

**RENEWAL RECOMMENDATION**

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

## School Overview

### SUMMARY

Xavier Charter School (XCS) is a public charter school located in Twin Falls, Idaho. XCS serves students in Kindergarten through grade 12 through a classical, liberal arts curriculum with a strong focus on the fine arts.

The petition for Xavier Charter School was approved by the PCSC in November 2006. The school opened in fall 2007.

### MISSION

Xavier Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.

### LEADERSHIP

Name	Title	Term
Debbi Burr	Chair	06/2018 – 06/2021
Trisha Neudorff	Vice Chair	06/2017 - 06/2020
Spencer Uhl	Secretary	06/2018 – 06/2020
Lynnae Hymas	Treasurer	06/2018 – 06/2019
Melissa Crane	Director	06/2017 – 06/2020
Diana Wettstein	Director	06/2018 – 06/2019
Gary Moon	Administrator	N/A

## Academic Performance Summary

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

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

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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 general skewed low.

### KEY DESIGN ELEMENTS

Element	Evident?
Xavier Charter Schools have deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier’s classical education approach: <ul style="list-style-type: none"> <li>a. leads young people to understand themselves and the world around them.</li> <li>b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.</li> <li>c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</li> </ul>	Yes
Xavier Charter Schools provides a political education worthy of this nation’s founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.	Yes
Xavier Charter Schools value an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier’s study of the Arts includes visual art, aural art, kinetic art, and written art.	Yes

## Operational Performance Summary

XCS'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	Honor
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
7 (2013-14)	810	645
8 (2014-15)	810	663
9 (2015-16)	810	686
10 (2016-17)	810	706
11 (2017-18)	810	700

### BOARD AND ADMINISTRATIVE TURNOVER

XCS's administration and board membership have remained stable throughout the performance certificate term.

## Financial Performance Summary

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

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

## Renewal Process

### Xavier 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	3/28/2018	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/29/2018	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/29/2018	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/16/2018	The school did not provide auxiliary performance data.
Pre-Renewal Site Visit	NA	Due to its earned automatic renewal status, this school was exempt from the site visit requirement.
2017-18 Annual Report Issued to School	11/15/2018	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	NA	The statutory deadline for renewal applications is December 15. Due to its earned automatic renewal status, this school was exempt from the application requirement.
PCSC Staff's Renewal Recommendation Issued to School	1/14/2019	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.

# XAVIER 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.



<b>SCHOOL OVERVIEW</b>			
<b>Mission Statement</b>	Xavier Charter School is dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.		
<b>Key Design Elements</b>	<p>Xavier Charter School has deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier's classical education approach:</p> <p>A. Leads young people to understand themselves and the world around them.</p> <p>B. Guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.</p> <p>C. Holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</p> <p>Xavier Charter School provides a political education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities. Xavier Charter School values an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art, aural art, kinetic art, and written art.</p>		
<b>School Location</b>	1218 N College Road Twin Falls, ID 83301	<b>School Phone</b>	208-734-3947
<b>Surrounding District</b>	Twin Falls School District		
<b>Opening Year</b>	2007		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	810	<b>Enrollment (Actual)</b>	700

<b>SCHOOL LEADERSHIP</b>	
Debbi Burr	Chair
Melissa Crane	Vice Chair
Trisha Neudorff	Treasurer
Heather Roberts	Secretary
Lisa Barini-Garcia	Member
Gary Moon	Administrator

<b>STUDENT DEMOGRAPHICS</b>				
	<b>School</b>	<b>State</b>	<b>Surrounding</b>	<b>Neighboring</b>
<b>Non-White</b>	12%	25%	28%	N/A
<b>Limited English Proficiency</b>	1%	6%	9%	N/A
<b>Special Needs</b>	6%	10%	10%	N/A
<b>Free and Reduced Lunch</b>	30%	47%	65%	N/A

<b>ISAT PROFICIENCY RATES</b>	
Percentage of students meeting or exceeding proficiency in Math	59%
Percentage of students meeting or exceeding proficiency in English Language Arts	69%
Percentage of students meeting or exceeding proficiency in Science	66%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	79%
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50			
	1b	50	0	50	0	50			
District Proficiency Comparison	2a	50	0	50	0	50		50	0
	2b	50	0	50	0	50		50	0
Criterion-Referenced Growth	3a	100	0			50			
	3b	100	0			50			
Norm-Referenced Growth	4a			100	0	50		50	0
	4b			100	0	50		50	0
Post-Secondary Readiness	5a			125	0	125		100	0
Total Academic Points		400	0	525	0	525	425	300	0
% of Academic Points			0%		0%		81%		0%

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

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
						Possible	Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	400	
	3c	25	25		% of Financial Points	100%	
	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	400				
			100%				

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%	81%	0%	75% - 100%	NA	90% - 100%	100%	85% - 100%	100%
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%	
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.

<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>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>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>Do math (or similar subject area) 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>		
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Twin Falls School District will be used for comparison purposes.		
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) 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>		
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Twin Falls School District will be used for comparison purposes.		

