not Meet Standard:</b> 50% - 64% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 50% of 6th grade students who have been continuously enrolled since at least the beginning of 4th grade typed 35 wpm or higher with at least 80% accuracy on the spring Typing Web assessment.</p>		75	
			60	
			30	
			0	
				0.00
<b>Notes</b>	Students will be given a final Typing Web assessment within 2 weeks of the end of the 6th grade computer course (students may be enrolled in the courses in either the fall or spring semester). Data will be reported to the PCSC no later than October 1.			

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

Measure 5	Is the school successfully helping young students acquire exemplary reading skills?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 85% - 100% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.		125	
	<b>Meets Standard:</b> 70% - 84% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.		100	
	<b>Does Not Meet Standard:</b> 55% - 69% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.		50	
	<b>Falls Far Below Standard:</b> Less than 55% of 3rd grade students who have been continuously enrolled since at least the beginning of 1st grade EITHER achieved a score of 3 on the Spring IRI OR increased their performance from fall to spring by at least 5 percentage points.		0	
				<b>0.00</b>
<b>Notes</b>	Data will be reported to the PCSC no later than October 1.			

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>			
	<b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	Meets	25	25.00
	<b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				25.00
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
<b>Notes</b>				
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with 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><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15.00
			0	
				15.00
<b>Notes</b>				
FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13.				
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			0	
				25.00
<b>Notes</b>				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>  <b>Is the school complying with governance requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3b</b> <b>Reporting Requirements</b>  <b>Is the school complying with reporting requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
<b>Measure 4a</b> <b>Student Rights</b>  <b>Is the school protecting the rights of all students?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				

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

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

WHITE PINE CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with 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	25.00
			0	
Notes				25.00

WHITE PINE CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	<p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Result	Points Possible
		Ratio is 4.32	50
			10
			0
Notes			25 Points Earned
<hr/>			
Measure 1b Unrestricted Days Cash	<p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b></p> <p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	Result	Points Possible
		171 days cash	50
			10
			0
Notes			50.00 Points Earned
<hr/>			
Measure 1c Enrollment Variance	<p><b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b></p> <p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible
		97.5 % variance	50
			30
			0
Notes			50.00 Points Earned
<hr/>			
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible
		No default or delinquency noted in audit	50
			0
Notes			50.00 Points Earned

WHITE PINE CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated 3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>			
	<b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	<b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"	Agg = (.83%) Total = (5.4%) Trend is negative	10	10.00
	<b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	0		10.00
<b>Notes</b>				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9	Ratio is .84	50	50.00
	<b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0		30	
	<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0		0	50.00
<b>Notes</b>				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	Multi-year = \$27,600 Most recent positive; previous year negative	50	50.00
	<b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	<b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative		0	50.00
<b>Notes</b>				
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	<b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1	Ratio is .35	0	0.00
	<b>Falls Far Below Standard:</b> Not Applicable			0.00
<b>Notes</b>				



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

Alison Consoletti, The Center for Education Reform

# White Pine Charter School

## Pre-Renewal Site Visit Report

September 29, 2018

**Public Charter School**

White Pine Charter School  
2959 John Adams Parkway  
Ammon, Idaho 83406  
208-522-4432

**Authorizer**

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

**Evaluation Team**

Dr. Margaret Chase, Associate Professor, Emeritus, Literacy, Language & Culture Department, Boise State University  
Dr. Suzanne Gregg, Education Consultant, Founding Member and Retired Education Director/Principal, Anser Charter School  
Randy Yadon, Administrator, Meridian Technical Charter High School

## PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. White Pine Charter School will be considered for renewal during the spring of 2019. The purpose of the site visit is to gain contextual information impacting the academic, operational, and financial conditions of the school, prior to the formation of renewal recommendations.

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

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

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

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

**MISSION AND KEY DESIGN ELEMENTS****Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?**

Rating: Meets

Evidence: Classroom observations, interview with principal, students, staff, parents and board members, documents review

Detail: It was very evident through interviews with staff, students and parents that the school is faithful to its mission. Classroom observations showed evidence that the Core Knowledge curriculum was being consistently implemented. Signs depicting what students were learning in reading, writing, social studies and science were displayed outside of each grade level classrooms as well as in the main entry of the school. Throughout interviews, stakeholders spoke about the weekly communication teachers send home conveying what students are learning. Throughout the visit, evaluators noted the kindness of students and adults both in and out of the classroom.

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

Rating: Meets

Evidence: Classroom observations, documents review, teacher/staff interviews

Detail: Classroom visits were limited due to the day's schedule (picture day and classroom visit schedule). In both the elementary and middle school classrooms direct teaching focused on knowledge-based instruction, and teacher to student responses were mostly observed; utilizing the Core Knowledge curriculum, specifically the ELA workbook, and math worksheets. There was little evidence observed in regard to "hands-on" activities (with some exceptions at the K-2 classroom levels) and opportunities given for students to become "critical thinkers". Observations from all three evaluators found that students understood and followed through with classroom routines, procedures and expectations. Effective attention getting strategies were observed in order to gain students' involvement.

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

Rating: Exceeds

Evidence: Principal, staff, student, parent and board interviews, classroom observations, annual reports, Continuous Improvement and Literacy Plans

Detail: Student learning at this school is a high priority as identified by all stakeholders. This is also evident in the growth students showed in state assessment data. During our student interviews (4th-8th) students stated they "were held accountable." Student Support Service personnel as well as a middle school teacher identified the process used in order to serve all students during scheduled "enrichment" times in math and ELA. Various data, and data points are utilized to benchmark and monitor student progress. Board Members and parents stated there are "high expectations for student learning."

**PROGRAM DELIVERY: CURRICULUM**

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

Rating: Meets

Evidence: Documents review, staff/teacher interviews

Detail: Core Knowledge provides a "solid knowledge of important fundamentals of education." The curriculum provides sequential steps that build on one another and from grade level to grade level. One Middle School teacher stated she likes the curriculum because she doesn't have to spend time teaching something that should have been taught and can refer kids to previous years' learning in order to make connections. All learners are provided opportunities to participate in the core curriculum, then retaught using small groups or scheduled "enrichment" time in order to meet students' needs at their own level. This year, which is the school's five-year math curriculum cycle, staff members are in the process of researching and viewing various math curricula that may better meet the needs of their students.

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

Rating: The indicator was not rated and does not represent an area of concern.

Evidence:

Detail:

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

Rating: Meets

Evidence: Stakeholder Interviews, classroom observations

Detail: Benchmark assessments to assess student knowledge are administered on a regular basis. Classroom teachers progress monitor students in reading and math, in the classroom, on a continuous basis. Student groups are formed based on frequent checks of understanding. During one classroom visit, students were taking a reading placement assessment. The teacher showed the evaluator how the program is used to track student growth and ways in which she provides small group instruction based on weekly monitoring. Student Led Conferences are held twice a year. Parents stated this is a time for students to take charge of sharing their learning. Parents' and teachers' main responsibility during this time, is listening. A parent shared that her child mostly shared outcomes on assessments. The school is in the process of researching and reviewing a different math curriculum based on their five-year review cycle.

### **PROGRAM DELIVERY: INSTRUCTION**

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

Rating: Meets

Evidence: Documents review, administrator interviews

Detail: Retention rate of teachers is high. Administrative staff has remained constant.

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

Rating: Meets

Evidence: Classroom observations, direct observation of students speaking with Principal.

Detail: During our limited classroom observation time, we noted students were engaged in the work. A variety of students were called on and frequent checks for understanding were observed utilizing a teacher to student response. Before school began the day of our visit, a group of middle school students stopped in the main office to ask the principal if the flag could be flown at half-mast and the National Anthem played over the intercom to recognize victims of 9-11. There was limited opportunity for evaluators to comprehensively assess; but there was little doubt there is potential at the school for student voice and leadership opportunities.

**Does the school have leadership sustainability?**

Rating: Meets

Evidence: Stakeholder interviews

Detail: The Board Chair has served on the board for three years; the Principal has been at the school for seven years and the Assistant Principal has been a long-term staff member for 15+ years. Teachers and staff have multiple opportunities to serve on committees. Staff are given multiple opportunities to provide input. Leadership at the school works with outside stakeholders to give input, especially in the arena of STEM.

**Does the school offer professional development that supports the school's goals and the needs of individuals?**

Rating: Meets

Evidence: Teacher/Staff interviews, allocation of state leadership stipends, document review

Detail: Professional development activities are brainstormed and decided upon by staff members. School is dismissed at 1:30 on Wednesday afternoons. This time is used for teacher improvement. One time per month teachers collaborate through their PLC time; one time per month is spent as whole staff development (this may include break-out sessions for differentiated PD); one meeting is set aside for a business type meeting (business and whole group needs such as crisis management) and one time during the month time is set aside for teachers to work in their classrooms.

**PROGRAM DELIVERY: ASSESSMENT AND EVALUATION****Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?**

Rating: Meets

Evidence: Staff/Teacher interviews, demonstration of an on-line literacy program at grade 3, classroom observations

Detail: The school collects and analyzes school-wide data and teachers collect data at the classroom level on a consistent basis. Intervention groupings within the classroom and school are determined based on data. Progress monitoring is a continuous cycle throughout the school year in order to determine if students are making adequate progress or if a program change is

necessary. Data is also used to gather information on student behavior issues as well as to track parent communication. The school is currently using two on-line literacy assessments at K-2 (one they were already using, and one required by the state). These systems are very similar. The school may want to consider going with the state required system to streamline the assessment system at these grades.

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

Rating: Exceeds

Evidence: Stakeholder interviews, classroom and school observations

Detail: During student interviews, one student stated, "kids can't get away with much in this school." Evaluators observed respect for students among all staff and students showing respect to their teachers and one another. Parent interviews confirmed there is a presence of, and appreciation for, the "White Pine Family." Teachers and paraprofessionals mentioned how much they love to work with colleagues. Student Support Services staff rely a great deal on the expertise, professionalism and communication attributes of the Title I paraprofessionals. Administrative staff share responsibilities in ensuring a safe environment. Assistant Principal stated student behavior is tracked through a PBIS data system (SWISS).

**ACCESS AND EQUITY**

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

Rating: Exceeds

Evidence: Staff/teacher interviews, Principal and Assistant Principal interviews

Detail: According to our interviews, it is apparent there is cohesiveness amongst staff that every student has the opportunity to grow in academics and behavior. The schedule for "enrichment" (interventions) is purposeful in order for students to not miss core subjects within the classroom. Within the core subjects, teachers utilize differentiation in the form of small groups. During the 30 minutes of ELA and 30 minutes of math intervention scheduled throughout the day, the school employs an ability grouping model within the classroom. They also have tiered instruction, with Title I paraprofessionals pushing into the classroom in order for students "to not feel excluded." Students who qualify are provided specialized instruction in the SPED classroom. Middle School students have an "advanced period" four days a week for the same purpose. During the student support personnel interview, it was stated staff employ a constant cycle of communication with appropriate staff and parents in order to stay abreast of student needs.

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

Rating: Exceeds

Evidence: Document review, Principal and board interviews, annual report

Detail: The school significantly increased student enrollment. The school reflects demographics of the surrounding area according to previous year's annual report.

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

Rating: Meets

Evidence: Attrition/Retention document, board and Principal interview

Detail: The school has increased enrollment over the past year. The board and administration worked together to provide opportunities as well as educate the public on what the school has to offer students and families. According to the Attrition/Retention document, waiting lists are low except for two grade levels and those are only at 15 and 16 students. Grades K, 2, 6, 7, and 8 have no students on the waiting list so there is clearly room to grow the waiting list this year, especially if expansion is being considered.

**ORGANIZATIONAL CAPACITY**

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

Rating: Meets

Evidence: School handbook, stakeholder interviews

Detail: The school handbook is an indication of a well-functioning structure and professional working climate for all. Various staff stated they worked in a positive and collaborative environment and had input into many decisions. Students stated there was no bullying in the school. Parents stated they were able to communicate with administration and staff in an effective manner.

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

Rating: Exceeds

Evidence: Stakeholder interviews

Detail: Teachers send weekly newsletters to families. This year their goal is to communicate directly with individual families to give positive and personal feedback about their child. This goal is tracked by administration. The school provides information via social networking sites such as Facebook. Parents noted that school social events that occurred last year experienced "great turnout." Both the administration and board members stated that lines of communication were open and friendly.

**Does the school have procedures in place to facilitate parental involvement and understanding of student learning?**

Rating: Exceeds

Evidence: School Handbook, stakeholder interviews

Detail: There are stated procedures for families to follow in the school handbook. In addition, student led conferences, weekly newsletters, and an open-door policy provide additional opportunities to connect with teachers and the school as a whole. Parents can access Facebook for current information. Families feel comfortable contacting teachers regarding a concern.

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

Rating: Meets

Evidence: School/classroom observation

Detail: Classrooms are spacious and organized and the facility is clean. Students have access to computers and classroom supplies appear adequate. Specials, such as art, music, Spanish and some PE classes travel to individual classes; space is limited for a growing enrollment.

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

Rating: Meets

Evidence: Facility observation, staff interviews

Detail: The facility appears well maintained. All doors are locked and there are cameras throughout the hallways that can be monitored from the principal's office and front office. Front office staff has visibility to admit visitors/students from outside doors. There is a double set of doors at the main entrance. Guests and parents must sign in and out.

## **GOVERNANCE**

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

Rating: Approaches

Evidence: Board and Principal interviews, board minutes

Detail: Both the principal and board members mentioned the need for more training. They are scheduled to attend training through the ISBA or another organization this school year. Members of the board have actively engaged in short board trainings (open meeting laws, overstepping boundaries, and roles of board members with staff) at each board meeting throughout the year however, these often get sacrificed by board business. They are now considering placing the short training sessions at the beginning of each board meeting as a priority. The board looks for ways to continue understanding the role between day to day management of the school and governing. The Chair and Principal work together to create agendas and set goals.

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

Rating: The indicator was not rated and does not represent an area of concern.

Evidence: Board interview

Detail: There is one board opening at this time for a non-parent member. The board has all required officers in place and operates in compliance with legal requirements. The board has long term goals for the school, although a formalized strategic plan has not been written.

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

Rating: Approaches

Evidence: Principal and board interviews

Detail: The board will need to continue to shift from a managing board to one of governing, especially given the number of years the school has been in operation. Board members stated in interviews that they "may over manage" because of their high expectations and follow-through concerns. There is a concern by the evaluation team that a parent (board chair) conducts the principal evaluation. This could lead to a conflict-of-interest between board members, their children, and the principal. There should be a 1-1 ratio of parent and non-parent evaluators of the principal.

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

Rating: Approaches

Evidence: Board interview

Detail: The Board Chair mentioned they have somewhat of a strategic plan but have no formal written document. It is suggested the board formalize the plan, especially as they plan for future growth.

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

Rating: Meets

Evidence: Principal and Board interviews, school visits

Detail: The principal brings academic reports to the board on a consistent basis for review and discussion. Board members mentioned that student achievement is a high priority at the school. Board and administration attended out of state school visits to observe high performing schools in the area of STEM and how best to implement.

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

Rating: Meets

Evidence: Interview with Business Manager, board members

Detail: This past year, a new business manager was hired who has a history of the school, having served on the board in the past. Inconsistencies were noted in the way the 2014-2018 annual budget summaries were reported. It is suggested there be a differentiated approach for training opportunities for board members (i.e. What training needs are best met for a first-year board

member, second-year and a third-year board member?). Another question to ask, "What ongoing training is needed each year for all board members?"

**GOVERNANCE: FINANCIAL**

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

Rating: Meets

Evidence: Interview Business Manager

Detail: The board has adopted new accounting software that is board friendly because it makes it easier to understand expenditures.

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

Rating: Meets

Evidence: Interview with Business Manager

Detail: A third party audit is held on an annual basis. The business manager reports directly to the treasurer of the board on a regular basis.

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

Rating: Exceeds

Evidence: Interview with Business Manager, budget summaries

Detail: Liquid reserves are strong.

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

Rating: Meets

Evidence: Business Manager and board Interviews, Attrition/Retention records

Detail: The school increased enrollment this year. They are aware of where they stand financially. Financial forecasts for expansion have been researched and supported by third party advisors.

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

Rating: Meets

Evidence: Interview with Business Manager, budget summaries

Detail: The school's expenses fall within the operating budget. They are aware of funding sources and enrollment forecasts.

## Idaho PCSC Pre-Renewal Site Visit Rubric

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

### Mission, Key Design Elements & School Culture

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

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

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

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

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

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

**Program Delivery: Curriculum**

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

<p>Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum is reviewed and modified. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding curriculum.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding curriculum.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.</p>
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Notes:

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

<p>Indicators: Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Lesson objectives are clearly communicated to students with connections made to the larger rationale and prior knowledge. Lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. Teachers ensure all students' active and appropriate use of academic language. Instructions promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding delivery of curriculum content.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: There is a benchmarking system in place to adjust strategies and curriculum when appropriate. Stakeholders can identify the process by which curriculum is adopted, updated, or re-written. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				

**Program Delivery: Instruction**

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

<p>Indicators: The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. The school hires staff who can effectively implement the mission of the school. The school has developed and implemented policies regarding supports for staff. The school has developed and implemented policies and procedures for evaluation of staff. Teacher turnover is less than 15% each year. The school has clear procedures and criteria around dismissal that include opportunity for improvement.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding highly effective staff.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.</p>
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Notes:

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

<p>Indicators: Questioning techniques consistently promote the equitable involvement of all students. Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students progress towards mastery. The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding student engagement.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding student engagement.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

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

**Program Delivery: Assessment and Evaluation**

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

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

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

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

**Access and Equity**

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

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

PCSC Site Visit Evaluation Rubric

<b>Does the school demonstrate an adequate demographic representation of the surrounding district(s)?</b>				
Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding demographic representation.	Approaches: The school presents a material concern in one of the indicators regarding demographic representation.	Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.
Notes:				
<b>Does the school have a strong, steady retention rate for students?</b>				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

**Organizational Capacity**

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

<p>Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for regular and frequent collaboration.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding organizational structure.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding organizational structure.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.</p>
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Notes:

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

<p>Indicators: Decision makers follow a defined process and structure inclusive of stakeholder voice and perspective. The leadership team meets regularly with the Board. Two-way communication mechanisms are established between parents and the school. The school has a clear process to act upon parental feedback to drive school improvement. If contracting with an ESP, the Board effectively communicates with the ESP to ensure it receives value in exchange for contracts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding communication channels.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding communication channels.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.</p>
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Notes:

**Does the school have procedures in place to facilitate parental involvement and understanding of student learning?**

<p>Indicators: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding parental involvement.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding parental involvement.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.</p>
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PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

**Governance**

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

<p>Indicators: School board members follow all requirements of Idaho's Open Meeting Law. The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding appropriate governance.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.</p>
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Notes:

**Does the Board have policies in place that establish standards for overall management of the school?**

<p>Indicators: The Board approves appropriate school policies to ensure compliance with all legal requirements. Decisions are made in alignment with policies. The Board has all required officers in place and is actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies/ procedures, and governance processes. The Board operates in compliance with all bylaws.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board systems and structures.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.</p>
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Notes:

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

<p>Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has clear policies and procedures for recruiting, selecting, and onboarding new board members.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board mission and vision.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Notes:

**Governance: Financial**

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

<p>Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budget reports and audits. All members actively participate in strategic planning and foundational development as appropriate and the Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.</p>
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Notes:

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

<p>Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.</p>
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Notes:

**PCSC Site Visit Evaluation Rubric**

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17th day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and White Pine 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 5, 2007, the Authorizer approved a petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2003; 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 2003. 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 **April 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: **Success for Every Student.**
- B. Grades Served.** The School may serve students in **K-12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.**
- **Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.**
  - **Provide a technology-rich environment, encouraging the effective use of technology as**

a tool in the workplace of the 21st century.

- Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

**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 1049 students. Grade-level enrollment caps shall be as follows:

K – 63 (3 classes)

1st – 68 (3 classes)

2nd – 73 (3 classes)

3rd – 78 (3 classes)

4th – 78 (3 classes)

5th – 81 (3 classes)

6th – 87 (3 classes)

7th – 90 (3 classes)

8th – 90 (3 classes)

7th – 90 (3 classes)

9th – 95 (3 classes)

10th – 96 (3 classes)

11th – 78 (3 classes)

12th – 72(3 classes)

The rate of expansion shall be as described in the approved charter, as amended, which is incorporated into this certificate as Appendix C.

- 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.** 2959 John Adams Parkway, Ammon, ID 83406. 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: Bonneville Joint School District 93 and Idaho Falls School District 91.
- 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 April 17 2014.

*Alan Reed*

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**Chairman, Idaho Public Charter School Commission**

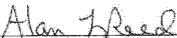
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**Chairman, White Pine Charter School Board**

IN WITNESS WHEREOF, the Authorizer and White Pine Charter School (WPCS) have executed this Amendment to their Performance Certificate that amends subsection A. School Mission of Section 3: Educational Program of the Charter School Performance Certificate dated April 17, 2014 by deleting and replacing the existing School Mission statement with the following: Success for Every Student.

This Amendment to WPCS' Performance Certificate is effective as of June 17, 2015.

  
\_\_\_\_\_  
Alan Reed  
Chairman, Idaho Public Charter School Commission

  
\_\_\_\_\_  
Nick Burrows  
Chairman of the Board, White Pine Charter School

IN WITNESS WHEREOF, the Authorizer and White Pine Charter School (WPCS) 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 WPCS's Performance Certificate is effective as of November 7, 2017.



\_\_\_\_\_  
Alan Reed  
Chairman, Idaho Public Charter School Commission



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Nick Burrows  
Chairman of the Board, White Pine Charter School

IN WITNESS WHEREOF, the Authorizer and White Pine Charter School (WPCS) have executed this Amendment to their Performance Certificate to increase its overall enrollment cap from 522 to 1049. The school will be expanding into grades 9-12. This Amendment to WPCS's Performance Certificate is effective as of October 11, 2018.



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Alan Reed  
Chairman, Idaho Public Charter School Commission



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Tony Lima  
Chairman of the Board, White Pine Charter School

- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Performance Framework**
- Appendix C: Charter**
- Appendix D: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

White Pine Charter School  
April 17, 2014

No conditions of authorization or renewal are applicable.

## **Appendix B: Performance Framework**

# WHITE PINE 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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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			
<b>Mission Statement</b>	Success for Every Student.		
<b>Key Design Elements</b>	<p>White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.</p> <ul style="list-style-type: none"> <li>• Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.</li> <li>• Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.</li> <li>• Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.</li> </ul>		
<b>School Location</b>	2959 John Adams Parkway, Ammon, ID 83406	<b>School Phone</b>	208-522-4432
<b>Surrounding District</b>	Bonneville School District		
<b>Opening Year</b>	2003		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1049	<b>Enrollment (Actual)</b>	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

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	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
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ACADEMIC	Measure	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%

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

WPCS has chosen not to include mission-specific measures.

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				
	3c	25	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				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			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. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

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

ACADEMIC K-12

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

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> 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>
<b>Notes</b>	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.		
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> 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>
<b>Notes</b>	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)		
<p><b>Measure 5a</b></p> <p><b>Four-Year Adjusted Cohort Graduation Rate</b></p> <p><b>Are students graduating from high school on time?</b></p> <p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.  <b>Falls Far Below Standard:</b> 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> <p><b>Notes</b></p> <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>	<p><b>Result</b></p>	<p><b>Points Possible</b></p> <p>125</p> <p>100</p> <p>75</p> <p>0-65</p> <hr/> <p>0</p>

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM			
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
	<p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	25	0
Notes		15	0
			0
<b>Measure 1b</b> <b>Educational Requirements</b>	<b>Is the school complying with applicable educational requirements?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	25	0
Notes		15	0
			0

OPERATIONAL

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

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
<b>Measure 2a</b>  <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial 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.</p> <p><b>Partially Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>		25	15	0
<b>Notes</b>		<hr/> 0		
<b>Measure 2b</b>  <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion, an audit devoid of significant findings and conditions, material 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.</p> <p><b>Partially Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>		25	15	0
<b>Notes</b>		<hr/> 0		
<b>Measure 2c</b>  <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25	15	0
<b>Notes</b>		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			
<b>Measure 3a</b> <b>Is the school complying with governance requirements?</b>  <b>Governance Requirements</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings. <b>Partially Meets Standard:</b> 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. <b>Does Not Meet Standard:</b> 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.  <b>Notes</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		25	
		15	
		0	
			0
<b>Measure 3b</b> <b>Is the board fulfilling its oversight obligations?</b>  <b>Board Oversight</b>  <b>Meets Standard:</b> 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. <b>Partially Meets Standard:</b> 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. <b>Does Not Meet Standard:</b> 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.  <b>Notes</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		25	
		15	
		0	
			0

OPERATIONAL

<p><b>Measure 3c</b>                      <b>Is the school complying with reporting requirements?</b></p> <p><b>Reporting Requirements</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</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
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<p><b>Measure 3d</b>                      <b>Is the school complying with public transparency requirements?</b></p> <p><b>Public Transparency</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</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
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OPERATIONAL

<p><b>Measure 3e</b> <b>Credentialing &amp; Background Checks</b></p>	<p><b>Is the school meeting employee credentialing and background check requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>Notes</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
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<p><b>Measure 3f</b> <b>Information Handling</b></p>	<p><b>Is the school handling information appropriately?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>Notes</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
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OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible
Transportation	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	Points Earned
		15	
		0	
Notes			0
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible
Public Transparency	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	Points Earned
		15	
		0	
Notes			0

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
<b>Additional Obligations</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				0
<b>Notes</b>				

FINANCIAL

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

FINANCIAL

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

## **Appendix C: Charter**

Proposed Expansion of  
**WHITE PINE CHARTER SCHOOL**

to expand to grades 9-12 with the

**WHITE PINE STEM ACADEMY**

Available to all Idaho students with a primary attendance area  
consisting of Idaho Falls School District #91 and  
Bonneville Joint School District #93

Transferred to authorization  
under the PCSC on April 5, 2007

Current Charter approved  
by the PCSC on April 11, 2013

*Charter Amendment Approved by the PCSC on  
October 11, 2018*

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## II. Executive Summary

The workforce of the future is constantly changing, and the demand for technically savvy learners and scientifically literate citizens is increasing. The next generation needs to possess and use knowledge, skills, innovative thinking, problem-solving, and positive attitudes to pursue productive career paths and lead healthy and happy lives.

White Pine Charter School (“WPCS”) seeks to build on its track record of success in grades K-8 with a Charter expansion to create an innovative science, technology, engineering and mathematics (“STEM”) Academy, serving grades 7 through 12. The White Pine STEM Academy (“STEM Academy”) complete the White Pine educational program and will be Eastern Idaho’s premier STEM school for discerning parents and students wanting a rigorous, relevant, and 21<sup>st</sup> Century education to prepare students for college, career, and beyond.

WPCS’s broad-based educational program in grades K-8 gives students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy. The Academy will teach 21<sup>st</sup> century workforce skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), while integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment.

As with the WPCS elementary programs, the STEM Academy’s curricular activities will be research-based and provide a learning environment where student achievement is unbounded to maximize individual growth. The curriculum will be rigorous and continuously made relevant through community partnerships with the College of Eastern Idaho, the Idaho National Laboratory, key area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

The STEM Academy will recruit highly qualified teachers and staff, with a preference given to real world experience in STEM-related fields. Content, curriculum, and projects will be aligned with State content standards, but teachers will partner with local colleges and universities, STEM industries, and local and regional employers to create real world STEM projects. These projects will give students meaningful and relevant opportunities to learn and develop the hands-on experience and cognitive skills that will propel them to success in their career path and/or post-secondary education. Students will direct their own learning to achieve content mastery, and will work with teachers and fellow students on dynamic, engaging, and innovative projects.

WPCS will maintain its current campus, expanding its grade level capacity to three classes per grade in K-8. In our Phase 1 expansion, the STEM Academy will transition 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students and recruit additional students for grades 9 and 10 for the 2019-2010 school year, with a target of 124 students in grades 7-10, including 64 9<sup>th</sup> and 10<sup>th</sup> grade students. WPCS will use existing classrooms and either lease appropriate commercial facilities or contract for innovative and well-designed modular classrooms to accommodate initial growth until permanent facilities can be purchased and constructed/renovated. In Phase 2, the STEM Academy will expand to grades 11, using additional leased facilities or modular learning spaces, with a target of 94 a target of 180 students in grades 7-12, including 94 high school students. In Phase 3, the STEM Academy will have ideally purchased and

constructed/renovated permanent facilities near the College of Eastern Idaho, and within convenient driving distance of its existing facilities. In Phase 3, the STEM Academy intends to accommodate up to 237 students in grades 7-12, with capacity for 564 secondary students by 2026. By Phase 3, the WPCS elementary building will reach its target capacity of 540 students in grades K-6.

Although various enrollment scenarios exist for break-even in year 1, WPCS anticipates needing grants or other private donations to bridge probable operational deficits in the first 3 years of operation, with potential needs beyond year 3 for programmatic enhancements.

The WPCS elementary program and new STEM academy will challenge and inspire students, preparing them for productive lives and successful careers.

### III. Vision & Mission

WPCS is a well-established, well-regarded, and successful public charter school with a proven track record of academic and operational success. WPCS seeks to build on its track record with an innovative high school expansion to create Eastern Idaho’s premier science, technology, engineering and mathematics (“STEM”) high school. This expansion will be known as the **White Pine STEM Academy (“STEM Academy”)**.

#### A. White Pine Vision

The White Pine Charter School, through our CORE Knowledge Elementary and the White Pine STEM Academy, will strive to be the school of choice for discerning parents and motivated students in grades K through 12. Our vision is

- a) To create a dynamic and challenging educational institution with high academic standards, providing all students opportunities to develop into motivated learners, analytical thinkers and competent leaders.
- b) To effectively utilize research-based practices and provide a progressive learning environment which maximizes individual student achievement.
- c) To practice a positive and compassionate teaching environment in which educators communicate, share and grow in a professional learning community focusing on unlimited potential for all students and educators.

By building and maintaining proactive community partnerships with local colleges and university, employers, and other STEM partners, we will become the preferred institution for middle and high school students seeking advanced opportunities to graduate early, earn dual credit, and develop 21<sup>st</sup> Century skills and critical habits for success in STEM and other career fields.

#### B. White Pine Mission

Our institutional motto is **“Success for Every Student!”** To maximize our student’s success, our mission is to provide a dynamic, safe, and challenging learning environment, holding students to the highest academic standards and behavioral expectations. We utilize research-based

practices and provide a progressive learning environment to maximize individual student achievement. We will cultivate a positive and compassionate teaching and learning culture in which teachers and students communicate, collaborate, share, and grow in a mutual, collegial, and professional learning community, with unlimited potential for all students and staff.

This mission results in a broad-based education in grades K-6, giving students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy, which will prepare them for success in the 21<sup>st</sup> Century Workforce. The WPCS mission will be achieved in grades 8-12 at the STEM Academy by challenging, inspiring and preparing students for productive lives and successful careers. We will do this by teaching 21st century skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), and integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment. The curriculum will be rigorous and continuously made relevant through community partnerships with area colleges and universities, the Idaho National Laboratory, area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

#### **IV. Authorizer**

WPCS is presently authorized by the Idaho Public Charter School Commission, a statutorily authorized entity under Idaho Code § 33-5202A(1). WPCS was originally authorized by Bonneville Joint School District 93, but WPCS petitioned to change its authorizer to the Commission, which transfer was approved on April 5, 2007.

#### **V. Educational Program**

WPCS's K-8 program has a proven track record of academic success. Since its inception, WPCS has used the CORE Knowledge curriculum to develop strong content knowledge and skills in reading, writing, math, science, and social studies. Enhanced with foreign language, art, music, health and physical education, the purpose of the WPCS K-8 program is to produce well-rounded students with broad-based content knowledge that equips them for accelerated learning and success at the secondary level and beyond.

The STEM Academy will build on this progress, to integrate Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The goal of the STEM Academy is to increase students' interest in science, engineering, and math through technology, and to prepare them for success in the 21st Century workforce.

##### **A. Educational Philosophy**

White Pine's philosophy is grounded in the belief that highly challenging content in a safe environment creates the setting for accelerated learning. We believe that students learn when:

- a) students are taught to be life-long learners;
- b) students construct meaning;
- c) students see the connection between what they learn and the real world;
- d) students are actively engaged in purposeful tasks;
- e) activities are integrated and meaningful;
- f) students are allowed differentiated learning opportunities;
- g) students are encouraged to explore and master learning skills;
- h) students work individually and as members of a group;
- i) students are encouraged to apply their personal interest in classroom assignments;
- j) students are expected and encouraged to learn;
- k) students and faculty have time built into the schedule for consistent and continual collaboration on class assignments and educational program;
- l) students dress to focus on the school objectives;
- m) students are given assignments to seek understanding of others beliefs, opinions and cultures;
- n) all students have advanced learning opportunities; and
- o) students see themselves as part of the community and find ways to serve the community.

To achieve these conditions, staff and faculty will succeed when:

- a) Create a highly-personalized, open, and trusting learning environment for all students and their families;
- b) Expect students to produce high quality work that is presented to the public;
- c) Create a school culture where character counts, and exploration, reflection, and learning through failure is a part of the learning process;
- d) Weave science, technology, engineering, and mathematics into every subject;
- e) Integrate the study of English Language Arts and Social Studies into STEM subjects;
- f) Engage students in inquiry-based, problem-solving, and project-based learning using compelling projects;
- g) Incorporate fieldwork, local expertise and service learning;
- h) Ensure that curriculum is rigorous and relevant through intensive STEM community involvement—Students shouldn't be left asking, "When are we ever going to use this?"
- i) Empower students to direct their own learning and create an environment where students learn together and from each other;
- j) Help students understand how they learn best, by working in teams, and producing meaningful individual outcomes; and
- k) Build a network of teachers, advisors, parents, business and community leaders, and mentors to inspire and support students to achieve success in the local STEM community and beyond;

- l) Create an environment where students develop academic and personal skills and habits for success.

WPCS and the STEM Academy will be the greenhouse to nurture and grow a new generation of technically savvy learners and scientifically literate citizens who will possess and use knowledge, skills, creative thinking, and positive attitude to pursue technical training, post-secondary education, productive career paths, and healthy and happy lives.

## **B. Student Academic Achievement Standards**

### **1. Content Standards**

WPCS and the STEM Academy will use the state adopted Idaho Content Standards as a minimum threshold for the content delivered to its students. All curriculum will be aligned with state standards, and will emphasize developing skills and key competencies in:

- a) Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and positive interpersonal skills.
- b) Expanding and Integrating Knowledge. Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.
- c) Communication Skills. Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.
- d) Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- e) Social Responsibility and Skills. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

WPCS and the STEM Academy will maintain high expectations for student achievement. Real success is ultimately difficult to measure, with non-traditional, longitudinal metrics better reflecting real life outcomes; data on college graduation rates, job placement, average income, and lifelong happiness will only be measured, if at all, long after they leave WPCS. Yet, WPCS firmly believes that when performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates. And when performance is measured, reported, and recognized/rewarded, we can optimize achievement.

WPCS will measure student progress through standardized testing, formative and summative teacher assessments, and student self-evaluation. Learning outcomes will be written and transparent, in student friendly statements. The WPCS and STEM Academy Principals will ensure that essential knowledge and skills for student learning are defined for each program, and communicated to students and parents in simple, student-friendly language. The Principal will work with the WPCS Board of Directors and STEM community partners to ensure that all curriculum and learning objectives are meaningful and relevant to the 21<sup>st</sup> Century workplace and meeting the needs of local and regional colleges, universities, and STEM employers.

Classroom assessment and grade reporting will be meaningful and reflect student growth and student demonstration of proficiency on content standards and core competencies. Assessments will occur in a variety of ways, including: student self-evaluation, performance, verbal and written.

## **2. Student Portfolios and Self-Evaluation**

Students will also engage in regular self-assessment and create academic portfolios, to help them reflect on what they've learned and memorialize and report on their own growth. Beginning in kindergarten, students will be asked to evaluate their own work, helping them reflect on their own strengths and weaknesses. Students will also build their portfolios using technology and incorporating evidence from their individual work and project-based group work. Students will display and defend their portfolios during academic fairs and other public events, as well as through peer and teacher evaluations. Student self-assessment will help students understand their own accomplishments and learn to set personal learning goals. Their self-assessment and goal setting will be shared with parents twice a year during conferences. When students become the center of the learning they become actively engaged in the entire process and progress is accelerated.

## **3. Student-Led Conferences and Grade Reporting**

WPCS and the STEM Academy will conduct student-led conferences at least twice a year, and report cards will be sent home at the end of each term or reporting period. Parents may inquire at any point in time about a student's progress. The WPCS student information system will give parents access to continuous information about their child's progress.

## **4. Assessments and Standardized Testing**

WPCS will use formative and summative assessments to demonstrate that the school is meeting performance standards outlined by the state and the WPCS school board. Formative and summative evaluations are the basis of valid and reliable assessment. 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. Performance will be assessed on at least three levels:

- a) Performance will be assessed relative to state-developed standards including any adopted testing
- b) Student progress relative to previous performance will be assessed through portfolios, oral presentations, written reports, individual and group projects.
- c) Attitudes and personal/academic habits will be assessed through student evaluation of individual goals, teacher evaluations of projects, presentations and parental input.

In addition to teacher-designed classroom assessments, students will be required to participate in the Idaho Assessment Program, including any assessment required by law or helpful to WPCS school improvement strategies. The following are examples of the types of tests that may be administered:

- a) Idaho Reading Indicator (IRI);
- b) English Language Proficiency (ELP);
- c) Idaho Standards Achievement Test Comprehensive Assessment System (ISAT);
- d) National Assessment of Educational Progress (NAEP);
- e) Science End of Course Exams (EOC);
- f) Civics Assessment (CA);
- g) College Entrance Exams (SAT); and the
- h) WIDA Access 2.0/ Idaho English Language Assessments.

WPCS will assess students and record and analyze data to drive instruction, and give parents, teachers, and the school a normed perspective on individual student abilities and personal academic habits, as well as the efficacy of WPCS programs.

## **5. Student Outcomes and Objectives**

Based on these assessments, WPCS’s primary and general measure of success will be growth each year for individual students and student cohorts.

WPCS’s baseline objective, at all grade levels, will be to meet or exceed the State in overall percentage of students scoring proficient or above on standardized testing in Reading, Math and English Language Arts.

Beyond this fundamental objective, WPCS will also strive to achieve the following academic goals:

- a) 75% of continuously enrolled students in grade K-3 will be proficient in reading on the state IRI or other state required standardized test;
- b) 70% of continuously enrolled students will be proficient in math on required state standardized tests.
- c) 70% of continuously enrolled students will be proficient in language arts on required state standardized tests.
- d) Students will demonstrate proficiency in 75% of all core content material

(English, Science, Math, and Social Studies).

- e) Students will develop the prerequisite knowledge and skills to advance to higher grade levels.

A “continuously enrolled student” is one with 90% attendance during the school year in which the standardized test is completed.

In addition, the STEM Academy expects the following for students in grades 7-12:

- a) All students in grades 9-12 will complete a course in career exploration, including a career internship in a STEM-related field, before graduation;
- b) Graduating juniors or seniors will prepare to apply to a continuing education program after graduation (i.e., college, vocational/technical school);
- c) 80% of all students in grades 7-8 will complete at least one Advanced Opportunity available to middle school students (e.g., an overload, online, or high school level course);
- d) 100% of all students in grades 9-12 will attempt at least one Advanced Opportunity, and 90% will successfully complete at least one Advanced Opportunity available to high school students, including but not limited to
  - 1. Successfully completing at least one Dual Credit or Concurrent Enrollment course to earn college credit while in high school;
  - 2. Passing at least one Advanced Placement exam with a score of three or higher before graduation;
  - 3. Completing at least one career-technical or professional certification for potential employment after high school or helpful to career advancement;
  - 4. Taking overload or online courses to graduate early to enroll in early college opportunities; or
  - 5. Participating in directed, scholarly research and writing and/or publishing a scholarly work in an academic journal concerning a STEM topic.

## **C. Key Educational Design Elements**

### **1. General Elements**

Students attending WPCS and the STEM Academy will see substantive differences from other area educational opportunities, including:

- a) An Extended academic day;
- b) Study of a second language;
- c) Required Homework;
- d) Written and signed disciplinary policy; and
- e) Required dress code.

All academic programs are differentiated through a team approach, allowing

teachers to teach from their strengths. Teachers may specialize in subject areas, allowing them to focus on teaching as well as exposing students to different teaching personalities. Time will be scheduled to provide teachers with time to collaborate and participate in professional development to assure team success.

WPCS will leverage the local community resources and opportunities for experiential learning through community involvement, expeditionary/field learning, service projects, and internships. The school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

The curriculum of WPCS will contain both traditional academic subjects and an additional language that make the Charter unique. The Idaho State Department of Education's standards serve as benchmarks. The CORE Knowledge curriculum areas include reading, writing, math, science, and social studies. They are enhanced with a foreign language, art, music, health and physical education.

WPCS's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, educational environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

WPCS intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Goal attainment will be assessed by ongoing student testing and staff professional development. The receiving teacher will have intimate knowledge of curriculum and the strengths and weakness of the students. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

## **2. Curriculum and Methods**

### **a) Overview**

WPCS will align its curriculum with state approved Content Standards. The curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's standards will be enhanced with unifying themes and other creative methods.

### **b) K-6 Curriculum**

In grades K-6, WPCS will continue to use the CORE Knowledge sequence, or similar curriculum, to drive instruction. The CORE Knowledge Sequence presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. However, WPCS adds innovative learning methods and tools to increase the efficiency of this sequence, and to provide the opportunity for

drills, which are sometimes necessary.

1. The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use information, not just to have instant recall and possession of the information.
2. The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
3. The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

The subjects that make up the K-6 curriculum are listed and briefly discussed below. Traditional core curriculum areas—reading, writing, math, science, history and social studies-- are strongly emphasized. They are enhanced with a second language, music, art, health, and physical education.

- (1) Language Arts (English and Foreign). The literature-based curriculum develops learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes goal setting and self-assessment through a personal journal, book reports, research reports as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The CORE Knowledge curriculum will be 50% of the language arts program.
- (2) Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

- (3) Mathematics. Kindergarten through Grade 6 students will master grade appropriate arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as the basics of algebra and geometry. Teachers will provide opportunities for concept and manipulative experiences that engage students in exploring, conjecturing, and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.
- (4) Social Studies. Kindergarten through Grade 6 will follow the CORE Knowledge Curriculum and align with the Idaho State Achievement Standards. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.
- (5) Environmental Education and Community Service. There will be a strong emphasis on community service in Grade 6 as students apply their understanding of and their contributions to the world around them. Learners will participate in hands-on projects intended to form an awareness of the ever-changing diversity of our community.
- (6) Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. WPCS will provide our learners with technology skills that prepare them for future employment.

### **3. STEM Academy with Mastery and Project-Based Learning**

The key curricular feature of the STEM Academy is the integration of Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The STEM Academy will nurture student's interest in STEM subjects, with a focus on helping students develop 21st Century skills that are in growing demand in today's workforce and the workforce of the future.

Traditional education places students into age groups and lets them advance based on seat time: students learn on the teacher's schedule and all students progress at the same rate. Teachers teach to the middle, with some students either lost and left behind, or bored and wanting for more. Mastery-based education gives students the ability to direct their own learning and advance as they demonstrate proficiency in course content. A motivated learner could master entire subjects in less time, moving on to more advanced topics without having to wait for the rest of the class. Teachers in this environment facilitate learning, teaching students how to learn using curated resources, and then focusing their efforts on the students who need small group or differentiated instruction. The STEM Academy will work to implement mastery-based learning for course content in all core subjects.

Unlike pure mastery-based learning, which focuses purely on content knowledge, the STEM Academy will help students apply what they learn and develop key cognitive skills

through the integration of core academic subjects with project-based learning (PBL). Teachers will lead inquiry-based explorations, where student learning will be driven by a guiding question in a real-world application of knowledge. Students will work individually and in groups on projects that demonstrate knowledge, innovation, creativity, communication skills, collaboration, and problem-solving ability. Some projects will be created and/or curated by teachers, some will be conceived by the students themselves, and many will come from STEM community partnerships and local industries and community leaders, giving students an opportunity to learn by solving real world problems.

The STEM Academy curriculum will include rigorous lessons in science and mathematics, including engaging, inquiry-based, hands-on, and real-world projects. These projects will be designed by the faculty and/or students, with guidance from faculty advisors using the State content standards and 21<sup>st</sup> Century workforce cognitive skills as a framework.

Through real-world projects, students will conduct an inquiry-based exploration of STEM topics, making hypotheses and engaging in the design process to conduct research and problem-solve. They will analyze data, identifying patterns and relationships, and model real life scenarios and solutions. They will use evidence, compare/contrast and interpret data. They will evaluate and critique others, make arguments and counterclaims, write about, speak on, and explain complex subjects. They will discuss, collaborate, and present on topics of import to STEM industries and the local community.

STEM Projects will:

- a) Focus on real-world issues and problems derived from STEM community partners;
- b) Be guided by the engineering design process (EDP), which students will use innovate and find solutions to real- world problems;
- c) Immerse students in exploratory learning and hands-on inquiry where students will direct their own learning with open-ended with constraints;
- d) Give students time to collaborate in teams and learn from one another;
- e) Integrate rigorous math and science content across other core subjects to create interdisciplinary projects that show that science and math are not standalone courses; and
- f) Allow for multiple correct answers and include failure as a necessary part of the learning cycle and create a culture where students can explore and experiment without fear of making mistakes.

#### **4. Virtual and Blended Programs**

Digital and self-directed learning is a growing component of education in the 21<sup>st</sup> Century. University classrooms use digital and distance learning technologies as a core part of instruction. Corporate training uses online learning management platforms,

often in a self-directed environment. WPCS's goal is not only to educate students on what they need to know, but to teach them how to learn, giving them the skills and tools to teach themselves new topics. This new generation of digital learners use technology every day, and WPCS will integrate a digital learning management system into its program.

WPCS knows that sound training to become a responsible digital citizen is a core 21<sup>st</sup> Century skill. Students will learn to use digital tools to access curriculum and demonstrate proficiency. Teachers will still teach, but they will become facilitators to learning, and not the sole fount of all knowledge in the classroom. In this way, teachers will spend more time as mentors, guiding project-based learning and working with students to demonstrate what they've learned.

## **5. Learning Management System**

Key to WPCS's mastery learning program at the STEM Academy, WPCS will implement a digital, secure, and cloud-based Learning Management System ("LMS"). An LMS is software for the administration, documentation, tracking, reporting and delivery of curriculum. WPCS will select and purchase (or utilize free or open-source) LMS, such as BUZZ, PowerSchool Unified Classroom, Schoology, Blackboard, HotChalk, Moodle, OpenOLat, Summit Learning, Google Classroom, or a similar LMS.

Teachers will build and upload lesson plans, course content, and assessments into the LMS, making it available to students, teachers, support staff, and parents anytime and anywhere they have access to a computer and an Internet connection. Course content will be laid out and scheduled according to a minimum pace, with students able to move through core content at their own pace. Teachers will introduce topics through engaging, hands-on learning activities, and then allow students to explore and move through curated content in a largely self-directed, but scaffolded environment. Students will take assessments when they are ready to demonstrate mastery, and teachers will monitor progress, focusing time and intervention strategies on those students struggling to stay on pace or having difficulty understanding course content.

The LMS will also be used to present and track projects, integrated as a part of STEM project-based learning. Project summaries, expectations, benchmarks, and outcomes will be presented to students using the LMS, with progress and feedback recorded and monitored in near real-time.

## **6. Curriculum Development and Approval**

WPCS will review curriculum and curriculum development on an ongoing basis, directed by the Administrator with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Administrator to include written future goals. The efficacy of curriculum will be assessed in light of standardized test performance.

Prior to opening the STEM Academy, WPCS will enlist staff and third parties to aid in the purchase and/or development of project- and mastery-based curriculum for upper grades. WPCS will start with the State content standards to outline the content for each course and grade level. WPCS will then purchase/acquire and/or compile curated content resources that align with state content standards, including standard textbooks and treatises; available digital content from reputable curriculum publishers; and open source, digital educational content from reputable organizations and sources, like the The University of Idaho Doceo Center for Innovation + Learning (UIDC), CK-12.org, OpenStax CNS (Rice Univeristy), Khan Academy, SAS Curriculum Pathways, PhET Science Simulations (University of Colorado Boulder), CourseRA, MIT Open Courseware, and others.

WPCS will also adopt a slate of research-based competencies (e.g., skills) and rubrics on which to assess students in the STEM Academy. Examples of such competencies include but are not limited to:

- **The State of Idaho IMEN COMPETENCIES**
  - o Reading Critically
  - o Expressing Ideas
  - o Investigating through Inquiry
  - o Reasoning Quantitatively
  - o Designing Solutions
  - o Building Networks
  - o Using Sources
  - o Learning independently
  - o Leading Teams
  - o Navigating Conflict
  - o Sustaining Wellness
  - o Engaging as a Citizen
- **Big Picture Learning Goals**
  - o Empirical Reasoning
  - o Communication
  - o Empirical Reasoning
  - o Quantitative Reasoning
  - o Empirical Reasoning
  - o Social reasoning
  - o Empirical Reasoning
  - o Personal Qualities: Self-Management, Organization
  - o Personal Qualities: Leadership, Cooperation
  - o Social Reasoning; Personal Qualities: Responsibility, Empathy, Cooperation
  - o Personal Qualities: Responsibility, Empathy, Cooperation; Social Reasoning
  - o Personal Qualities: Enhance my Community

- **Workforce Readiness Skills**
  - o Critical Thinking/Creative Problem Solving; Digital Literacy
  - o Oral/Written Communication
  - o Critical Thinking/Creative Problem Solving
  - o Critical Thinking/Creative Problem Solving
  - o Critical Thinking/Creative Problem Solving
  - o Professionalism/Work Ethic
  - o Digital Literacy
  - o Leadership; Teamwork/Collaboration
  - o Teamwork & Collaboration
  - o Knowledge of Core Subjects
- **Learning What Matters (B-21)**
  - o Reading Informational; Reading Literature
  - o Collaborative Discussions; Writing Arguments; Writing Informational; Writing Narratives;
  - o Leading Science Investigation
  - o Mathematical Problem Solving, Mathematical Argumentation; Data Analysis
  - o Conducting Research
  - o Take Civic Action

Working with industry partners, WPCS staff will develop real-world projects, activities, and exercises that will provide a context for content learning and development of the core competencies, and that provide opportunities for students to demonstrate proficiency in both content knowledge and identified competencies associated with each project, performance task, or exercise.

The process for developing individual projects, performance tasks and assessments is the same expected of teachers in preparing lesson plans in traditional classes. Teachers and staff will be expected to review and curate course material (whether in a traditional textbook or in digital format); identify class and lesson objectives and ensure alignment with state content standards; determine methods and procedures for delivering instruction and/or facilitating learning; design projects and activities that align with content standards and WPCS competencies; determine and prepare methods for assessment; outline the sequence and timing of lessons and activities; identify the materials and resources needed for each lesson/project; and collaborate with other teachers for cross-curricular integration.

Teachers will be expected to create course materials in digital format and upload syllabi, lesson plans, instructions, assessments, and other course materials into the LMS. Teachers will be trained on how to use the LMS, although many common LMS interfaces are web-based and have similar features and user-experience to familiar school productivity applications such as Google Docs/Sheets, Google Classroom, Microsoft Word, PowerSchool, etc.

As with new teachers in a traditional classroom environment, preparatory work to implement mastery- and project-based learning is front-loaded, will require training, professional development, and upfront effort, including necessitating individual forethought and collaboration among WPCS staff.

When hiring staff for the STEM Academy, WPCS will seek individuals with experience in mastery- and project-based learning, and/or provide ongoing professional development opportunities for staff to successfully understand the expectations and methodologies of successful mastery and project-based learning environments. As needed, WPCS will also engage staff and third parties in advance of the opening of the STEM Academy, including over the summer breaks, to continually refine and improve content, curricula, assessments, and projects.

Teachers will be given preparation time and workdays before school is in session and throughout the school year to facilitate their professional development and to provide additional time to prepare digital lesson plans and course materials.

## **7. Thoroughness Standards**

The WPCS will also strive to meet the Thoroughness Standards described in Idaho Code § 33-1612. WPCS will achieve these Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness and a reward system which honors children who are hardworking, responsible, honest, and respectful creates an environment allowing students to maximize their learning potential. We will incorporate memorization and dramatization of classic poetry, quotations and other literary materials noted in the CORE Knowledge Curriculum.

Multiple learning opportunities are afforded the WPCS students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real world problems and problems simulated to model the current work world.

WPCS's learning program is built on the belief that all children can learn. It recognizes that talent is individual and that children may excel in any or all the academic areas. All academic talent will be encouraged.

In keeping with WPCS's mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The staff at WPCS will model essential traits of good character and will ensure a safe, kind environment allowing students to acquire essential information and

attitudes that will help them lead productive lives. The learning program supports WPCS's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-statement, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as WPCS learns and grows. WPCS ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from an academic improvement plan.

- a) A safe environment conducive to learning is provided.

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

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member, who will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, but not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
3. Provide a facility and adopt policies that satisfy all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
4. 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.
5. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

- b) Educators are empowered to maintain classroom discipline.

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

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member. The above-mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the

content. Parents of younger children will be asked to review the policy with the child and sign the contract.

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

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 and express exemplary character traits in concert with the overall educational program.

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member. The above-mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

d) The skills necessary to communicate effectively are taught.

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

**Objectives:** WPCS will:

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

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

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

**Objectives:** WPCS will:

1. Use the Idaho State Department of Education Standards
2. Enhance curriculum by unifying themes and other creative methods.
3. Use a variety of methods to ensure student learning, including the CORE Knowledge Curriculum; teaching of math through direct instruction, math manipulative, timed tests, and hands-on experimentation for science learning; and emphasis on community service in social studies.
4. Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
5. Emphasize environmental responsibility and an understanding of the relationships between the manmade and the natural environment.
6. Field trips and career development opportunities will be used, as needed.

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 using technological learning tools, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

**Objectives:** WPCS will:

1. Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.
2. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
3. Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

g) The students are introduced to current technology.

**Goal:** Provide students with a technology-rich environment.

**Objectives:** WPCS will:

1. Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
2. Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.
  - 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 21st century.

**Objectives:** WPCS will:

1. Provide on-going opportunities of community service.
2. Encourage students to develop habits of responsible citizenship

## **8. Strategies for Effectively Serving All Students**

WPCS is committed to providing a thorough, free, and appropriate education to all students, regardless of individual circumstance. Students with disabilities, limited English proficiency, homeless students (including unaccompanied minors), and gifted and talented students are afforded all the rights provided by state and federal law, including the Individuals with Disabilities Education Improvement Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (ADA), the McKinney-Vento Homeless Assistance Act, etc. WPCS will not discriminate against any student on any basis prohibited by state or federal law.

WPCS has adopted policies and procedures for the provision of special education services to students with disabilities, and it employs and supervises appropriately certificated personnel to implement student IEPs and Section 504 Plan accommodations, provide equal access to homeless and unaccompanied minors, and make education accessible to ELL students. WPCS staff participate in training opportunities provided by the state regarding these policies and procedures.

WPCS will participate in all monitoring activities conducted by the Idaho State Department of Education, and WPCS staff, administrators, and Board of Directors will apply policies and procedures adopted by the Board for Special Education, and/or contained in the Idaho Special Education Manual. WPCS will collect appropriate data from standardized testing and student performance to ensure that teachers and staff adhere to individual education plans and other accommodations

and that annual plan goals are discussed, reported, and achieved.

WPCS will provide all special education services to eligible students with disabilities who enroll in the school. If WPCS is unable to provide the required services for a student, we will contract with an outside agency to provide such services, (*e.g.*, speech, occupational therapy, and psychological testing).