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible
Criterion-Referenced Growth			Points Earned
Math	<p><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>		
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible
Criterion-Referenced Growth			Points Earned
ELA	<p><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>		
Notes			

ACADEMIC K-12

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

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		Result	Points Possible	Points Earned
Measure 5a	Are students graduating from high school on time?		125	
Four-Year Adjusted Cohort Graduation Rate	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.</p> <p><b>Meets Standard:</b> The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.</p> <p><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>		100	
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>		75	
			0-65	

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM				
<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			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <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.  <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.  <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.		No instances of non-compliance documented   15  0	25   15  0	25   25  25
<b>Notes</b>					25
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)?</b>  <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.  <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.  <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.		See note   15  0	25   15  0	25   25  25
<b>Notes</b>			The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.		
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.		101%   15  0	25   15  0	25   25  25
<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

<p><b>Measure 3c</b> <b>Reporting Requirements</b></p>	<p><b>Is the school complying with reporting 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
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p><b>Measure 3d</b> <b>Public Transparency</b></p>	<p><b>Is the school complying with public transparency 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
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

OPERATIONAL

		Result	Points Possible	Points Earned
Measure 3e	Is the school meeting employee credentialing and background check requirements?			
Credentialing & Background Checks	<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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 3f	Is the school handling information appropriately?			
Information Handling	<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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?			
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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

OPERATIONAL

Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
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>	No instances of non-compliance documented	25	25
Notes	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
Notes	25			

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>		6.2	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>		5.9	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>		300 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													
<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.	<b>Result</b>  See note   	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
0													
	50												
<b>Notes</b>	Aggregated 3-year total margin is positive and the most recent year total margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.												
<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	<b>Result</b>  0.73   	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
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<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.	<b>Result</b>  See note   	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
0													
	50												
<b>Notes</b>	Multi-year cumulative cash flow is positive and cash flow is positive each year.												
<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	<b>Result</b>  2   	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0			50		
Points Possible	Points Earned												
50	50												
0													
	50												
<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.												



Xavier Charter School Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a						
	1b						
District Proficiency Comparison	2a						
	2b						
Criterion-Referenced Growth	3a						
	3b						
Norm-Referenced Growth	4a						
	4b						
Post-Secondary Readiness	5a						
<b>% of Possible Academic Points for this School</b>		<b>82%</b>	<b>81%</b>				

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

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

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

# XAVIER 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.

### SCHOOL OVERVIEW

<b>Mission Statement</b>	Xavier Charter School is dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.		
<b>Key Design Elements</b>	<p>Xavier Charter School has deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier's classical education approach:</p> <p>A. Leads young people to understand themselves and the world around them.          B. Guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.          C. Holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</p> <p>Xavier Charter School provides a political education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities. Xavier Charter School values an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art, aural art, kinetic art, and written art.</p>		
<b>School Location</b>	1218 N College Road Twin Falls, ID 83301	<b>School Phone</b>	208-734-3947
<b>Surrounding District</b>	Twin Falls School District #411		
<b>Opening Year</b>	2007		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	810	<b>Enrollment (Actual)</b>	706

### SCHOOL LEADERSHIP

John Kapeleris	Chairman
Brian Hilverda	Vice Chairman
Debbi Burr	Treasurer
Heather Roberts	Secretary
Gary Moon	Administrator

**STUDENT DEMOGRAPHICS**

	<b>School</b>	<b>State</b>	<b>Surrounding District</b>	<b>Neighboring District</b>
<b>Non-White</b>	12%	26%	28%	N/A
<b>Limited English Proficiency</b>	0%	6%	8%	N/A
<b>Special Needs</b>	5%	10%	10%	N/A
<b>Free and Reduced Lunch</b>	30%	49%	64%	N/A

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	52%
Percentage of students meeting or exceeding proficiency in English Language Arts	66%
Percentage of students meeting or exceeding proficiency in Science	72%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	89%
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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	0	50	0	50	40		
	1b	50	0	50	0	50	44		
District Proficiency Comparison	2a	50	0	50	0	50	43	50	0
	2b	50	0	50	0	50	50	50	0
Criterion-Referenced Growth	3a	100	0			50	20		
	3b	100	0			50	28		
Norm-Referenced Growth	4a			100	0	50	40	50	0
	4b			100	0	50	41	50	0
Post-Secondary Readiness	5a			125	0	125	125	100	0
Total Academic Points		400	0	525	0	525	430	300	0
% of Academic Points			0%		0%		82%		0%

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

XCS 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	50
	2b	25	15		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	400	
	3c	25	25		% of Financial Points	100%	
	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%	82%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</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>	<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>X</td> <td>30 - 45</td> <td>40</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;">40</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	X	30 - 45	40		15 - 29	0		0 - 14	0			40
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<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>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>	<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>X</td> <td>30 - 45</td> <td>44</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;">44</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	X	30 - 45	44		15 - 29	0		0 - 14	0			44
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b> <b>Math Proficiency Rate</b> <b>Comparison to District</b>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <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> <p><b>Notes</b> The district average will be determined using the same grade set as is served by the public charter school. Twin Falls School District will be used for comparison purposes.</p>	<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>X</td> <td>30 - 45</td> <td>43</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;">43</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	X	30 - 45	43		15 - 29	0		0 - 14	0			43
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<b>Measure 2b</b> <b>ELA Proficiency Rate</b> <b>Comparison to District</b>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <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> <p><b>Notes</b> The district average will be determined using the same grade set as is served by the public charter school. Twin Falls School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</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;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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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>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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="4">61</td> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>20</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">20</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	61	39-50	0	26-38	0	13-25	20	0-12	0			20
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<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>																
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<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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="4">72</td> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>28</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">28</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	72	39-50	0	26-38	28	13-25	0	0-12	0			28
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<b>Notes</b>																	

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>	70	39-50      40 26-38      0 13-25      0 0-12      0 <hr/> 40
<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>	72	39-50      41 26-38      0 13-25      0 0-12      0 <hr/> 41
<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.		

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**

**Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.

**Meets Standard:** The school either:

a) had a four-year ACGR of 80% - 89% OR

b) had a four-year ACGR of at least 66% AND met its progress goal.