- a) *Nondiscriminatory enrollment procedures.* WPCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities are required to follow the admission procedures provided by Idaho Law, including IDAPA 08.02.04.203, or its successor.
- b) *Child Find activities and evaluations.* WPCS will conduct regular child find activities and evaluations for students admitted through the equitable selection process and may otherwise partner with local school districts on Child Find activities and evaluations.
- c) *Develop, review and revise IEPs.* Charter School personnel will participate in the testing, review and revision of any IEPs. Such review and revision will be in accordance with adopted procedures described in the Idaho Special Education Manual.
- d) *Provide special education and related services identified on student IEPs using qualified personnel.* WPCS will provide special education and related services identified on enrolled student IEPs using qualified personnel. If White Pine personnel are not qualified or unable to deliver the specific required services White Pine will contract with a qualified provider.
- e) *Meet LRE requirements.* Based on the needs of the student as defined in the IEP either the WPCS special education teacher or contracted independent agency will provide special education and related services in the Least Restrictive Environment.
- f) *Implement IDEA discipline procedures.* The discipline procedures adopted and defined by WPCS Policy and the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities. These adopted policies and procedures referred to as the Code of Conduct will comply with the requirements of IDEA.
- g) *Protect student and parent rights.* All protection of rights for both students and parents will be extended to eligible students and parents.
- h) *Provide a professional development plan.* Based on the needs of the student population, WPCS will hire Special Education Faculty and staff. Faculty and staff will attend state training and activities that are designed to meet the needs of students with disabilities who attend the Charter School.
- i) *A plan for ensuring access.* In compliance with the Americans with Disabilities Act (ADA), WPCS ensures that its new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with

disabilities. The Charter School ensures that the new construction planned for the facility will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

j) *A Transportation plan.* White Pine will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. Transportation will be provided for special education only when indicated in the IEP.

k) *In the event of a formal complaint is made.* WPCS will notify the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a WPCS student.

l) *Services for Gifted and Talented Students.* Students having been identified through established school policies and current research-based procedures as being gifted and or talented in intellectual, specific academic, leadership, creativity, and/or visual/performing arts areas will be afforded increased learning and enrichment opportunities at WPCS. Such opportunities will include classroom differentiation strategies and any additional programs the Board of Directors, Administrator, and staff determine necessary to promote and lead students in the development of their “demonstrate or potential abilities that give evidence of their high-performing capabilities.”

m) *Services for Limited English Proficient Students.* A limited English proficient student is defined as an individual who has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.

(1) WPCS will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in enrollment lottery procedures.

(2) When WPCS enrolls LEP students they will assess the students for their level of language proficiency and place them in a program if services are needed.

(3) WPCS will also provide the following:

a) Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration

b) Development of a LEP plan for meeting needs of LEP students

c) Submission of an annual LEP plan update to the state LEP

- program
- d) Provision of notifications to parents, translated to the extent practicable
  - e) Provision of parental outreach opportunities
  - f) Provision of continuous program monitoring
  - g) Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
  - h) Provision of annual reports to the LEP program at the State Board of Education Essential Educational Components of an LEP Program
  - i) WPCS second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.
  - j) WPCS will instruct all LEPs students in all content areas in a manner that will be comprehensible.
  - k) Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

WPCS will administer the Idaho English Language Assessment to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEAs to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Board of Education and is used to determine placement into an LEP Program.

#### **9. School Calendar and Daily Schedules.**

WPCS will generally be in session from the third or fourth week of August through Memorial Day, with breaks scheduled the week of Thanksgiving, two weeks around Christmas and through New Year's Day, and Spring Break around the third week of March. In addition, students and staff may be out of session on certain Holidays, as may be determined by the Board, such as Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King/Civil Rights Day, Presidents' Day, and Memorial Day. This results in approximately 165 to 170 student days. Teachers will have a corresponding 172 to 185 certified contract days, as the Board may establish or negotiate.

WPCS intends to start each school day no later than 8:30 am, releasing students at or before 3:30 pm most days, or later for the STEM Academy. This extended day will give teachers more time to deliver core instruction, provide differentiated and/or needed

intervention, and provide students with more time to learn, work, and develop habits of success.

WPCS will, so long as practicable, release students early one day each week. In addition, WPCS intends to provide 8 to 12 teacher work days. On early release or teacher work days, staff have dedicated time for faculty meetings, professional development, parent meetings, and staff collaboration. Students are not present at school during these times, except by appointment.

#### **10. Dual Credit, Virtual, or Blended Programs.**

WPCS, through the STEM Academy, plans to graduate more college-ready, technology savvy, scientifically literate, and career-oriented students who will have taken advantage of low cost dual credit, AP, career-technical, and other advanced opportunities. Through the Idaho State Department of Education “Advanced Opportunities” program, WPCS currently allows middle school students to get a jump start on their high school classes and, through the STEM Academy, will give high school students opportunities to earn college credit and take career technical classes at no cost to the student. The primary vehicle for these early college opportunities has been the Idaho Digital Learning Academy.

WPCS believes many students and their families don’t participate in Advanced Opportunities because of relatively minor barriers that can be overcome with information and a little facilitation. Through the STEM Academy, WPCS wants to increase involvement in Advanced Opportunities by educating students and families on the opportunity and the process, removing barriers and facilitating access to early college and career-technical opportunities.

WPCS will use its Counselor, or appoint an Advanced Opportunities Coordinator, to market and facilitate student participation in advanced opportunities. This Coordinator will help aggregate resources, build networks, and develop an Advanced Opportunity program to inform parents and students, remove barriers to participation, and facilitate the enrollment process for all students. The Coordinator will develop personal education plans for each student, and collaboratively create a roadmap to help students navigate the transition from middle-school, to high school, to early college.

In addition, WPCS will leverage relationships with area higher education institutions to open doors to additional opportunities for students to take college classes and earn career technical certifications while still in high school. Additionally, WPCS will allocate resources to incentivize WPCS teachers, through stipends and Leadership Premium bonuses, to become endorsed to teach dual credit and/or AP courses on site, in a less intimidating and convenient environment. These measures, along with WPCS’s existing program, will facilitate greater dual credit, early college, and career-technical participation.

WPCS will encourage middle school students, starting in summer after 6th grade, to take summer and overload high school courses, onsite and through the Idaho Digital Learning Academy (“IDLA”). These courses are above and beyond their regular full class schedule and allow them to earn early high school credits. This opens the door for some students to graduate early and receive Idaho’s Early Graduation Scholarship, which awards roughly \$1,500 for each student graduating at least one full year early.

Finally, through the implementation of mastery-based education in grades 7 through 12, WPCS will allow advanced students to move at their own pace and encourage self-directed learning. This program also creates opportunities for students to earn more credits towards graduation than they otherwise could, based on seat-time alone. If given the chance, many students will move faster than traditional classrooms allow.

#### **D. Professional Development Plan**

WPCS has built and will continue to nurture an environment of professionalism, high expectations, and continuous improvement. Increasing the capacity of our staff through meaningful and relevant professional development will positively impact student achievement, teacher performance, and school culture. Teacher development and evaluation are designed for improvement and growth. Our professional development program is a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.” See Section 9101 (34) of the Elementary and Secondary Education Act. WPCS will offer a range of professional learning opportunities for staff, aligned with the Professional Learning Plans and the needs and objectives of WPCS, to ensure including the expansion to STEM-focused, mastery- and project-based learning. WPCS training may include (but are not limited to):

- |                               |  |
|-------------------------------|--|
| a) CORE Knowledge Curriculum  | g) Classroom Management                  |
| b) Character Education        | h) Student Information System/Technology |
| c) School Culture & Mission   | i) Learning Management Systems           |
| d) Project-Based Instruction  | j) Time Management                       |
| e) Mastery-Based Instruction  | k) Student Mentoring & Feedback          |
| f) Differentiated Instruction |  |

Because mastery- and project-based education may be new for many secondary teachers, WPCS will focus professional development efforts for STEM Academy staff on helping them understand the expectations and methodologies of successful mastery and project-based learning environments. As appropriate, elementary teachers and staff will receive similar training opportunities, to increase their capacity and to help them implement engaging, hands-on, and enriching activities in the K-6 program.

WPCS will nurture relationships with other STEM schools and foster collaboration and professional development that will build on the knowledge and experience of other successful STEM-based schools. WPCS will also turn to experts and learned treatises on the subjects, including, but not limited to:

- Marzano, Robert J., et al. *A Handbook for Personalized Competency-Based Education*. Marzano Research Laboratory, 2017.
- Lenz, Bob, et al. *Transforming Schools Using Project-Based Learning, Performance Assessment*. John Wiley & Sons, 2015.
- Bender, William N. *Project-Based Learning: Differentiating Instruction for the 21st Century*. Corwin, 2012.
- Larmer, John, et al. *PBL Starter Kit: to-the-Point Advice, Tools and Tips for Your First Project in Middle or High School*. Buck Institute for Education, 2009.

As needed, WPCS will also engage experienced staff and third parties in advance of the opening of the STEM Academy, including over the summer breaks, to continually provide training opportunities and to refine and improve content, curricula, assessments, and projects.

Teachers will be given preparation time and workdays before school is in session and throughout the school year to facilitate their professional development and to provide additional time to prepare digital lesson plans and course materials.

#### **E. Data Management**

WPCS will use keep and use data to track student progress and drive student achievement. Core student information will be recorded and maintained digitally through a secure, cloud-based Student Information System (SIS) such as PowerSchool. The Principal, Counselor, Business Manager, and school secretaries/clerks will be primarily responsible for data entry and maintenance. The SIS will be used to compile student data, including term grades for report cards, for the purpose of complying with regular Federal and State reporting requirements (e.g., through ISEE).

Student formative and summative achievement data will also be recorded, maintained, and tracked through a secure, cloud-based systems that integrates with the SIS, such as Milepost, PowerSchool’s unified classroom, or another Learning Management System. This data will be evaluated regularly by teaching and support staff to shape instruction and drive intervention strategies. The Principal and Counselor will use this data to identify and track at risk students. Aggregate class data will also be used to guide professional development and individual professional learning plans.

WPCS will also use a digital platform, such as TeacherVitae, to help teachers build and maintain their professional portfolios, facilitate and integrate Danielson Framework teacher evaluations, and to record and actively use Individual Professional Learning Plans, Plans of Improvement (when needed), and aggregated student achievement data, with the goal of helping every teacher become a “Master Teacher” and for continuous school improvement.

Compiled data will be used for the following purposes:

1. Achieving and maintaining accreditation;

2. Compliance with reporting requirements provided by law;
3. Measuring student progress with Standardized Achievement Tests, benchmark testing, and other metrics to drive instruction.
4. Operating core school functions efficiently;
5. Continuously improving the operational and financial management of the school; and
6. Continuous Improvement Plan.

**F. Continuous Improvement Plan**

WPCS will continuously strive to strengthen and improve its operations, finances, and academic programs. It will do this through a formal Strategic Plan, also referred to as the Continuous Improvement Plan. The Plan will identify specific goals, metrics, and methods for improving in strategically important areas. The Plan will be submitted to the State Department of Education and the Charter Authorizer as required, and will be a routine reporting item for staff and Board meetings.

The Continuous Improvement Plan will be evaluated using aggregate student achievement data, and other metrics. The Plan will be annually reviewed by the Principal and staff, with formal presentation of the Plan to the Board for approval. The Plan will be a “living document” and will be modified as appropriate to address the school’s needs and focus areas for improvement.

## **VI. Location and Facilities Plans**

**A. Current Facilities**

WPCS will maintain its vibrant K-6 program at its current location at 2959 John Adams Parkway, Ammon, ID 83406, centrally located within its primary attendance area encompassing Bonneville Joint School District 93 and Idaho Falls School District 91. Current facilities offer 21 classrooms, a kitchen, library, a computer lab and commons area, office and gym.

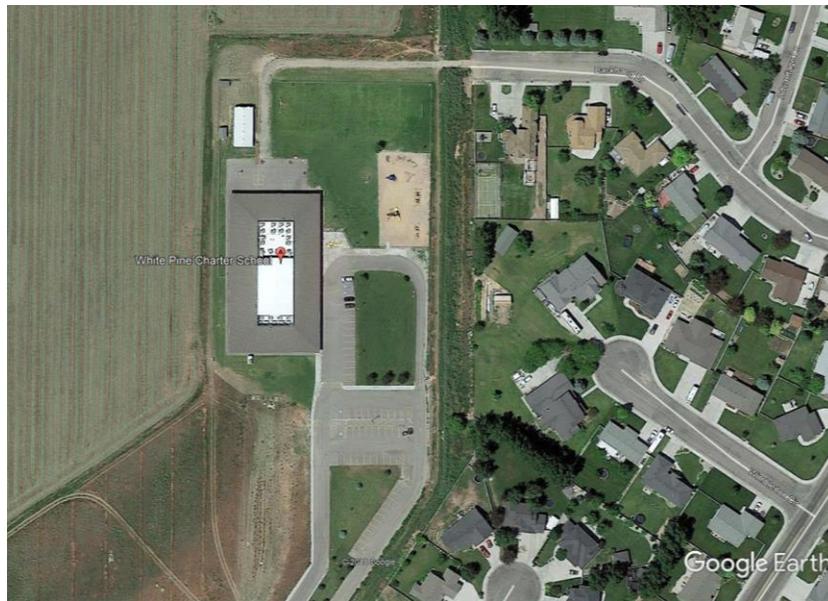


Figure 1. WPCS's existing facilities.

Current facilities are owned by WPCS, financed by U.S. Bank and the USDA.

#### **B. Facilities Needs**

WPCS will need to expand its facilities to accommodate the new STEM Academy. The new facilities will ideally be located within convenient driving distance of the current K-6 facilities and nearby the College of Eastern Idaho ("CEI"). The WPCS Board is investigating short-term and long-term facilities options, including the use of modular classrooms in initial phases, leasing existing space on or near CEI, and ultimately constructing permanent facilities on land WPCS would purchase, if necessary and feasible. Generally speaking, WPCS will seek to locate the STEM Academy facilities in the general vicinity depicted in Figure 2 below.

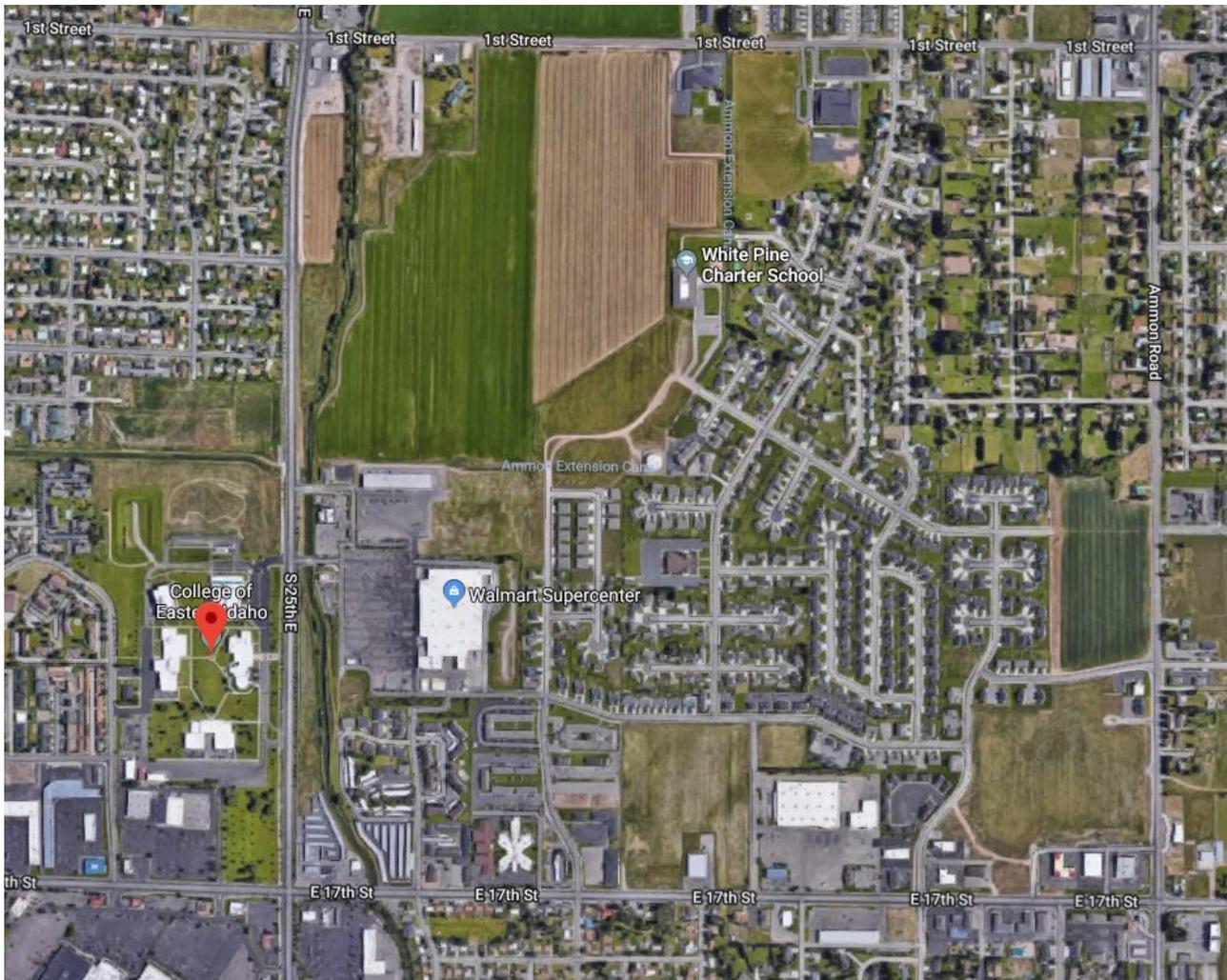


Figure 2. The proposed STEM Academy facilities will ideally be in the vicinity of 25<sup>th</sup> East and 17<sup>th</sup> South, near the College of Eastern Idaho and existing WPCS facilities.

**C. Phase 1 Expansion (lease/modular) to Grades 9-10: 2019-2020**

WPCS anticipates that its initial STEM Academy expansion will involve an expansion to 9<sup>th</sup> and 10<sup>th</sup> grades in the 2019-2020 school year, with an estimated enrollment of 64 students. This expansion will require two additional classrooms for the STEM Academy and one to accommodate a third 4<sup>th</sup> grade class. WPCS believes it can locate temporary/modular classrooms with 3 classrooms at its current facilities and can accommodate the additional students with its existing restrooms and cafeteria facilities.

Alternatively, WPCS will look to lease appropriate space in existing commercial facilities or on the campus of CEI.

WPCS projects entering a 30-month lease on a four-classroom modular unit. The lease payment will be \$4,469.57 per month, annualizing to \$53,634.84. WPCS has bids for installation and

setup costs of \$39,584.16, with a projected additional \$11,000 to add fire suppression systems and data/phone wiring. WPCS projects an additional \$25,000 for removal of the modular building at the end of the lease.

**D. Phase 2 Expansion (lease/modular) to Grades 9-11: 2020-2021**

In its second year of expansion, WPCS would plan to purchase or lease an additional modular classroom trailer with 2 classrooms, to accommodate its expansion to 11<sup>th</sup> grades. This phase will result in a potential capacity of 182 students in grades 7-11. This would bring the total of modular classroom need to six, to accommodate basic instructional needs. In addition, WPCS will consider leasing a small office modular to house its excess capacity for its resource room. To keep with the vision for the STEM Academy, WPCS is investigating mobile classrooms with large exterior structures with open floor plans allowing a communal atmosphere and science facilities (labs). These spaces will hopefully include break out rooms, a large conference room, and space for small groups.

WPCS projects incurring an additional \$105,000 to purchase/lease, move, setup, and outfit an additional modular buildings, with up to 4 additional classrooms in Phase 2, to accommodate the total classrooms needed for Phase 1 and 2.

WPCS believes it can accommodate the increased enrollment with existing restroom and cafeteria facilities. During this year, WPCS will purchased land and/or facilities, and will begin construction or renovation of the facilities for the 2021-2022 school year. Ultimately, WPCS will need space for a potential 564 students, suggesting a need for at least 19 classrooms, labs, restrooms, offices, conference rooms, storage, kitchen/cafeteria space, and assembly/multi-purpose study space. WPCS will engage an architect for possible structure designs and space planning.

WPCS has identified vacant land near its existing facilities and near CEI as potential sites for new construction. In addition, WPCS has identified existing commercial space that may be available for lease or purchase. A first option is vacant, undeveloped land adjacent to existing WPCS facilities. A second option is to search for other open ground near the WPCS property or adjacent to CEI. The WPCS Board is conducting due diligence on these options, including investigating financing options for purchase, construction, and/or renovation of land and facilities.

**E. Phase 3 Expansion with new Permanent Facilities: 2021-2022**

By the fall of 2021, WPCS anticipates having completed the purchase, construction, and or renovation of facilities near its existing facilities and near CEI at one of the options described above. By 2021, WPCS anticipates having up to 241 students in grades 7-12, with a need for at least 8 finished classrooms, restrooms, office space, storage, and kitchen/cafeteria space. WPCS is working with the College of Eastern Idaho for a potential dual-use site on the CEI campus, as well as with the City of Ammon on a potential dual use site adjacent to WPCS's current facilities. A third option for facilities is the old Odyssey Charter school property

## **F. Expansion Contingency**

In the event that permanent facilities are not yet constructed, WPCS will attempt to acquire additional modulars on site with features to accommodate science education and group activities.

The WPCS Board's expansion to create the STEM Academy and expand to grades 9-12 is conditioned on successfully securing supplemental funding, financing, and facilities to accommodate the expansion. In the event that the Board is delayed or unable to secure these resources, the Board may delay, modify, or postpone indefinitely the expansion plans, with notice to the authorizer, in which case, the STEM enhancements will be modified and implemented in the existing K-8 programs.

## **VII. Financial and Business Plan**

### **A. Fiscal Philosophy**

WPCS has 15 years' experience as a steward of taxpayer money and the public trust. Throughout that time, the WPCS Board and administration have taken seriously the obligation to plan for every dollar, and to spend as if every dollar matters, because it does. Strategic planning, conservative budgeting, and restraint in spending are the hallmarks of the WPCS fiscal philosophy. In addition to planning for anticipated needs, WPCS prioritizes building and maintaining a 3 to 6-month operating reserve as a fund balance, to ensure that the school has the resources to address unanticipated needs and fiscal emergencies.

Over time, the Board of Directors has benefited from broad experience in a range of private business management and public administration. Directors have included business owners, accountants, engineers, realtors, and a host of other professions, each bringing their expertise to bear in providing meaningful and engaged oversight of school administration.

WPCS's core mission and values drive strategic planning, budgeting, and spending decisions. Spending priorities focus on empowering teachers, increasing their capacity, and giving students meaningful opportunities to learn in a safe and nurturing environment. Recruiting and retaining quality teachers and staff who are compensated fairly is a foundational priority. Providing a safe, clean, and welcoming facility is also fundamental. Access to research-based methods, curricula, and instructional technology is also a core spending priority. Finally, providing opportunities for professional development and training, to increase teacher capacity, fuels continuous school improvement and directly impacts student outcomes. Which each spending decision, WPCS Board members ask, "How does this help students?" and "Will this expenditure help us realize our vision and achieve our mission?"

## **B. Financial Management Plan**

The budget and all expenditures are ultimately approved by the Board. However, board fiscal policy is ultimately implemented by the WPCS Principal and Business Manager. The Principal's primary focus is to ensure that Board policy, Charter directives, and applicable law are faithfully implemented in the classroom, in a professional manner, achieving desired outcomes, and doing so under budget. The WPCS Business Manager is the guardian of that Budget, and serves as the gatekeeper for all expenditures. The Business Manager oversees all reporting, particularly reporting tied to revenue, and is responsible to keep and maintain all financial and accounting records, and to make such records accessible by WPCS constituents and the public, as required by law. Further, the Principal and Business Manager will regularly report all financial activities to the Board with candor and full transparency.

Assisting the Business Manager, WPCS will employ one or more clerks/administrative assistants to help implement routine accounting processes, including accounts receivable, accounts payable, and payroll. Financial or accounting transactions initiated by one staff member must be reviewed and ultimately approved by another, to maintain a system of checks and balances, with key duties appropriately segregated. Expenditures are initiated with approval memorialized with both the Principal and Business Manager's review and signature. Once authorized, the Business Manager makes orders, with accounts paid upon receipt of an invoice. The Business Manager confirms delivery of purchased goods/services, and maintains an appropriate inventory of supplies, furniture, and equipment, consistent with generally accepted accounting principles for public charter schools.

The Business Manager trains the board members, when needed, on how to read, interpret, and use basic financial reports to make informed decisions. The Business Manager regularly makes timely, accurate and comprehensible reports to the Principal and the Board, including

- Balance Sheet;
- Income and Expense Statements; and
- Budget versus Actual Reports.

Derivatives of these reports, including various iterations required by law, are published on WPCS's web page and made available to the public for inspection upon request.

## **C. Operating Budget**

The annual operating budget is the core component of the WPCS Business Plan, and outlines revenues (including verified/committed sources), projected expenses, and projected surplus or deficit. Revenues include state ADA and entitlement funding, federal grants, private commitments. Expenditures include salaries, benefits, rent/mortgage, books/curriculum, supplies, purchased services, professional training, utilities, insurance, etc.) for each year.

### **1. Budget Hearing**

The budget is crafted in April of each year and presented to the Board in a

publicly noticed, Budget Hearing each May or June. The Budget is approved, according to law, at the budget hearing, or within 15 days of the budget hearing at a special meeting of the Board. Notice of the Budget hearing is posted for at least 10 days prior to the hearing, with such notice also published in the Post-Register newspaper at least once, not less than 10 days prior to the hearing. The Budget hearing occurs no less than 28 days before the Board's annual meeting in July.

## **2. WPCS Budget History**

WPCS has a track-record of conservative budgeting, with revenues well more than \$2.5 million in each of the prior four years. Strategic planning and frugal spending have allowed WPCS to retain an unappropriated balance in most years, sufficient to build required debt reserves and a reasonable fund balance over time, in excess of \$600,000 at the time of this petition. Expenditures in excess of annual revenues, requiring dipping into the fund balance, are limited to emergency needs, school safety, critical facility needs, and strategic expenditures.

## **3. Five-Year Revenue and Expenditure Projections**

WPCS's current operations and enrollment for grades K-8 are sufficient to continue current operations. WPCS projects that its STEM Academy expansion will achieve stabilization during the 3rd year, such that enrollment will establish state funding entitlements sufficient to support projected operating expenses. In the first two years of expansion, WPCS anticipates that expenses will exceed traditional state and federal funding because of up front staffing, facilities, supplies, and equipment needs. WPCS recognizes the need to raise money through public or private grants and/or community partnerships to sustain operations during the first two to three years until enrollment in grades 9-12 is stabilized and break-even operations occurs during year 4. With current enrollment projections and a conservative expansion budget, WPCS anticipates an operational shortfall of between \$350,000 and \$500,000 in year 1 of the expansion, diminishing to a shortfall of between \$35,000 and \$150,000 in year 2, and up to \$75,000 deficit in year 3, with break-even occurring in year 4. This underscores the need to secure additional grant support or private funding in the initial years of expansion. Appendix A4 and the table below shows current enrollment, revenue, and expenditure projections.

<b>Six-Year Budget Projection</b>							
White Pine Charter School K-12 Expansion							
6-Year Projection w/out Fundraising or Grants							
	Pre-Expansion 2018-2019	EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025
<b>Enrollment Assumptions</b>							
K-6 Enrollment	431	455	482	506	528	528	528
7-8 Enrollment	84	60	88	119	125	157	180
9-12 Enrollment	0	64	100	139	171	203	243
<b>REVENUES</b>							
State Funding	\$ 2,907,415	\$ 3,766,277	\$ 4,534,944	\$ 5,183,892	\$ 5,725,120	\$ 6,184,633	\$ 6,822,860
Fundraising Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I		\$ 62,864	\$ 72,744	\$ 82,950	\$ 89,464	\$ 96,413	\$ 103,253
Title II		\$ 13,905	\$ 16,091	\$ 18,348	\$ 19,789	\$ 21,326	\$ 22,839
IDEA Part B		\$ 100,754	\$ 116,589	\$ 132,947	\$ 143,387	\$ 154,524	\$ 165,487
<b>Total Federal Funding</b>	<b>\$ 142,500</b>	<b>\$ 224,586</b>	<b>\$ 273,823</b>	<b>\$ 312,240</b>	<b>\$ 336,762</b>	<b>\$ 362,918</b>	<b>\$ 388,666</b>
<b>Total Revenues</b>	<b>\$ 3,049,915</b>	<b>\$ 3,990,863</b>	<b>\$ 4,808,767</b>	<b>\$ 5,496,132</b>	<b>\$ 6,061,882</b>	<b>\$ 6,547,551</b>	<b>\$ 7,211,526</b>
Per Pupil Funding:	\$ 6,615.87	\$ 6,892.68	\$ 7,177.26	\$ 7,193.89	\$ 7,356.65	\$ 7,373.37	\$ 7,583.10
Per Pupil State Facilities Funding:	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466
<b>EXPENDITURES</b>							
Salaries	\$ 1,786,526	\$ 2,210,458	\$ 2,482,392	\$ 2,790,912	\$ 3,083,395	\$ 3,413,869	\$ 3,722,442
Benefits	\$ 329,964	\$ 677,284	\$ 760,606	\$ 855,136	\$ 944,752	\$ 1,080,148	\$ 1,215,005
Other Operating Expenses	\$ 747,998	\$ 714,821	\$ 775,456	\$ 724,046	\$ 616,138	\$ 659,530	\$ 724,383
Transportation	\$ 106,961	\$ 134,339	\$ 155,452	\$ 177,262	\$ 191,183	\$ 206,032	\$ 220,650
Nutrition	\$ 53,681	\$ 63,589	\$ 73,583	\$ 83,906	\$ 90,496	\$ 97,525	\$ 104,444
Facilities Maint. & Utilities	\$ -	\$ 480,453	\$ 541,277	\$ 668,130	\$ 675,930	\$ 683,964	\$ 510,193
Facilities Rent	\$ -	\$ 89,116	\$ 91,789	\$ 189,085	\$ 194,758	\$ 200,601	\$ 206,619
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,025,130</b>	<b>\$ 4,444,007</b>	<b>\$ 4,958,720</b>	<b>\$ 5,570,994</b>	<b>\$ 5,882,578</b>	<b>\$ 6,431,171</b>	<b>\$ 6,796,837</b>
<b>NET INCOME</b>	<b>\$ 24,785</b>	<b>\$ (453,144)</b>	<b>\$ (149,953)</b>	<b>\$ (74,862)</b>	<b>\$ 179,304</b>	<b>\$ 116,379</b>	<b>\$ 414,689</b>
<b>FUNDRAISING/GRANT SUPPORT NEEDED</b>							
Per Pupil Expenditures:	\$ 6,562	\$ 7,675	\$ 7,401	\$ 7,292	\$ 7,139	\$ 7,242	\$ 7,147
Per Pupil Facilities Cost:	\$ -	\$ 984	\$ 945	\$ 1,122	\$ 1,057	\$ 996	\$ 754
Facilities as % of cost:	0%	13%	13%	15%	15%	14%	11%

Figure 3. WPCS 6-Year Budget Projection.

WPCS will work with and solicit the support of public agencies and private foundations who support educational innovation and the replication and expansion of successful charter schools, and whose mission and vision aligns with WPCS. WPCS has worked with the Joe and Kathryn Albertson Foundation, BLUUM, and other STEM partners, whom WPCS believes are potential supporters of this K-12 expansion.

#### D. Fundraising

WPCS will engage local community partners, private educational foundations, and public educational agencies to build relationships and identify opportunities for grants and donations to support the STEM Academy expansion.

WPCS has already had discussions with BLUUM and the Joe and Kathryn Albertson Foundation concerning potential financial support for operational needs during the initial years of expansion.

#### E. Transportation Plan

WPCS contracts with Teton Stage Lines to provide student transportation to and from school. WPCS annually evaluates its busing needs and contracts with transportation providers, as appropriate, for student transportation services.

#### F. Food Service Plan

WPCS participate in the National School Lunch Program (“NSLP”), which is a federally assisted meal program operating in public and nonprofit private schools. Through this program, WPCS provides nutritionally balanced, low-cost or free lunches to children each school day. WPCS offers lunch service in accordance with federal requirements. Upon registration, families are informed of the Free and Reduced Lunch program and provided a current copy of the State Department’s Parent Letter and qualification guidelines. Further, additional attempts to communicate the program’s availability are provided throughout the year in various communications with the school’s patrons.

## VIII. Students, Target Market and Primary Attendance Area.

### A. Target Classroom Capacity

Current WPCS operations serve 466 students in Kindergarten through the 8th grade, with a capacity for 522 students. WPCS ultimately plans to be the home to up to 1,100 students in grades K-12, growing from its current 466 students in grades K-8, expanding to 9<sup>th</sup> and 10<sup>th</sup> grades in the 2019-2020 school year, then growing organically to 11<sup>th</sup> grade in 2020-2021, and finally to 12<sup>th</sup> grade in 2021-2022.

Target classrooms will continue to emphasize small class sizes for all grades, with class sizes for grade K-6 as follows:

#### White Pine Charter School

Grade Level	Target Class Size	No. of Classes per Grade-Level	Target Grade-Level Population
K	23	3	69
1	24	3	72
2	24	3	72
3	25	3	75
4	25	3	75
5	26	3	78
6	28	3	84
<b>WPCS K-6 CAPACITY SUBTOTAL</b>			<b>525</b>

Figure 4. WPCS K-6 target classroom size by grade.

The STEM Academy will incorporate grades 7 and 8 to create a middle and secondary capacity of 564 additional students, comprised of the following class sizes:

#### STEM Academy

Grade Level	Target Class Size	No. of Classes per Grade-Level	Target Grade-Level Population
7	30	3	90
8	30	3	90
9	32	3	96

10	32	3	96
11	32	3	96
12	32	3	96
<b>STEM ACADEMY CAPACITY SUBTOTAL</b>			<b>564</b>

Figure 5. WPCS 7-12 target classroom size by grade.

<b>TOTAL WHITE PINE POPULATION</b>	<b>1,089</b>
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Figure 6. WPCS Total target capacity.

WPCS will offer a half-day kindergarten program. Depending on demand and based on financial feasibility, WPCS may offer a full-day kindergarten program.

### B. Projected Enrollment

In anticipation of the expansion, WPCS will continue to add a third classroom for each grade, K-8, adding a third class to 3<sup>rd</sup> grade in 2018-2019, and 4<sup>th</sup> through 6<sup>th</sup> grades in 2019-2020. This organic growth will increase the pipeline of students flowing into the STEM Academy going forward. The STEM Academy will also draw from the pool of other area students attending charter schools, private schools, or who are homeschooled, and whose current schools' offerings end either in 6<sup>th</sup> or 8<sup>th</sup> grade.

EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	Year 7 2025-2026	Year 8 2026-2027
<b>Grade Level</b>							
K	69	63	63	63	63	63	63
1	72	72	68	68	68	68	68
2	75	75	75	73	73	73	73
3	76	78	78	78	78	78	78
4	54	78	78	78	78	78	78
5	54	58	81	81	81	81	81
6	55	58	63	87	87	87	87
7	30	57	60	65	90	90	90
8	30	31	59	60	67	90	90
9	32	32	33	62	63	70	95
10	32	34	34	35	65	66	74
11	0	34	36	36	37	68	69
12	0	0	36	38	38	39	71
	579	670	764	824	888	951	1017
							1049

### C. Enrollment Preference

#### 1. Admission Preference

Pursuant to Section 33-5206 of Idaho Code, WPCS will use the following preference grouping:

- First, to pupils returning to WPCS in subsequent years of its operation;
- Second, to children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent

- (10%) of the capacity of the public charter school;
- Third, to siblings of pupils already enrolled or selected by the lottery or other random method.
  - Fourth, to students residing within the Primary Attendance Area; and
  - Fifth, by an equitable selection process such as by lottery or other random method.

Once enrolled in WPCS, students will not be required to reapply each year thereafter. If a child enrolled at WPCS moves outside the attendance area, they will not forfeit their enrollment status.

WPCS reserves the right to complete a review of an applicant under Idaho Code Section 33-205. Under this process, enrollment of the applicant will be accepted only upon approval by the WPCS Board of Directors.

According to Idaho Code 33-103, the parent or guardian of a child of school age who is enrolled at WPCS shall be allowed to enroll the student in another public school for dual enrollment purposes. WPCS will follow the procedures governing dual enrollment adopted by the student's resident school district. It will be the responsibility of the parent to provide transportation for their student unless otherwise designated on an Individualized Education Program.

## **2. Over-Enrollment Procedures**

WPCS will hold an annual lottery that is advertised in a local newspaper in both English and Spanish. WPCS will also actively participate in Child Find Activities. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

WPCS will not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state, or local laws.

The equitable selection process will be conducted in accordance with IDAPA 8.02.04.203.