**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.

**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

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. XCS's progress goal for 2017 was 93%.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
95	125	125
	100	
	75	
	0-65	0
		<hr/> 125

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>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>Notes</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
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		25															
<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational 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 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>Notes</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
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	15																
	0																
		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																		
<p><b>Measure 2a</b> <b>Financial Reporting and Compliance</b></p>	<p><b>Is the school meeting financial reporting and compliance requirements?</b></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned	<table border="1"> <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>	No instances of non-compliance documented	25	25		15			0				25
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	0																	
		25																
<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>	<p>Notes</p>																	
<p><b>Measure 2b</b> <b>GAAP</b></p>	<p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned	<table border="1"> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td>See note</td> <td>15</td> <td>15</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">15</td> </tr> </tbody> </table>		25		See note	15	15		0				15
Result	Points Possible	Points Earned																
	25																	
See note	15	15																
	0																	
		15																
<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>	<p>Notes</p>	<p>No instances of non-compliance were documented except a budget violation regarding an expenditure that exceeded appropriated funds for capital projects by \$1,011.00.</p>																
<p><b>Measure 2c</b> <b>Enrollment Variance</b></p>	<p><b>Is the school successfully enrolling the projected number of students?</b></p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned	<table border="1"> <tbody> <tr> <td>100%</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>	100%	25	25		15			0				25
Result	Points Possible	Points Earned																
100%	25	25																
	15																	
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		25																
<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>	<p>Notes</p>	<p>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.</p>																

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
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		25															
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>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<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
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	15																
	0																
		25															
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>																	
Notes																	

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 documented	25	25
			15	
			0	
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 documented	25	25
			15	
			0	
Notes				25



OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<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>	No instances of non-compliance documented	25	25
Notes			15	0
			25	
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<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>	No instances of non-compliance documented	25	25
Notes			15	0
			25	

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p><b>Measure 4a</b> <b>Transportation</b></p> <p><b>Is the school complying with transportation requirements?</b></p> <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> <p>Notes</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
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		25															
<p><b>Measure 4b</b> <b>Public Transparency</b></p> <p><b>Is the school complying with facilities 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 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> <p>Notes</p>		<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
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	15																
	0																
		25															

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			
<p>Measure 1a</p> <p>Current Ratio</p> <p>Notes</p>	<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>	<p><b>Result</b></p> <p>Current Ratio is:</p> <p>6.1</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p> <p><b>Points Earned</b></p>
<p>Measure 1b</p> <p>Cash Ratio</p> <p>Notes</p>	<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>	<p><b>Result</b></p> <p>Cash Ratio is:</p> <p>5.85</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p> <p><b>Points Earned</b></p>
<p>Measure 1c</p> <p>Unrestricted Days Cash</p> <p>Notes</p>	<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>	<p><b>Result</b></p> <p>No. of Days Cash:</p> <p>237</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p> <p><b>Points Earned</b></p>
<p>Measure 1d</p> <p>Default</p> <p>Notes</p>	<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>	<p><b>Result</b></p> <p>No Default Noted</p>	<p><b>Points Possible</b></p> <p>50</p> <p>0</p> <hr/> <p>50</p> <p><b>Points Earned</b></p>

FINANCIAL

INDICATOR 2: SUSTAINABILITY			
<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-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <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.	<b>Result</b> Aggregated 3-Year Totals: 10.67%	<b>Points Possible</b> 50  30  0 <hr/> 50
<b>Notes</b>	Aggregated 3-Year Total Margin is positive (10.67%). The Most Recent Year's Total Margin is also positive (14.98%). 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.		
<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	<b>Result</b> Ratio is: 0.77	<b>Points Possible</b> 50  30  0 <hr/> 50
<b>Notes</b>	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.		
<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.	<b>Result</b> Multi-Year Cumulative is: \$1,438,460	<b>Points Possible</b> 50  30  0 <hr/> 50
<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>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	<b>Result</b> Ratio is: 2.64	<b>Points Possible</b> 50  0 <hr/> 50
<b>Notes</b>	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.		