## **D. Primary Attendance Area**

### **1. Target Market**

The WPCS target market includes parents, students, potential business partners and sustaining donors in and around Bonneville County, Idaho. The Primary Attendance Area includes the compact and contiguous areas defined by Bonneville Joint School District 93 and Idaho Falls School District 91 district boundaries. See Figure 7 below

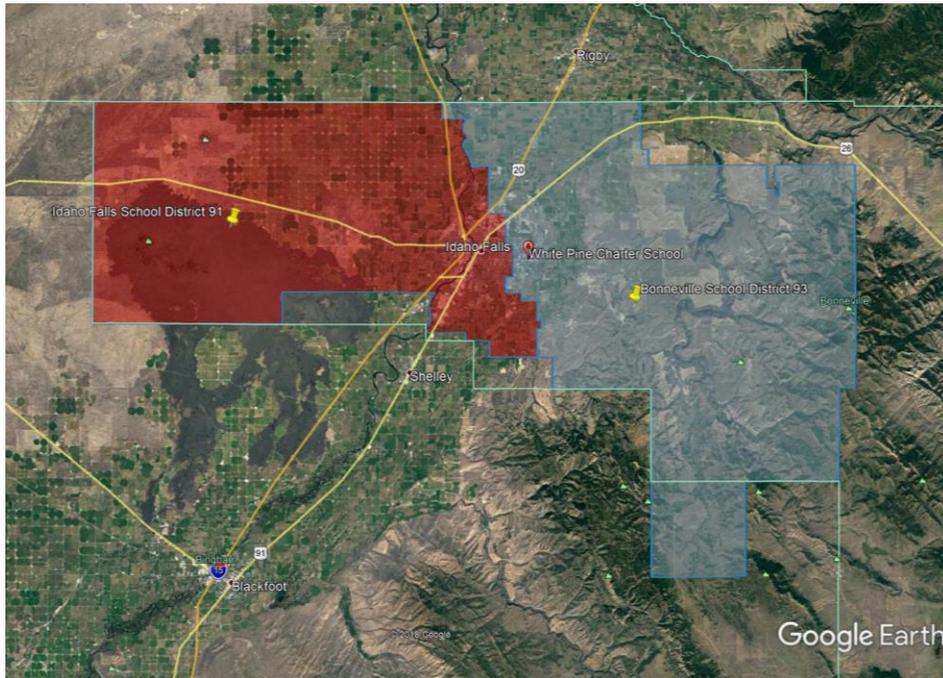


Figure 7. WPCS's primary attendance area includes the contiguous areas in Idaho Falls School District 91 (red) and Bonneville Joint School District 93 (blue)

This Attendance covers the majority of Bonneville County, Idaho with an estimated 114,595 residents over 786 square miles.<sup>1</sup> According to the Idaho Department of labor, Bonneville County is the fourth largest in the state. It grew over 20 percent from 2005 to 2016, with an average population increase of 1,838 a year for the past ten years. Bonneville County is a medical and retail hub for a large geographic area, and is home to the College of Eastern Idaho, with additional campuses of Idaho State University and the University of Idaho. Idaho Falls is the fourth largest city in the state with a 2016 population of 60,211. The next largest city, Ammon, has more than 15,000 residents.

The primary areas feeding WPCS include ZIP codes 83406 and 83401, with more than 75,000 residents,<sup>2</sup> although many current and expected WPCS students will come from other areas within Bonneville County. Ammon, comprising the bulk of ZIP code 83406 has experienced 9.8% population growth since 2010. Bonneville County generally has seen 7.6% increases during that same time period.<sup>3</sup>

Within ZIP Code 83406, more than 5,700 married couples with children reside, with a median income of \$63,045. The broader 83401 ZIP code includes 9,960

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<sup>1</sup> See United States Census Bureau, QuickFacts: Bonneville County, Idaho; Idaho Falls city, Idaho; Ammon city, Idaho; UNITED STATES, at <https://www.census.gov/quickfacts/fact/table/bonnevillecountyidaho,US/PST120217>.

<sup>2</sup> *Id.*

<sup>3</sup> *Id.*

married couples with children, with a median income of \$48,196.

According to the U.S. Census Bureau, the area residents include 88.1% white (non-Hispanic) and 7.6% Hispanic or Latino, with Asian, African American, and Native populations making up just over 1%. Within ZIP Code 83406, an estimated 3.2% of residents speak Spanish at home.<sup>4</sup>

WPCS has approximately 28% free and reduced lunch population, which is consistent with nearby area high schools, including Hillcrest (21.8%), Bonneville (36.75%), Compass Academy (28.48%), and Idaho Falls (26.28%).<sup>5</sup>

## **2. Community Needs & Community Partnerships or Other local support**

WPCS's ongoing and in-demand elementary program will continue to serve its target market in Bonneville County. However, Bonneville County and Idaho Falls do not currently have a true STEM high school. While District 91's Compass Academy has implemented a strong project-based learning program, including a robust Career-Technical program, they do not incorporate nor market an integrated STEM program. Yet, the area employers include a number of STEM-focused industries. Major employers include government workers working at the Idaho National Laboratory ("INL"), as well as private employers Battelle Energy Alliance, Bechtel BWXT, CenturyLink, Eastern Idaho Regional Medical Center, Melaleuca, Inc., Mountain View Hospital, Wal-Mart and Idaho Steel. Small business, particularly STEM businesses associated with the INL the Universities, and ancillary industries provide a multiplicity of STEM-related jobs, demanding a highly trained and educated workforce. The abundance of potential STEM community partners not only affects demand for STEM education but provides opportunity for educational collaboration.

The White Pine STEM Academy will fill a unique niche in the community and draw from broad pool of potential students. WPCS also boasts a proven track record of academic and operational achievement, demonstrating that it is well-positioned to undertake the proposed STEM Academy expansion. Since its opening, but particularly since 2014, WPCS has exceeded the State average of students earning a 3 on the IRI, and those scoring proficient or advanced on the ISAT in both ELA and Math.<sup>6</sup> WPCS has also been recognized by the state of

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<sup>4</sup> Id.

<sup>5</sup> See Idaho State Department of Education, Free and Reduced Lunch by District, at <https://apps.sde.idaho.gov/CnpEligibility/Report>. Compare "2012-2016 American Community Survey 5-Year Estimates [for ZIP 83402]," U.S. Census Bureau, available at <https://factfinder.census.gov/> with "Income and Poverty in the United States: 2016," Table 1, Report Number: P60-259, Jessica L. Semega, Kayla R. Fontenot, and Melissa A. Kollar, U.S. Census Bureau (September 2017), at <https://www.census.gov/data/tables/2017/demo/income-poverty/p60-259.html>.

<sup>6</sup> See "Idaho State Department of Education." Idaho's K-12 Report Card, [apps.sde.idaho.gov/ReportCard/](https://apps.sde.idaho.gov/ReportCard/).

Idaho as a top performing school in math growth.<sup>7</sup>

WPCS is in current discussions with BLUUM, the Albertson Foundation, the Battelle Energy Alliance, and the College of Eastern Idaho to build a shared vision for the expansion of WPCS to include the STEM Academy. WPCS hopes to formalize support for the STEM expansion, including asking CEI to become the authorizer for WPCS. WPCS will work with BLUUM and the Albertson Foundation to leverage their data and expertise in modeling and planning the expansion. Further WPCS will explore partnerships with BLUUM, Albertsons, and Battelle for financial and other support.

### **3. Area Schools, Demand and Market interest**

Bonneville County has an estimated 21,293 students, attending 46 different schools, including 28 elementary, 6 middle schools, 8 high schools, and including 5 Charter Schools. None of the referenced schools fully integrate STEM education, nor do they market themselves as a STEM school, creating a unique opportunity for WPCS to meet a community need and fill a viable niche in the market.

According to the State Department of Education, Bonneville County public high schools had 7,734 enrolled students as of the Fall of 2017.<sup>8</sup> Since 1995, high school enrollment has averaged 1.1% annual growth, with nearly 4% average annual enrollment increases since 2012.<sup>9</sup> If the trend continues, by the Fall of 2019, Bonneville County public high schools should expect an increased enrollment of 471 high school students, over 2017 numbers.

In Idaho Falls District 91, both Idaho Falls and Skyline Senior High Schools are reportedly overcrowded, with 1,191 students and 1,035 students, respectively.<sup>10</sup> Likewise, Bonneville District 93's three high schools are at or above capacity, including the new Thunder Ridge high school, which opened this fall at capacity, with 1,407 students. The new Thunder Ridge resulted in a reduction of Hillcrest High School's overcrowding by about 450 putative students, reducing its current population to 1,150 for the fall of 2018. District 93 middle schools continue to experience overcrowding, due in large part to the rapid development and growth in the area.<sup>11</sup> Although the newest area high school will alleviate the

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<sup>7</sup> "Idaho State Department of Education (SDE)." [www.sde.idaho.gov/assessment/accountability/index.html](http://www.sde.idaho.gov/assessment/accountability/index.html).

<sup>8</sup> Compare "Historical Enrollment by Building", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>, with "Charter School Historical Enrollment by Year", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>.

<sup>9</sup> Id.

<sup>10</sup> Hepworth, Natalia. "Here Are the Problems at D91 High Schools, and Why Officials Want a \$99.5 Million School Bond." *East Idaho News*, 23 Aug. 2018, [www.eastidahonews.com/2018/06/parents-and-students-demonstrate-problems-with-idaho-falls-and-skyline-high-schools/](http://www.eastidahonews.com/2018/06/parents-and-students-demonstrate-problems-with-idaho-falls-and-skyline-high-schools/).

<sup>11</sup> Keleher, Katie. "Bonneville School District Meets with Public to Discuss New Bond." *KIFI*, KIFI, 28 Feb. 2018, [www.localnews8.com/news/bonneville-school-district-meets-with-public-to-discuss-new-bond/708679532](http://www.localnews8.com/news/bonneville-school-district-meets-with-public-to-discuss-new-bond/708679532).

immediate overcrowding crisis, local districts continue to project significant growth in the area.

The WPCS expansion will help alleviate these overcrowding issues, without local property tax increases. Further, District 93 superintendent, Dr. Charles Shackett, has expressed no reservations over the proposed WPCS expansion.<sup>12</sup>

Looking only at area charter schools, several charter populations will benefit from having another viable high school alternative to the massive public high schools that dominate Bonneville County. For instance, not only will WPCS's existing K-8 population benefit, but Alturas International Academy and Monticello Montessori, both of whom have had stable or growing enrollment in their K-6/K-8 programs, will have an additional charter destination for their students to advance.

The WPCS STEM expansion could have an adverse impact on Taylor's Crossing and American Heritage Charter schools, both of whom have high school populations. Taylor's crossing has had enrollment decline in grades 9-12 an average of 7.2% per year over the past three years, but its enrollment appears to be stabilizing at 80% of its high school capacity.<sup>13</sup> Taylor's Crossing is located in the vicinity of WPCS and the two schools will likely attract some of the same families/students.

Likewise, WPCS's expansion could impact American Heritage Charter School, whose high school has nearly tripled over the past four years, growing an average of 44% each year. American Heritage is situated on the opposite side of Idaho Falls, and draws its core population from Idaho Falls District 91 and Shelley School districts. American Heritage recognizes that a portion of its students would prefer a STEM high school and they are supportive and have actively assisted in the WPCS expansion efforts.

The lists below identify the area schools and their most recently reported student populations.

a) Charter Schools

Alturas International Academy (K-8)	409 students
American Heritage Charter School (K-12)	339 students
Monticello Montessori Charter School (K-6)	190 students
Taylor's Crossing Public Charter School (K-12)	391 students
White Pine Charter School	460 students

b) District 93

Thunder Ridge High School (opening Fall 2018)	1,389 students and 66 Full-time Teachers
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<sup>12</sup> See Email from Dr. Charles Shackett, attached as Appendix F.

<sup>13</sup> "Charter School Historical Enrollment by Year", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>.

Bonneville High School Teachers	1,171 Students and 57 Full-time
Lincoln Alternative High School	163 Students and 11 Full-time Teachers
Hillcrest High School Teachers	1,317 Students and 65.7 Full-time
Sandcreek Middle School (7-8)	676 Students and 37 Full-time Teachers
Rocky Mountain Middle School (7-8)	668 Students and 45 Full-time Teachers
Telford Academy (7-9)	23 Students and 4 Full-time Teachers
Woodland Hills Elementary (K-6)	569 Students and 26 Full-time Teachers
Ammon Elementary School (K-6)	408 Students and 23 Full-time Teachers
Bonneville Early Intervention (PK)	166 Students and 5 Full-time Teachers
Bridgewater Elementary School (K-6)	437 Students and 23 Full-time Teachers
Cloverdale Elementary School (PK-6)	519 Students and 24 Full-time Teachers
Discovery Elementary School (PK-6)	459 Students and 24 Full-time Teachers
Fairview Elementary School (K-6)	287 Students and 13 Full-time Teachers
Falls Valley Elementary School (PK-6)	628 Students and 29 Full-time Teachers
Hillview Elementary School (K-6)	490 Students and 21 Full-time Teachers
Iona Elementary School (K-6)	322 Students and 17 Full-time Teachers
Rimrock Elementary (K-6)	535 Students and 24 Full-time Teachers
Ucon Elementary School (K-6)	409 Students and 20 Full-time Teachers
c) District 91	
Emerson High School (9-12)	140 Students and 8.3 Full-time Teachers
Idaho Falls Senior High School (9-12) Teachers	1,191 Students and 59 Full-time
Skyline Senior High School (9-12) Teachers	1,035 Students and 56 Full-time
Teton Peaks Academy BHC (7-12)	16 Students and 1 Full-time Teachers
Clair E. Gale Jr High School (7-9)	584 Students and 40 Full-time Teachers
Eagle Rock Junior High School (7-9)	897 Students and 48 Full-time Teachers
Taylorview Junior High School (7-9)	802 Students and 45 Full-time Teachers
A H Bush Elementary School (K-6)	501 Students and 21 Full-time Teachers
Dora Erickson Elementary School (K-6)	469 Students and 25 Full-time Teachers
Edgemont Gardens Elementary (K-6)	548 Students and 25 Full-time Teachers
Ethel Boyes Elementary School (K-6)	422 Students and 19 Full-time Teachers
Foxhollow Elementary School (PK-6)	529 Students and 24 Full-time Teachers
Hawthorne Elementary School (PK-6)	437 Students and 20 Full-time Teachers
Linden Park Elementary School (K-6)	533 Students and 24 Full-time Teachers
Longfellow Elementary School (K-6)	494 Students and 23 Full-time Teachers
Sunnyside Elementary School (K-6)	542 Students and 26 Full-time Teachers
Temple View Elementary School (K-6)	503 Students and 23 Full-time Teachers
Theresa Bunker Elementary (PK-6)	329 Students and 15 Full-time Teachers
Tiebreaker Elementary School (K-6)	427 Students and 23 Full-time Teachers
Westside Elementary School (K-6)	513 Students and 21 Full-time Teachers

#### **4. Strategies for Reaching Underserved families.**

WPCS is committed to maintaining an open, inclusive learning environment, with a student population reflective of the surrounding demographics. WPCS will continue to engage in recruitment activities designed to educate and inform potential students and their families about its instructional program and to ensure that all Bonneville County

residents are given an equal opportunity to enroll their children at the school. Marketing materials will be prepared in English and Spanish and disseminated in ways that will reach a broad spectrum of local residents. The recruitment program will include such activities as:

- Informative and marketing materials, such as brochures, flyers, advertisements and press releases in English and Spanish;
- Distribution of promotional material to local businesses, community organizations, and special interest associations;
- Founder/board visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Bonneville County;
- Having a presence at community events, community centers, local businesses, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to inform the public and promote WPCS with prospective students and their families;
- Creation of a STEM club, in partnership with CEI, Idaho State University, University of Idaho, and BYU-Idaho, with opportunities for children and parents to participate in STEM activities;
- Outreach to friends and families of current WPCS students, particularly those of rural, minority, EL, or other disadvantaged students.
- Regular public meetings to introduce WPCS program;
- Regular open house and school tour visits to expose prospective students and their families to what WPCS and the STEM Academy offer; and
- Door-to-door canvassing, particularly in underserved areas.

## **IX. Governance**

### **A. Overview**

White Pine Charter School, Inc. is organized and managed under the Idaho Nonprofit Corporation Act and is managed locally by its Board of Directors and employed Administrator.

The Board of Directors are public agents authorized by an Authorizing Chartering Entity (ACE). According to the Corporate bylaws, the Board of Directors of WPCS consists of no less than three (3) and no more than seven (7) members. At least one director must not have children attending WPCS. At least two directors must be parents with children attending the school.

The Board of Directors is responsible for financial and legal requirements of the corporation including the annual budget, expenditures and legal compliance with local, state and federal regulations. The Chair of the Board of Directors signs employment contracts and ensures compliance with state and federal regulatory agencies. The Board of Directors has the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board is also responsible for hearing and approving or disapproving the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board, when

necessary, adjudicates disagreements between parents and the administration.

The elected Board of Directors is legally accountable for the operation of the Charter School. The Board of Directors must comply with Idaho Code § 33-5204, as amended.

#### **B. Selection and Replacement**

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (refer to Articles of Incorporation and Bylaws). Annually, parents and guardians of the students attending WPCS and Faculty and employees will vote in individuals into positions vacated on the Board of Directors. In the event of a resignation or death, the current board may vote in a successor.

#### **C. Board of Directors**

The Current members of the Board of Directors include:

Tony Lima - Chair ([limato@wpcscougars.org](mailto:limato@wpcscougars.org))  
Vacant - Director  
Joanna Stark - Vice Chair ([starkjo@wpcscougars.org](mailto:starkjo@wpcscougars.org))  
Jonie Larsen – Director ([larsenjo@wpcscougars.org](mailto:larsenjo@wpcscougars.org))  
Jim Seamans - Secretary ([seamansji@wpcscougars.org](mailto:seamansji@wpcscougars.org))  
Jacob Miller – Director ([millerja@wpcscougars.org](mailto:millerja@wpcscougars.org))  
Adam Frugoli - Treasurer ([frugoliad@wpcscougars.org](mailto:frugoliad@wpcscougars.org))

#### **D. Relationship between Board of Directors and School Administration**

The Administrator will work under the direction of the Board of Directors and will be empowered to provide educational direction, administration, and on-site day to day operation as well as make decisions concerning but not limited to:

- |   |   |
|---|---|
| 1. implementation of the vision and mission of school | 10. business and community partnerships     |
| 2. instructional materials and supplies               | 11. curriculum, instruction, and assessment |
| 3. resource allocation                                | 12. professional development                |
| 4. state charter school requirements                  | 13. employment and personnel issues         |
| 5. school-wide community building                     | 14. enrollment and attendance               |
| 6. special services                                   | 15. formative/summative staff evaluations   |
| 7. contracted services                                | 16. facility conditions                     |
| 8. disciplinary support                               | 17. transportation                          |
| 9. public and media relations                         |   |

The Administrator will report monthly operations to the Board of Directors.

#### **E. Standing Committees and Ancillary Support Personnel.**

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include but are not limited to the Parent-Faculty Association (PFA). Ancillary support personnel, including clerical and custodial, will be hired and supervised

by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

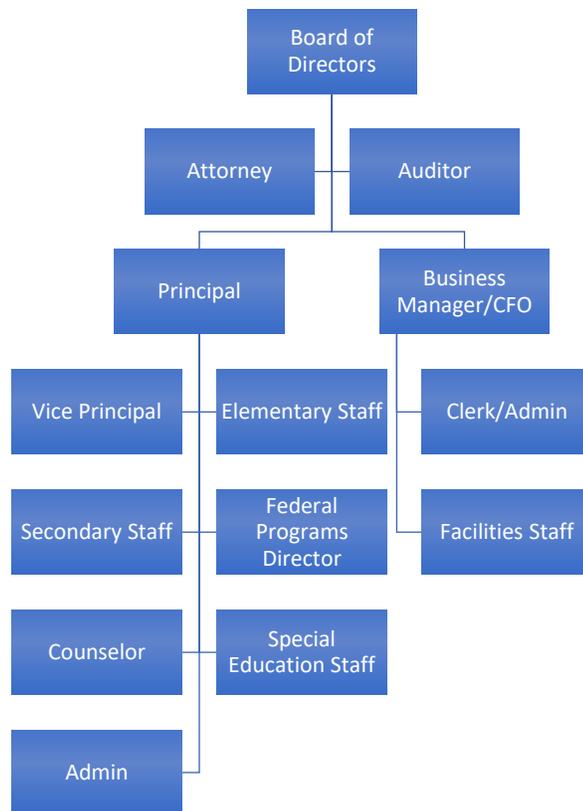
**F. Community and Business Partnerships**

WPCS may enter into business arrangements or contracts with other schools, educational programs, businesses, or non-profit organizations based on financial and operational requirements.

The Board may create a STEM Advisory Committee to guide programmatic and curricular decisions concerning the STEM Academy. The Advisory Committee may be comprised of Board members, parents, faculty, students, community leaders, local business leaders, and STEM partners. The STEM Advisory Committee will provide advice and guidance to the Administrator of the STEM Academy and make recommendations to the Board concerning strategic and operational goals for the STEM Academy.

The authorizing entity shall have no liability for the acts, omissions, debts or other obligations of the school unless otherwise stated in the charter.

**G. Organization Chart**



**X. Board Transition and Training Plan**

WPCS’s has operated for 15 years and has already transitioned its Board from a “Founding

Board” to a true governance board. While we hope to keep Founders and Founding board members involved, WPCS’s elected board structure is conducive to a diverse and changing board composition.

Current board members are elected by parents and faculty. All board members complete initial board training to include topics such as: member roles & responsibilities, board governance & development, Parliamentary Procedure, charter school finances and financial reports, in addition to reviewing WPCS’s charter, mission, and performance certificate, as well as other topics. WPCS will provide in-house training, conducted by veteran board members and WPCS administrators, as well as sending new board members to appropriate association meetings, conferences, and training. Where feasible, WPCS will use school continuous improvement funds to pay for trainers and/or purchase training resources for board members.

WPCS has an autonomous Board of Directors dedicated to the successful operation of the school. As current directors complete their terms, the remaining WPCS board and administration will work to advertise, market, and recruit candidates to run for the vacant positions. With the STEM Academy expansion, we will make extra efforts to find candidates who have STEM backgrounds or who represent local and regional STEM partners.

All Board members will complete an initial orientation, and ongoing training will include topics such as conflicts of interest, roles and responsibilities, nonprofit governance and leadership, Idaho open meeting laws, ethics, financial responsibility, school finance and reporting, and other topics of import to WPCS.

## **XI. Parental Involvement**

WPCS relies on proactive parent involvement. The Parent-Faculty Association (PFA) of WPCS will provide consultation to the Administrator regarding ongoing plans for the school. Parents of students who attend WPCS 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 encourage parental involvement includes:

1. Parents will be encouraged to volunteer 20 hours per school year. They may work specifically with students, serve on committees, or volunteer as needs arise.
2. Parents will be encouraged to be involved in the formal operations of the school, Parent-Faculty Association, committees, or Board of Directors.
3. Parents will be encouraged to provide an appropriate learning environment at home for study.
4. Parents will be encouraged to attend two parent teacher conferences per year.
5. Parents will be asked to participate in a yearly election of the Board of Directors and the PFA executive committee.
6. Parents will be required to supply in-depth emergency information for each student to the school.

7. Parents with their child will be required to review and sign the written disciplinary policy and attendance policy.
8. Parents may be asked to complete surveys throughout the school year.
9. Parents may be asked to assist in the office with clerical work, classroom assistance, field trips, tutoring and specialized instruction, playground and recess monitoring, athletics and physical education, enrichment programs or other activities as needs arise.

## XII. Teacher & Staff Recruiting

WPCS will strive to recruiting, retain, and train high quality teachers and staff to meet the WPCS Mission. The Table below shows the projected FTE needed to accommodate current and projected, expanded WPCS operations.

	EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	Year 7 2025-2026	Year 8 2026-2027
Administrators	4	4	4	4	4	4	4	4
K-8 Teachers	21	23	23	24	25	26	27	27
9-12 Teachers	5	5	6	7	8	9	10	11
Pupil Services	1	1	1	1	1.5	1.5	1.5	1.5
Classified Staff	12.1	13.8	15.5	16.7	17.9	19.0	19.8	20.4
<b>TOTAL FTE</b>	<b>43.1</b>	<b>46.8</b>	<b>49.5</b>	<b>52.7</b>	<b>56.4</b>	<b>59.5</b>	<b>62.3</b>	<b>63.9</b>

Figure 8. Projected WPCS staff needs.

WPCS will pay its teachers and staff above the state salary guidelines and strive to be competitive with the local school district and comparable, area charter school compensation.

When vacancies arise that need to be filled, WPCS will publish job openings on its Web site, and other media, as appropriate, including but not limited to advertising through education employment web sites, general job posting sites, area college employment boards, social media, and traditional media such as radio, television, and local newspapers, as needed. WPCS will complement its recruitment efforts by building strong community partnerships and seeking out both traditional and non-traditional educators.

WPCS is an Equal Opportunity employer and does not discriminate on any basis prohibited by state or federal law. WPCS has adopted policies to ensure compliance with applicable employment and non-discrimination laws. WPCS administration annually evaluates all certified and classified staff. Certified staff are evaluated according to Idaho law and WPCS policy, including using the Danielson Framework. WPCS administrators comply with state law requiring training in applicable teacher evaluation methods and rubrics.

WPCS also complies with state law prescribing the adoption and implementation of a plan for continuous improvement. Accordingly, WPCS has adopted and continuously reviews progress towards meeting its strategic objectives for school improvement. WPCS requires each certified staff to have an Individual Professional Learning Plan (“IPLP”) and to develop and maintain a

professional portfolio, which are central to ensuring increased capacity and professional development for its teachers.

### **XIII. Marketing Strategy**

WPCS will market its current and expanded STEM programs and opportunities by:

- A. Communicating with current WPCS staff, friends, and families through letters home, email, social media, newsletters, online blogs, flyers, and our web site.
- B. Reaching out and speaking to community organizations and community leaders about the school; and
- C. Outreach efforts, including letters, oral presentations, and receptions targeting hard-to-reach or underserved communities, including rural, socio-economically disadvantaged children, Latin/Hispanic or Spanish-speaking families, families with special needs.

WPCS has already conducted informational meetings with its own parents and supporters about current and proposed STEM activities. WPCS has secured hundreds of signatures of area residents who are supportive of the STEM Academy.

**Appendix D: 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](http://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.<sup>2</sup> 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."<sup>3</sup>

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.

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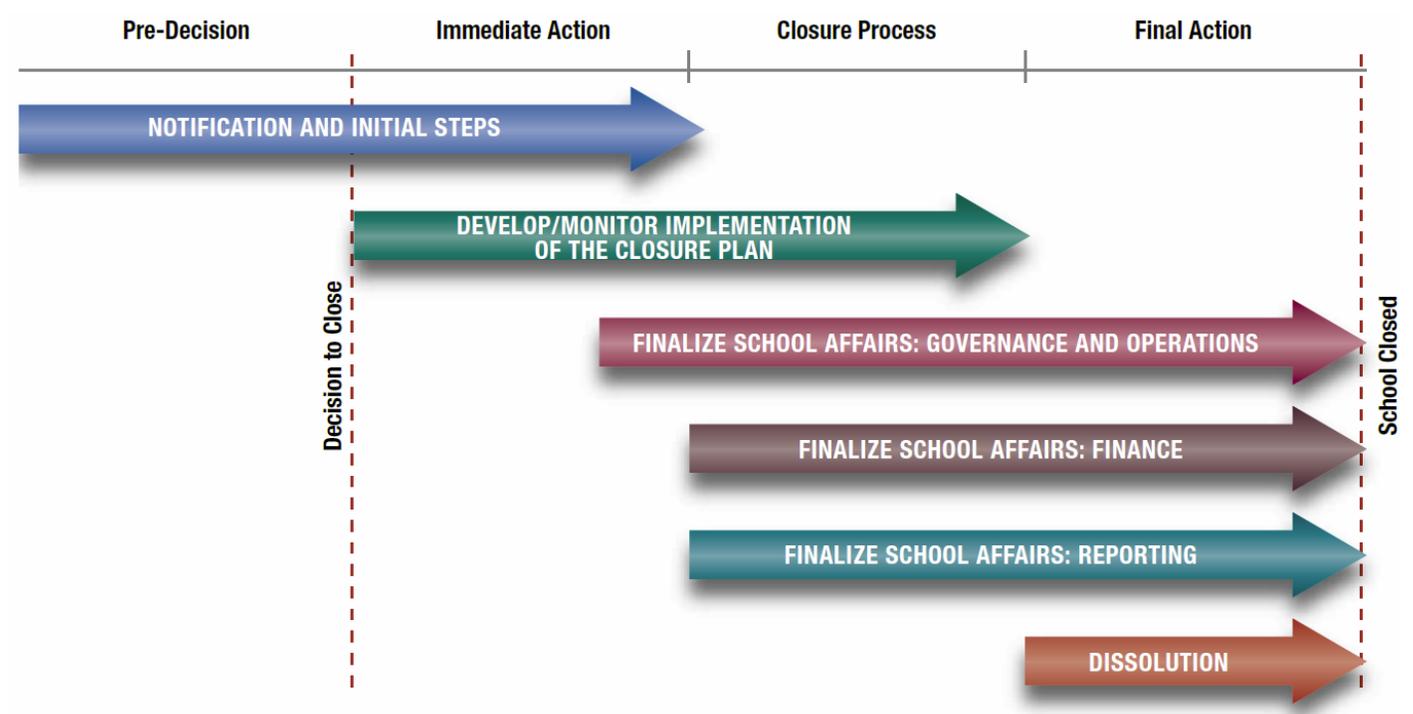
### Endnotes

<sup>1</sup> 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.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> 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><b>Meet with PCSC and SDE staff</b></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"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• 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.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<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><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:                             <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></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><b>Maintain Identifiable Location</b></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><b>Protect School Assets</b></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"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></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><b>Terminate EMO /CMO Agreement (if applicable)</b></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"> <li>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.</li> <li>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.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>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. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

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

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note 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"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>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.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> 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			
<b>Prepare Final Financial Statement</b> 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"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> 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			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

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

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>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))</li> <li>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)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• 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</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></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><b>End Corporate Existence (I.C. § 30-3-113)</b></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"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>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.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></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.”<sup>1</sup>

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# APPLICATION FOR CHARTER RENEWAL

White Pine Charter School

**2959 John Adams Parkway, Ammon, ID 83406**

**Contact Information:**

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**2959 John Adams Parkway, Ammon, ID 83406**

**Application Approval: April 24, 2018**

**Application Submission: December 17, 2018**

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## EXECUTIVE SUMMARY

Our institutional motto is **“Success for Every Student!”** To maximize our student’s success, our mission is to provide a dynamic, safe, and challenging learning environment, holding students to the highest academic standards and behavioral expectations. We utilize research-based practices and provide a progressive learning environment to maximize individual student achievement. We will cultivate a positive and compassionate teaching and learning culture in which teachers and students communicate, collaborate, share, and grow in a mutual, collegial, and professional learning community, with unlimited potential for all students and staff.

This mission results in a broad-based education in grades K-6, giving students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy, which will prepare them for success in the 21<sup>st</sup> Century Workforce.

Students attending WPCS and the STEM Academy see substantive differences from other area educational opportunities, including:

- An Extended academic day;
- Study of a second language;
- Required Homework;
- Written and signed disciplinary policy; and
- Required dress code.

All academic programs are differentiated through a team approach, allowing teachers to teach from their strengths. Teachers may specialize in subject areas, allowing them to focus on teaching as well as exposing students to different teaching personalities. Time will be scheduled to provide teachers with time to collaborate and participate in professional development to assure team success.

One of the major successes that White Pine has achieved recently is the approval by the Charter School Commission to add additional educational opportunities to students in eastern Idaho by extending our charter to include high school. Our new STEM academy will serve students in grades 8-12.

The WPCS mission will be achieved in grades 8-12 at the STEM Academy by challenging, inspiring and preparing students for productive lives and successful careers. We will do this by teaching 21st century skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), and integrating

English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment.

The curriculum will be rigorous and continuously made relevant through community partnerships with area colleges and universities, the Idaho National Laboratory, area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

WPCS's K-8 program has a proven track record of academic success. Since its inception, WPCS has used the CORE Knowledge curriculum to develop strong content knowledge and skills in reading, writing, math, science, and social studies. Enhanced with foreign language, art, music, health and physical education, the purpose of the WPCS K-8 program is to produce well-rounded students with broad-based content knowledge that equips them for accelerated learning and success at the secondary level and beyond.

White Pine has a proven track record of academic success as demonstrated through high academic performance in standardized testing and local measurements. In addition, WPCS has local measurements and norm referenced testing to ensure that students are on track to demonstrate growth and achievement.

The Board of Directors and administrative team have many years of experience in the educational arena and in business. The faculty at White Pine all hold teaching certifications in their respective assignments. All members of the administration hold advanced degrees and have been associated with the school for at least two years.

WPCS has sound financial practices and operates in accordance with state and federal guidelines. The current year's budget is based off an enrollment of 496 students. Currently, White Pine has 537 enrolled.

The future for White Pine is very bright. White Pine will continue to offer students in eastern Idaho a vigorous and challenging educational experience.

*Jeremy Clarke*  
Administrator

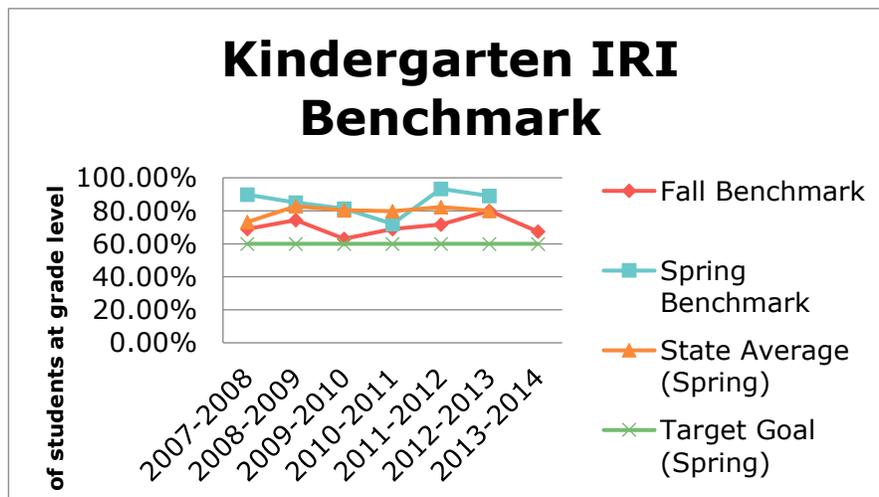
*Tony Lima*  
Chair, Board of Directors

## IS WPCS AN ACADEMIC SUCCESS?

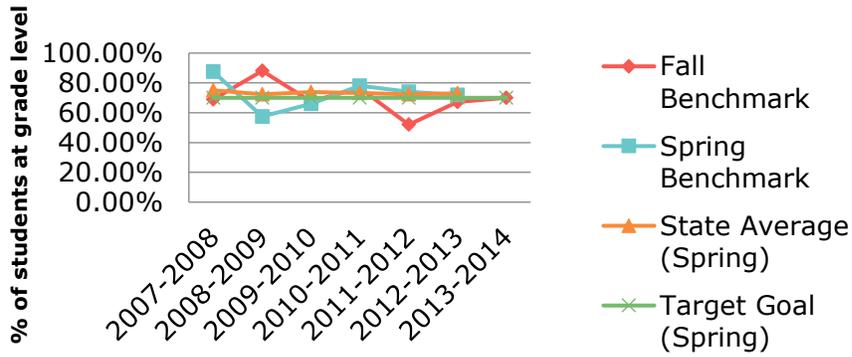
White Pine Charter School (WPCS) was founded in 2000. Charter schools were in their infancy in Idaho. In fact, the first charter school in the United States only happened nine years previous to White Pine's opening. There was a lot of speculation as to the future success of White Pine, both as a school and how would the students would perform in relation to their peers who attended traditional schools. White Pine also decided to use a relatively new curriculum, Core Knowledge, to prepare its students for future success in high school and in life. So, the simple response to the question, Is White Pine Charter School an Academic Success, is a resounding yes. However, rather than simply taking the simple answer, our renewal application will demonstrate that WPCS is an academic success; the school is organizationally sound and compliant with applicable laws and regulations; the school is fiscally sound; and WPCS has a plan for the future.

WPCS has consistently ranked well above the state average in state mandated testing. During the time of state superintendent Tom Luna, White Pine received a 5-star rating from the state department. Our test scores in the IRI and ISAT verify high academic success and progress as demonstrated in the following tables.