# XAVIER CHARTER SCHOOL



## ANNUAL PERFORMANCE REPORT

### 2015-2016

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 2017

## Introduction

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

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

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

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

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

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

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

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

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

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

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

## School Overview

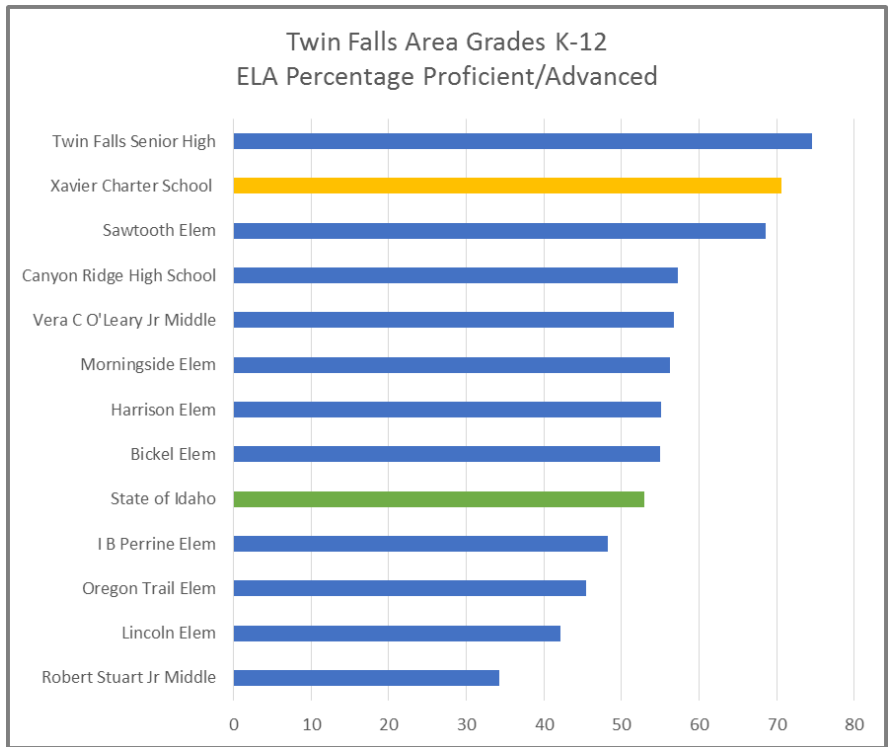
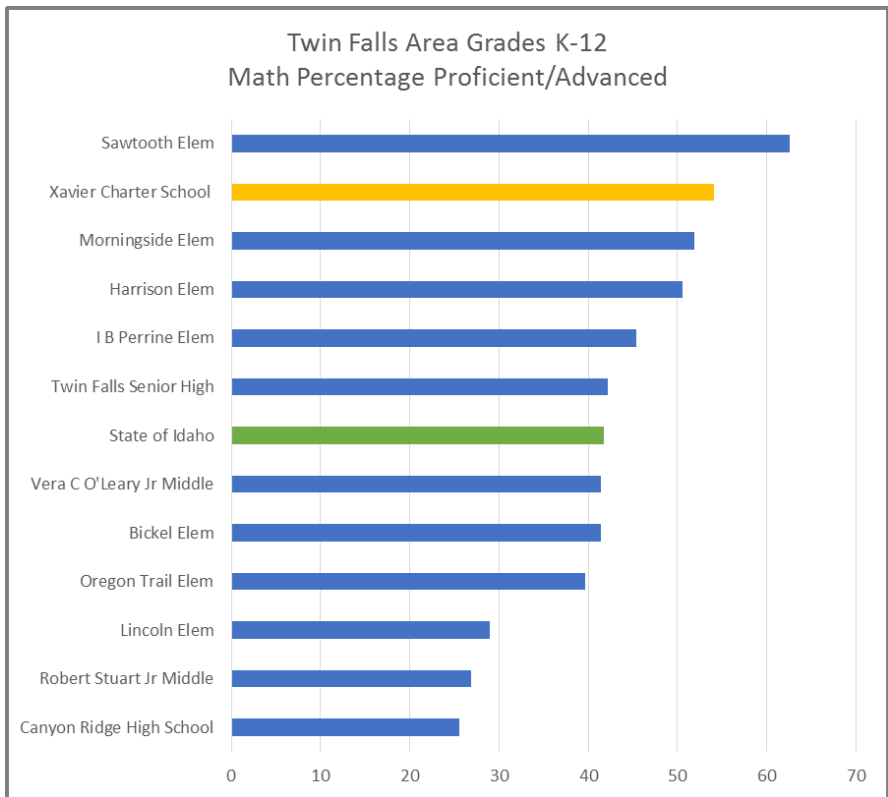
<b>Mission Statement</b>	Xavier Charter School is dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.	
<b>Key Design Elements</b>	<p>Xavier Charter School has deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier's classical education approach:</p> <ol style="list-style-type: none"> <li>a. leads young people to understand themselves and the world around them.</li> <li>b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.</li> <li>c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</li> </ol> <p>Xavier Charter School provides a political education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.</p> <p>Xavier Charter School values an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art, aural art, kinetic art, and written art.</p>	
<b>School Contact Information</b>	Address: 1218 N College Road Twin Falls, ID 83301	Phone: (208) 734-3947
<b>Surrounding District</b>	Twin Falls School District #411	
<b>Opening Year</b>	2007	
<b>Current Term</b>	April 17, 2014 – June 30, 2019	
<b>Grades Served</b>	K - 12	
<b>Enrollment</b>	Approved: 810	Actual: 686



School Leadership (2015-2016)	Role
Shawna May	Chairman
Debborah Burr	Vice Chair
Melissa Crane	Secretary
Brian Hilverda	Treasurer
John Kapeleris	Member
Heather Roberts	Member
Gary Moon	Administrator

	School	Surrounding District	State
<b>Non-White</b>	11.08%	26.67%	23.84%
<b>Limited English Proficiency</b>	0.00%	9.66%	8.61%
<b>Special Needs</b>	6.56%	10.89%	9.76%
<b>Free &amp; Reduced Lunch</b>	31.05%	64.54%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	54.1%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	70.6%
Percentage of Students Meeting or Exceeding Proficiency In Science	65.3%
Graduation Rate (4-year cohort data from 2015)	93%



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Xavier Charter School Year Opened: 2007 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.

XAVIER CHARTER SCHOOL ---- 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	38%	29.58
	2c				75	38%	42.02
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	25%	42.36
Total Possible Academic Points					1050	100%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
<b>Total Academic Points Received</b>							<b>113.95</b>
<b>% of Possible Academic Points for This School</b>							<b>56.98%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points							
<b>Total Mission-Specific Points Received</b>							
<b>% of Possible Mission-Specific Points Received</b>							
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>					<b>200</b>		
<b>TOTAL POINTS RECEIVED</b>							<b>113.95</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>							<b>56.98%</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%	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>375.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>93.75%</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.