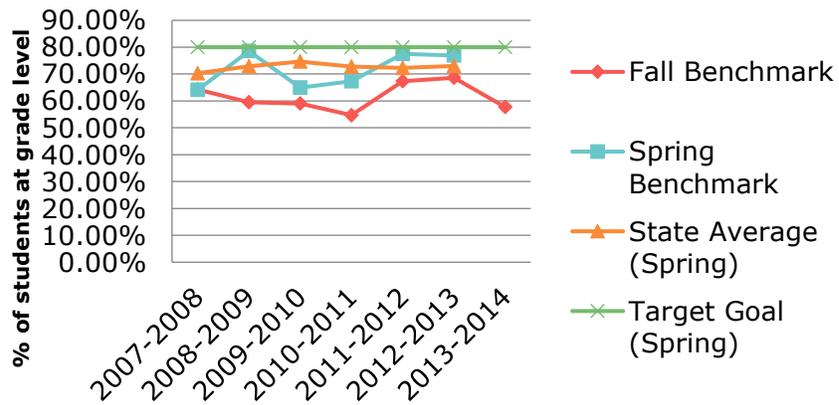
### IDAHO READING INDICATOR RESULTS 2008-14



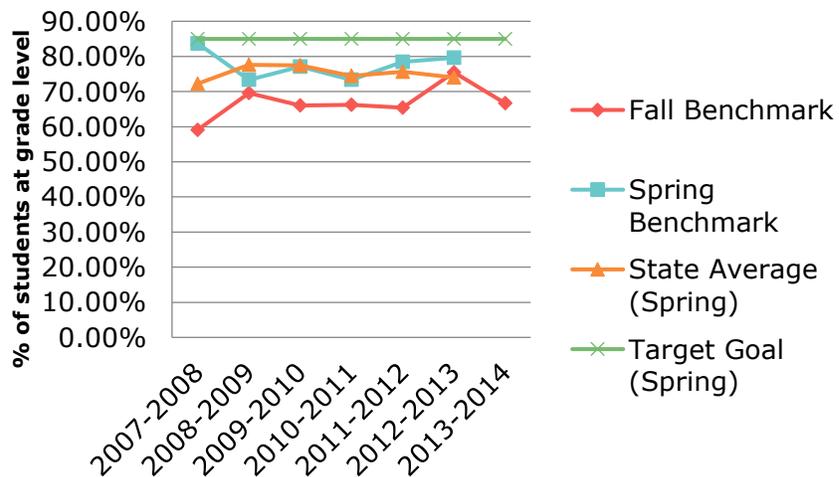
## First Grade IRI Benchmark



## Second Grade IRI Benchmark



## Third Grade IRI Benchmark



<b>IRI 2014-16</b>	<b>SY 2014-2015</b>	<b>SY 2015-2016</b>
% of students who scored “proficient” on the Kindergarten Spring IRI	81	74
% of students who scored “proficient” on the Grade 1 Spring IRI	56	64
% of students who scored “proficient” on the Grade 2 Spring IRI	69	64
% of students who scored “proficient” on the Grade 3 Spring IRI	81	76

<b>IRI 2015-17</b>	<b>SY 2015-2016</b>	<b>SY 2016-2017</b>
% of students who scored “proficient” on the Kindergarten Spring IRI	49	43
% of students who scored “proficient” on the Grade 1 Spring IRI	64	68
% of students who scored “proficient” on the Grade 2 Spring IRI	64	74
% of students who scored “proficient” on the Grade 3 Spring IRI	76	76

<b>IRI 2016-18</b>	<b>SY 2016-2017</b>	<b>SY 2017-2018</b>
% of students who scored “proficient” on the Kindergarten Spring IRI	76	71
% of students who scored “proficient” on the Grade 1 Spring IRI	71	52
% of students who scored “proficient” on the Grade 2 Spring IRI	68	67
% of students who scored “proficient” on the Grade 3 Spring IRI	71	84

*Our ISAT scores for the past three years are as follows:*

2015-16

**ELA/LITERACY**

<b>Grade</b>	<b>Number of Students Tested</b>	<b>% Proficient</b>
<b>Grade 3</b>	48	60%
<b>Grade 4</b>	50	56%
<b>Grade 5</b>	49	67%
<b>Grade 6</b>	48	77%
<b>Grade 7</b>	35	71%
<b>Grade 8</b>	27	59%
Mathematics		
<b>Grade</b>	<b>Number of Students Tested</b>	<b>% Proficient</b>
Grade 3	47	57%
Grade 4	50	52%
Grade 5	49	41%
Grade 6	48	56%
Grade 7	35	57%
Grade 8	27	22%
2016-17		
ELA/Literacy		
<b>Grade</b>	<b>Number of Students Tested</b>	<b>% Proficient</b>
<b>Grade 3</b>	50	48%
<b>Grade 4</b>	51	65%
<b>Grade 5</b>	53	68%
<b>Grade 6</b>	48	69%
<b>Grade 7</b>	29	86%
<b>Grade 8</b>	32	72%
Mathematics		
<b>Grade</b>	<b>Number of Students Tested</b>	<b>% Proficient</b>
<b>Grade 3</b>	50	50%
<b>Grade 4</b>	51	53%
<b>Grade 5</b>	53	42%
<b>Grade 6</b>	48	65%
<b>Grade 7</b>	28	75%
<b>Grade 8</b>	32	59%
2017-18		
ELA/Literacy		

<b>Grade</b>	<b>Number of Students Tested</b>	<b>% Proficient</b>
<b>Grade 3</b>	52	58%
<b>Grade 4</b>	47	64%
<b>Grade 5</b>	52	71%
<b>Grade 6</b>	55	56%
<b>Grade 7</b>	33	67%
<b>Grade 8</b>	20	95%
Mathematics		
<b>Grade</b>	<b>Number of Students Tested</b>	<b>% Proficient</b>
<b>Grade 3</b>	52	58%
<b>Grade 4</b>	47	66%
<b>Grade 5</b>	52	63%
<b>Grade 6</b>	54	44%
<b>Grade 7</b>	33	61%
<b>Grade 8</b>	20	65%

In addition to high levels of proficiency or advanced in ELA/Literacy, our students in 5<sup>th</sup> and 7<sup>th</sup> grades scored extremely high in 2017-18 Science ISAT as demonstrated in the following table:

SCIENCE

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percent Proficient</b>
<b>Grade 5</b>	52	87%
<b>Grade 7</b>	34	74%

Our 2013-2014 Annual report indicated that WPCS received the designation of **Honor**. The definition of honor stated: 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.

In 2014, the state adopted a new ISAT vendor and our test scores dipped based on unfamiliarity with the new test. The state suspended the 5-star rating system as schools received the necessary training to help students demonstrate that knowledge had been acquired. White Pine experienced a dip in test scores as did most schools in Idaho. However, even with the test scores showing a decline, WPCS is still scoring well above the state average. In our latest annual report, we received a good standing designation, scoring just four percentage points below the honor designation.

This Fall, White Pine Charter School received excellent marks from the state department of education in school accountability. WPCS is a Top Performer in Math Growth and a Goal Maker in Math and Language Arts.

WPCS continues to adhere to its' key designs of offering an extended school day. All students participate in learning a second language. As we have continued to grow and mature, WPCS now offers numerous clubs and before/after school academic coaching.

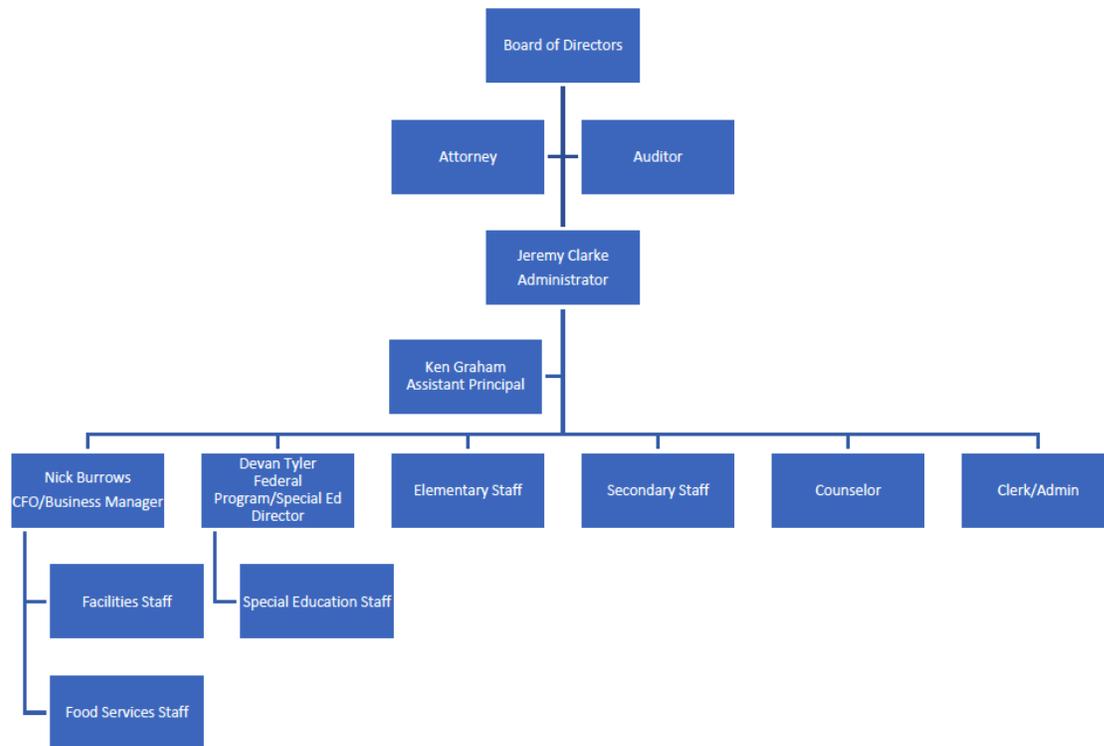
Our current challenge is space. We have committed to our school community to expand to three classes per grade level. To facilitate this, our STEM academy will need to be located at a different location. We have one location that we are pursuing to move to for our STEM academy and we will be building a permanent facility in the next two and a half years.

White Pine Charter School continues to utilize Core Knowledge curriculum as the preferred delivery method. Our staff receives professional development pertinent to Core Knowledge curriculum and aligning with state standards.

We have recently started to use IReady for diagnostic and norm referenced testing. We noticed that our former test assessment system was not providing us with transitional data for ISAT's.

# IS WHITE PINE ORGANIZATIONALLY SOUND AND COMPLIANT?

## ORGANIZATIONAL CHART:



White Pine Charter School has a dynamic and experienced leadership team:

- Jeremy Clarke is in his seventh year as the White Pine Charter School Administrator. Previously, Jeremy was a Principal in District 91 and a Principal and Educator in California. Jeremy holds a Master’s degree in Education and has completed 86 credits towards a PhD in Institutional Leadership and Policy Studies.
- Nick Burrows is in his first year as the White Pine Charter School CFO/Business Manager. Nick previously spent five years on the White Pine Board of Directors, three as the Board Chair. Professionally, Nick has 15 years of non-profit organization management experience and holds an MBA and a Master’s degree of Accountancy.
- Ken Graham is in his third year as the White Pine Charter School Assistant Principal. Prior to that, Ken was a teacher at White Pine Charter School. Ken has a Master’s degree of Science in Education Leadership.
- Devan Tyler is in her third year as the Federal Programs/Special Education Director for White Pine. Prior to coming to White Pine, Devan worked for the Ririe School District as an administrator and special education teacher. Devan has an Ed Specialist and Master’s degree.

White Pine Charter School is governed by a diverse and strong Board of Directors:

- Tony Lima, Chair – Tony has been on the White Pine school Board for three years and is in his second year as the Board Chair. Tony works as the Vice President of Public Relations for Melaleuca and brings his extensive marketing expertise to White Pine.
- Joanna Stark, Vice Chair – Joanna has been a parent in our school for the past seven years and previously served as the PFA President. Joanna has extensive connections with parents and as a frequent volunteer has a unique insight into the school's operations.
- Jim Seamans, Secretary – Jim has been on the White Pine school Board for three years. He has previously served as the Treasurer. Jim works as a Nuclear Engineer for Fluor Idaho and brings a valuable perspective as we work to create our STEM Academy.
- Adam Frugoli, Treasurer – Adam is in his second stint on the White Pine Board of Directors. He previously served for four years, several as the Board Treasurer and is in the second year of his current term. Adam works for Archibald Insurance and also serves on the Board of the Greater Idaho Falls Chamber of Commerce.
- Joni Larsen, Board Member – Joni is in her first year on the White Pine school Board. She came to White Pine as a parent in the middle of last year. Joni is involved in local politics and brings a keen insight of public perspective to our Board.
- Jacob Miller, Board Member – Jacob is in his first year on the White Pine school Board. Jacob currently works as the head of cybersecurity for Melaleuca and has previously done Information Technology work for the Idaho National Laboratory and the Jerome School District. His knowledge of technology is a considerable asset as we work to create our STEM Academy.
- Ethan Huffman, Board Member – Ethan is in his first year on the White Pine school Board. Ethan is a parent in the school and works in public relations for the Center for Advanced Energy Studies at the Idaho National Laboratory. His connections within the INL will be a tremendous asset as we develop our STEM Academy.

## IS WHITE PINE A FISCALLY SOUND, VIABLE ORGANIZATION?

White Pine Charter School has a very viable financial position. First of all, as of the FY [2018 financial audit](#), the school has over \$880,000 in financial reserves. Over \$600,000 are general fund reserves and \$287,000 are designated as debt service reserves. These reserves demonstrate a history of strong financial management with the school. At the end of June 2018, WPCS had a net gain of 124,172

## BUDGET

Our current [budget](#) indicates financial revenue and expenditures to be in accordance with federal and state guidelines. Our current budget is built on an enrollment of 496 students. Our current enrollment as of Friday, December 14, 2018 is 537 students. We received daily calls from parents wanting to enroll their students. We currently have wait lists in all grades except third.

Furthermore, in its 2017-18 annual report from the Public Charter School Commission, the school's financial operations received an "Honor" rating with a 95% overall score.

<b>FINANCIAL</b>	<b>Measure</b>	<b>Points Possible</b>	<b>Points Earned</b>
Near-Term	1a	50	50
	1b	50	50
	1c	50	50
	1d	50	50
Sustainability	2a	50	30
	2b	50	50
	2c	50	50
	2d	50	50
<b>Total Financial Points</b>		<b>400</b>	<b>380</b>
<b>% of Financial Points</b>			<b>95%</b>

White Pine recently hired a new Chief Financial Officer. Nick Burrows comes to White Pine with a Master's degree in Accounting. He has attended various trainings in connection with his position. He has also been a key player as White Pine negotiates the waters of adding a high school.

## WHITE PINE'S FUTURE

### OVERVIEW

WPCS will continue to align its curriculum with state approved Content Standards. The curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's standards will be enhanced with unifying themes and other creative methods.

### K-6 CURRICULUM

In grades K-6, WPCS will continue to use the CORE Knowledge sequence, or similar curriculum, to drive instruction. The CORE Knowledge Sequence presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. However, WPCS adds innovative learning methods and tools to increase the efficiency of this sequence, and to provide the opportunity for drills, which are sometimes necessary.

The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use information, not just to have instant recall and possession of the information.

The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.

The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

The subjects that make up the K-6 curriculum are listed and briefly discussed below. Traditional core curriculum areas—reading, writing, math, science, history and social studies-- are strongly emphasized. They are enhanced with a second language, music, art, health, and physical education.

Language Arts (English and Foreign). The literature-based curriculum develops learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehensive skills, grammar, and

vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes goal setting and self-assessment through a personal journal, book reports, research reports as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The CORE Knowledge curriculum will be 50% of the language arts program.

Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics. Kindergarten through Grade 6 students will master grade appropriate arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as the basics of algebra and geometry. Teachers will provide opportunities for concept and manipulative experiences that engage students in exploring, conjecturing, and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies. Kindergarten through Grade 6 will follow the CORE Knowledge Curriculum and align with the Idaho State Achievement Standards. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Environmental Education and Community Service. There will be a strong emphasis on community service in Grade 6 as students apply their understanding of and their contributions to the world around them. Learners will participate in hands-on projects intended to form an awareness of the ever-changing diversity of our community.

Technology. Technology will be used to support a child’s natural way of learning through individual and group discovery and seeking solutions to real-life challenges. WPCS will provide our learners with technology skills that prepare them for future employment.

## 7-12 CURRICULUM

The key curricular feature of the STEM Academy is the integration of Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The STEM Academy will nurture student's interest in STEM subjects, with a focus on helping students develop 21st Century skills that are in growing demand in today's workforce and the workforce of the future.

Traditional education places students into age groups and lets them advance based on seat time: students learn on the teacher's schedule and all students progress at the same rate. Teachers teach to the middle, with some students either lost and left behind, or bored and wanting for more. Mastery-based education gives students the ability to direct their own learning and advance as they demonstrate proficiency in course content. A motivated learner could master entire subjects in less time, moving on to more advanced topics without having to wait for the rest of the class. Teachers in this environment facilitate learning, teaching students how to learn using curated resources, and then focusing their efforts on the students who need small group or differentiated instruction. The STEM Academy will work to implement mastery-based learning for course content in all core subjects.

Unlike pure mastery-based learning, which focuses purely on content knowledge, the STEM Academy will help students apply what they learn and develop key cognitive skills through the integration of core academic subjects with project-based learning (PBL). Teachers will lead inquiry-based explorations, where student learning will be driven by a guiding question in a real-world application of knowledge. Students will work individually and in groups on projects that demonstrate knowledge, innovation, creativity, communication skills, collaboration, and problem-solving ability. Some projects will be created and/or curated by teachers, some will be conceived by the students themselves, and many will come from STEM community partnerships and local industries and community leaders, giving students an opportunity to learn by solving real world problems.

The STEM Academy curriculum will include rigorous lessons in science and mathematics, including engaging, inquiry-based, hands-on, and real-world projects. These projects will be designed by the faculty and/or students, with guidance from faculty advisors using the State content standards and 21<sup>st</sup> Century workforce cognitive skills as a framework.

Through real-world projects, students will conduct an inquiry-based exploration of STEM topics, making hypotheses and engaging in the design

process to conduct research and problem-solve. They will analyze data, identifying patterns and relationships, and model real life scenarios and solutions. They will use evidence, compare/contrast and interpret data. They will evaluate and critique others, make arguments and counterclaims, write about, speak on, and explain complex subjects. They will discuss, collaborate, and present on topics of import to STEM industries and the local community.

STEM Projects will:

- Focus on real-world issues and problems derived from STEM community partners;
- Be guided by the engineering design process (EDP), which students will use innovate and find solutions to real- world problems;
- Immerse students in exploratory learning and hands-on inquiry where students will direct their own learning with open-ended with constraints;
- Give students time to collaborate in teams and learn from one another;
- Integrate rigorous math and science content across other core subjects to create interdisciplinary projects that show that science and math are not standalone courses; and
- Allow for multiple correct answers and include failure as a necessary part of the learning cycle and create a culture where students can explore and experiment without fear of making mistakes.

WPCS will also strive to meet the Thoroughness Standards described in Idaho Code § 33-1612. WPCS will achieve these Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness and a reward system which honors children who are hardworking, responsible, honest, and respectful creates an environment allowing students to maximize their learning potential. We will incorporate memorization and dramatization of classic poetry, quotations and other literary materials noted in the CORE Knowledge Curriculum.

Multiple learning opportunities are afforded the WPCS students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real world problems and problems simulated to model the current work world.

WPCS's learning program is built on the belief that all children can learn. It recognizes that talent is individual and that children may excel in any or all the academic areas. All academic talent will be encouraged.

In keeping with WPCS’s mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

## PERFORMANCE CERTIFICATE

White Pine will continue to strive to meet the academics standards as currently set for in the performance framework. In addition, White Pine will also receive accreditation from Advanced Ed for our high school. We will also begin to be held accountable for measures pertaining to high school. We will also be addressing Go Rates as our high school matriculates in first graduation class.

As we continue to expand our high school, it may be necessary to address Mission Specific goals.

## **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.

WPCS chose not to submit auxiliary data.