XAVIER CHARTER SCHOOL --- 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>93.75%</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	<b>56.98%</b>	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		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	

XAVIER CHARTER SCHOOL --- 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				0
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
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				0
		Notes					
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					
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
		54.10	20-37	18	41-64	24	30
			0-19	19	1-40	40	0
		Notes					

XAVIER CHARTER SCHOOL --- ACADEMIC FRAMEWORK

		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
		70.60	38-56	19	65-89	25	42
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							42
<b>Notes</b>							
<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	0
<b>Notes</b>		0					
<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	0
<b>Notes</b>		0					
<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	0
<b>Notes</b>		0					



XAVIER CHARTER SCHOOL --- ACADEMIC FRAMEWORK

		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>th</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>th</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
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<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>th</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

XAVIER CHARTER SCHOOL --- 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				
<b>Notes</b>				<u>0</u>			
<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				
<b>Notes</b>				<u>0</u>			
<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				
<b>Notes</b>				<u>0</u>			
<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.	93.00	39-50	12	90-100	11	42
	<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
<b>Notes</b>	Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year.						<u>42</u>

XAVIER CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b></p> <p><b>Meets Standard:</b></p> <p><b>Does Not Meet Standard:</b></p> <p><b>Falls Far Below Standard:</b></p>			
<b>Notes</b>	<p>Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. XCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. XCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. XCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

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>			
	<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 performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p><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.</p>	<p>No instances of non-compliance documented</p>	25	25.00
Notes			0	25.00
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>			
	<p><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.</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 education 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 education 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>	25	25.00
Notes			15	0
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>			
	<p><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.</p> <p><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.</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 the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>See note</p>	25	0.00
Notes	<p>During the 2015-16 school year, the school had in place a non-compliant policy regarding admission of students with special needs residing outside the primary attendance area. Though the specific case that brought the issue to light was resolved appropriately, the policy has not been amended.</p>			0.00

		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>			
	<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.	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 treatment of ELL students; 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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		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>			
	<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.	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 financial reporting 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 comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<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.	No instances of non-compliance documented	25	25.00
	<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.		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.  <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.	Notes	No instances of non-compliance documented	25	25.00
			15	
			0	
<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.	Notes	No instances of non-compliance documented	25	25.00
			15	
			0	
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.	Notes	No instances of non-compliance documented	25	25.00
			15	
			0	

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
		<p><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.</p> <p><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.</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 state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented
			15	
			0	
Notes		<u>25.00</u>		

Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
		<p><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.</p> <p><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.</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 employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented
			15	
			0	
Notes		<u>25.00</u>		

Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
		<p><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.</p> <p><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.</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 background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented
			15	
			0	
Notes		<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



XAVIER CHARTER SCHOOL --- 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>	No instances of non-compliance documented	25	25.00
	<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>		0	
Notes				25.00

INDICATOR 1: NEAR-TERM MEASURES				
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>	<b>Result</b>	<b>Points Possible</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>	Current Ratio is:	<b>Points Earned</b>	
	<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.	3.81	50	50.00
	<b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	10 0	0	50.00
Notes				
<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>Result</b>	<b>Points Possible</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>	No. of Days Cash:	<b>Points Earned</b>	
	<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.	245	50	50.00
	<b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	10 0	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>Result</b>	<b>Points Possible</b>	
	<b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is:	<b>Points Earned</b>	
	<b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.	103.55%	50	50.00
	<b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.	30 0	0	50.00
Notes				
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>	<b>Result</b>	<b>Points Possible</b>	
	<b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No instances of non-compliance documented	50	<b>Points Earned</b>
	<b>Does Not Meet Standard:</b> Not applicable	0	0	50.00
	<b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.	0	0	50.00
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES																				
<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>	<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>8.50%</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:			8.50%	50	50.00		10			0				50.00
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	Aggregated 3-Year Totals:																			
	8.50%	50	50.00																	
	10																			
	0																			
		50.00																		
<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 Standard:</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.																				
<b>Notes</b> 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.																				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>	<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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<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0																				
<b>Notes</b> Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.																				
<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>	<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>\$1,516,902</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:			\$1,516,902	50	50.00		30			0				50.00
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	Multi-Year Cumulative is:																			
	\$1,516,902	50	50.00																	
	30																			
	0																			
		50.00																		
<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>																				
<b>Does Not Meet Standard:</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																				
<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>	<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>2.37</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:			2.37	50	50.00		0				50.00			
	Result	Points Possible	Points Earned																	
	Ratio is:																			
	2.37	50	50.00																	
	0																			
		50.00																		
<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1																				
<b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1																				
<b>Falls Far Below Standard:</b> Not Applicable																				
<b>Notes</b> 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.																				

XAVIER CHARTER SCHOOL --- 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	20.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	65.50	0.00	0.00		
	2b	75	54.86	24.85	29.58		
	2c	75	52.81	37.15	42.02		
Growth	3a	100	72.15	0.00	0.00		
	3b	100	56.10	0.00	0.00		
	3c	100	63.03	0.00	0.00		
	3d	75	43.20	0.00	0.00		
	3e	75	46.91	0.00	0.00		
	3f	75	41.13	0.00	0.00		
	3g	100	66.00	0.00	0.00		
College & Career Readiness	4a	50	50.00	0.00	0.00		
	4b1 / 4b2	50	50.00	0.00	0.00		
	4c	50	0.00	25.00	42.36		
Total Possible Academic Points Received		1050	696.69	102.00	113.95	0.00	0.00
% of Possible Academic Points for This School			69.67%	45.33%	56.98%	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
Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

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	0	25		
	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	25			
Total Possible Operational Points Received		400	390.00	375.00	375.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	93.75%	93.75%	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	50	50	50		
	2b	50	50	30	50		
	2c	50	50	50	50		
	2d	50	50	50	50		
Total Possible Financial Points Received		400	400.00	380.00	400.00	0.00	0.00
% of Possible Financial Points for This School			100.00%	95.00%	100.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



**XAVIER 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>	Xavier Charter School is dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.	
<b>Key Design Elements</b>	<p>Xavier Charter School has deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier's classical education approach:</p> <ol style="list-style-type: none"> <li>a. leads young people to understand themselves and the world around them.</li> <li>b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.</li> <li>c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</li> </ol> <p>Xavier Charter School provides a political education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.</p> <p>Xavier Charter School values an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art, aural art, kinetic art, and written art.</p>	
<b>School Contact Information</b>	Address: 1218 N College Road Twin Falls, ID 83301	Phone: (208) 734-3947
<b>Surrounding District</b>	Twin Falls School District #411	
<b>Opening Year</b>	2007	
<b>Current Term</b>	April 17, 2014 – June 30, 2019	
<b>Grades Served</b>	K - 12	
<b>Enrollment</b>	Approved: 810	Actual: 663

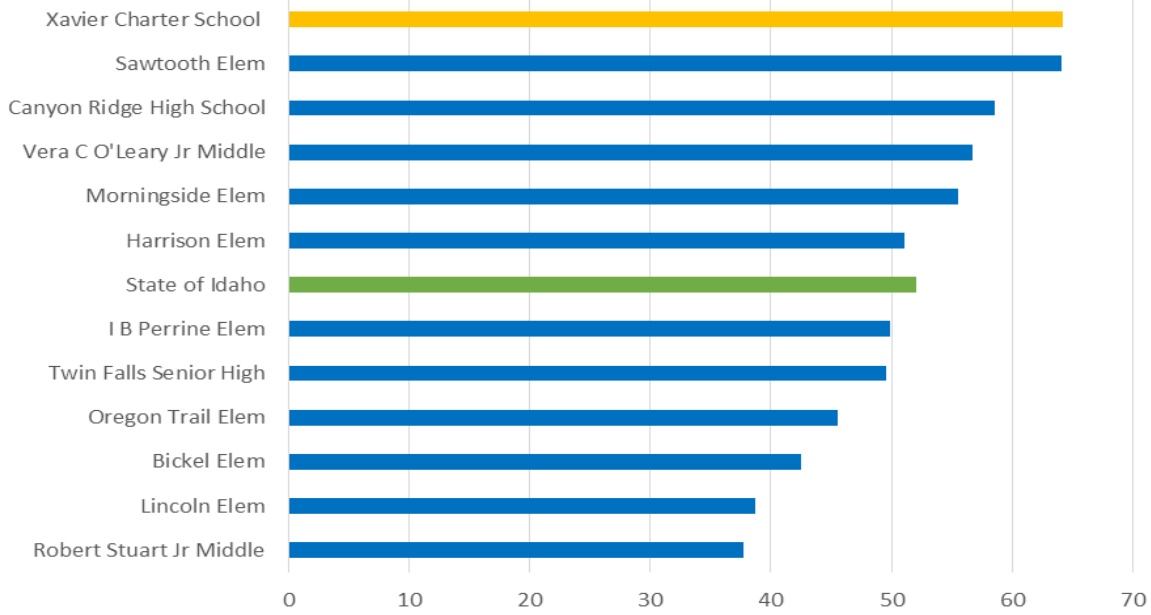


School Leadership (2014-2015)	Role
Debbi Burr	Board Chair
Shawna May	Vice Chair
John Kapeleris	Board Secretary
Melissa Crane	Board Treasurer
James Wallace	Member
Heather Roberts	Member
Gary Moon	Administrator

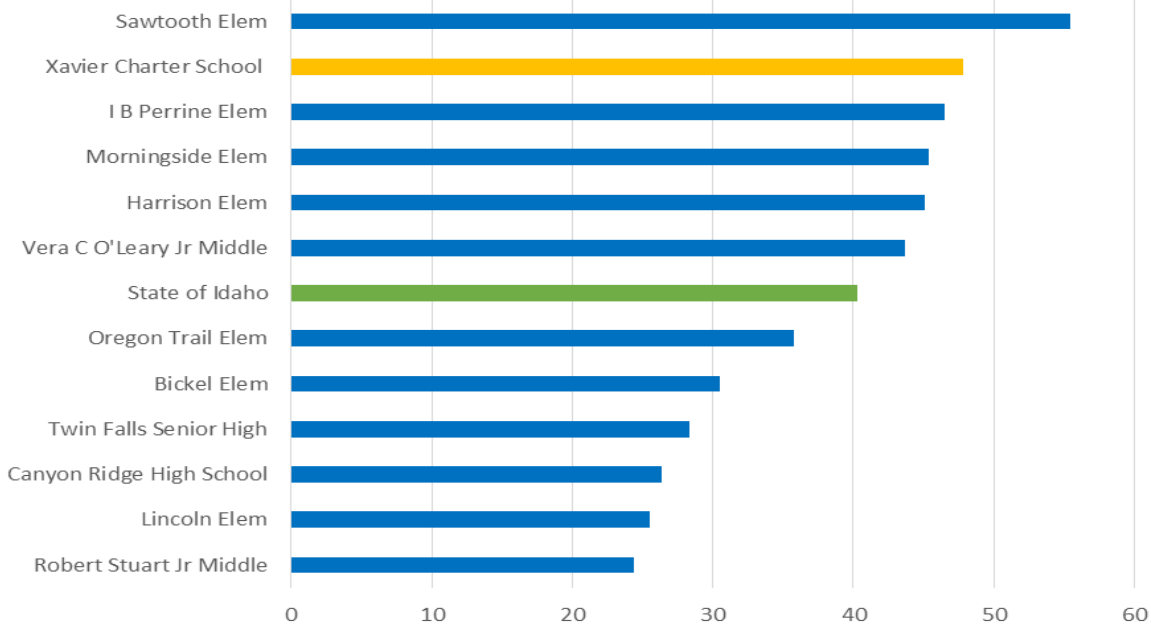
	School	Surrounding District	State
<b>Non-White</b>	11.40%	26.74%	23.59%
<b>Limited English Proficiency</b>	0%	7.53%	8.52%
<b>Special Needs</b>	5.32%	11.76%	10.43%
<b>Free &amp; Reduced Lunch</b>	27.66%	57.49%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	47.8%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	64.2%
Graduation Rate (4-year cohort data from 2014)	80.0%

Twin Falls Area Grades K-12  
ELA Percentage Proficient/Advanced



Twin Falls Area Grades K-12  
Math Percentage Proficient/Advanced



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Xavier Charter School Year Opened: 2007 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.

XAVIER CHARTER SCHOOL --- 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	11%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	33%	24.85
	2c				75	33%	37.15
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	22%	25.00
Total Possible Academic Points					1050	100%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
<b>Total Academic Points Received</b>							<b>102.00</b>
<b>% of Possible Academic Points for This School</b>							<b>45.33%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points							
<b>Total Mission-Specific Points Received</b>							
<b>% of Possible Mission-Specific Points Received</b>							
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>					<b>225</b>		
<b>TOTAL POINTS RECEIVED</b>							<b>102.00</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>							<b>45.33%</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%	0.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>375.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>93.75%</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%	30.00
	2c	50	13%	50.00
	2d	50	13%	50.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>380.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>95.00%</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.

XAVIER CHARTER SCHOOL --- 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>93.75%</b>	85% - 100% of points possible	<b>95.00%</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>45.33%</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	

XAVIER CHARTER SCHOOL --- 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				
		1	0				0
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
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							
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							
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
		47.80	20-37	18	41-64	24	25
			0-19	19	1-40	40	0
Notes							

XAVIER CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2014-2015 data)

		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
			38-56	19	65-89	25	0
		<b>64.20</b>	<b>20-37</b>	<b>18</b>	<b>41-64</b>	<b>24</b>	<b>37</b>
			0-19	19	1-40	40	0
							<u>37</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	0
Notes						<u>0</u>	
<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	0
Notes						<u>0</u>	
<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	0
Notes						<u>0</u>	



XAVIER CHARTER SCHOOL --- 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>th</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
<b>Notes</b>							<b>0</b>
<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>th</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
<b>Notes</b>							<b>0</b>
<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>th</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
<b>Notes</b>							<b>0</b>
<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
<b>Notes</b>							<b>0</b>

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
	<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				
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.	80.00	14-25	12	71-80	10	25
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.						25

XAVIER CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b></p> <p><b>Meets Standard:</b></p> <p><b>Does Not Meet Standard:</b></p> <p><b>Falls Far Below Standard:</b></p>			
<b>Notes</b>	<p>Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. XCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. XCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. XCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

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.	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	
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>	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	
				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 and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p>		25	
	<p><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>	See note	0	0.00
				0.00
<b>Notes</b>				
The school has not maintained an expenditures website as required by §33-357, Idaho Code; this matter had not been remedied as of August 31, 2015.				
<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	
				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.	Notes	No instances of non-compliance documented	25	25.00	
			15		
			0		
					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.  <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.		Notes	No instances of non-compliance documented	25	25.00
			15		
			0		
				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.  <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.	Notes	No instances of non-compliance documented	25	25.00	
			15		
			0		
					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



XAVIER 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>	See note	25	25.00
			0	
Notes	<a href="#">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.</a>			<u>25.00</u>

XAVIER CHARTER SCHOOL --- 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>4.56</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:			4.56	50	50.00		10			0				50.00
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Current Ratio is:																				
4.56	50	50.00																		
	10																			
	0																			
		50.00																		
Notes																				
<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 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. <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>42</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:			42	50	50.00		10			0				50.00
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		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>99.75%</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:			99.75%	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Variance is:																				
99.75%	50	50.00																		
	30																			
	0																			
		50.00																		
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																		
No default or delinquency noted in audit	50	50.00																		
	0																			
		50.00																		
Notes																				

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<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>	Aggregated 3-Year Totals:		
	<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><i>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.</i></p>	6.72%	50	50.00
<b>Notes</b>			10	
			0	
				50.00
Measure 2b Debt to Asset Ratio	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>	Ratio is:		
	<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><i>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.</i></p>	0.91	30	30.00
<b>Notes</b>			0	
				30.00
Measure 2c Cash Flow	<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>	Multi-Year Cumulative is:		
	<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>	\$786,837	50	50.00
<b>Notes</b>			30	
			0	
				50.00
Measure 2d Debt Service Coverage Ratio	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>	Ratio is:		
	<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><i>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.</i></p>	1.30	50	50.00
<b>Notes</b>			0	
				50.00

XAVIER CHARTER SCHOOL --- 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	20.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	65.50	0.00			
	2b	75	54.86	24.85			
	2c	75	52.81	37.15			
Growth	3a	100	72.15	0.00			
	3b	100	56.10	0.00			
	3c	100	63.03	0.00			
	3d	75	43.20	0.00			
	3e	75	46.91	0.00			
	3f	75	41.13	0.00			
	3g	100	66.00	0.00			
College & Career Readiness	4a	50	50.00	0.00			
	4b1 / 4b2	50	50.00	0.00			
	4c	50	0.00	25.00			
Total Possible Academic Points Received		1050	696.69	102.00	0.00	0.00	0.00
% of Possible Academic Points for This School			69.67%	45.33%	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
Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points Received		0	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	N/A	N/A

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	0			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	390.00	375.00	0.00	0.00	0.00
% of Possible Operational Points for This School			97.50%	93.75%	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			
Sustainability Measures	2a	50	50	50			
	2b	50	50	30			
	2c	50	50	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	400.00	380.00	0.00	0.00	0.00
% of Possible Financial Points for This School			100.00%	95.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



**XAVIER 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](https://chartercommission.idaho.gov).



## School Overview

<b>Mission Statement</b>	Xavier Charter School is dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.	
<b>Key Design Elements</b>	<p>Xavier Charter School has deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier’s classical education approach:</p> <ol style="list-style-type: none"> <li>a. leads young people to understand themselves and the world around them.</li> <li>b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.</li> <li>c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</li> </ol> <p>Xavier Charter School provides a political education worthy of this nation’s founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.</p> <p>Xavier Charter School values an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier’s study of the Arts includes visual art, aural art, kinetic art, and written art.</p>	
<b>School Contact Information</b>	Address: 1218 N College Road Twin Falls, ID 83301	Phone: (208) 734-3947
<b>Surrounding District</b>	Twin Falls School District #411	
<b>Opening Year</b>	2007	
<b>Current Term</b>	April 17, 2014 - June 30, 2019	
<b>Grades Served</b>	K - 12	
<b>Enrollment</b>	Approved: 810	Actual: 645

	School	Surrounding District	State
Non-White	11.36%	25.32%	22.56%
Limited English Proficiency	0%	5.71%	6.24%
Special Needs	3.52%	10.17%	9.46%
Free & Reduced Lunch	39.68%	59.73%	47.07%

School Leadership	Role
Debbi Burr	Board Chair
Shawna May	Board Member
Melissa Crane	Board Secretary
James Wallace	Board Treasurer
Shawna May	Member
Gary Moon	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: Xavier Charter School Year Opened: 2007 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.

XAVIER 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%	20.00	25	3%	20.00
	1b	25	3%	15.00	25	3%	15.00
Proficiency	2a	75	8%	65.50	75	8%	65.50
	2b	75	8%	54.86	75	8%	54.86
	2c	75	8%	52.81	75	8%	52.81
Growth	3a	100	11%	72.15	100	10%	72.15
	3b	100	11%	56.10	100	10%	56.10
	3c	100	11%	63.03	100	10%	63.03
	3d	75	8%	43.20	75	8%	43.20
	3e	75	8%	46.91	75	8%	46.91
	3f	75	8%	41.13	75	8%	41.13
	3g	100	11%	66.00	100	10%	66.00
College & Career Readiness	4a				50	5%	50.00
	4b1				50	5%	50.00
	4c				0	0%	0.00
Total Possible Academic Points		900			1000	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1000		
<b>Total Academic Points Received</b>				<b>596.69</b>			<b>696.69</b>
<b>% of Possible Academic Points for This School</b>				<b>66.30%</b>			<b>69.67%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. XCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. XCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. XCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.							
Total Possible Mission-Specific Points		0	0%		0	0%	
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Mission-Specific Points Received</b>				<b>0.00%</b>			<b>0.00%</b>
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>900</b>			<b>1000</b>		
<b>TOTAL POINTS RECEIVED</b>				<b>596.69</b>			<b>696.69</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>66.30%</b>			<b>69.67%</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%	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.

XAVIER 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
<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.	75% - 100% of points possible		90% - 100% of points possible	<b>97.50%</b>	85% - 100% of points possible	<b>100.00%</b>
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	<b>69.67%</b>	80% - 89% of points possible		65% - 84% of points possible	
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

XAVIER CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
		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				
		4	20	20			
		3	15				
		2	0				
		1	0				
Notes				20			
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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.	94.50	57-75	19	90-100	11	66
			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.		57-75	19	90-100	11	0
		87.50	38-56	19	65-89	25	55
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
		Notes					

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?						
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	<b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.	84.80	38-56	19	65-89	25	53
	<b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	<b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes		<u>53</u>					
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
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?						
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.	82.29	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		<u>72</u>					
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?						
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.	72.66	51-75	25	70-84	15	56
	<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		<u>56</u>					
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?						
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.	76.82	51-75	25	70-84	15	63
	<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		<u>63</u>					



Measure 3d Norm-Referenced	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Reading	<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.	49.50	38-56	19	43-65	23	43
	<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.		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							43

Measure 3e Norm-Referenced	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Math	<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.	54.00	38-56	19	43-65	23	47
	<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.		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							47

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.	47.00	38-56	19	43-65	23	41
	<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.		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							41

Measure 3g Subgroup Growth	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Combined Subjects	<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.	60.00	51-75	25	45-69	25	66
	<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							66

INDICATOR 4: COLLEGE AND CAREER READINESS							
<b>Measure 4a</b> <b>Advanced Opportunity</b>  <b>Coursework</b>  <b>Notes</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			50.00	
	<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				
						50	
<b>Measure 4b1</b> <b>College Entrance</b> <b>Exam Results</b>  <b>Notes</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			50.00	
	<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				
						50	
<b>Measure 4b2</b> <b>College Entrance</b> <b>Exam Results</b>  <b>Notes</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>Measure 4c</b> <b>Graduation Rate</b>  <b>Notes</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
	Not applicable due to insufficient sample size.						0

XAVIER CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS		Result	Points Possible	Points Earned
<b>Measure 1</b>	<p>Is the school ***?</p> <p><b>Exceeds Standard:</b>  <b>Meets Standard:</b>  <b>Does Not Meet Standard:</b>  <b>Falls Far Below Standard:</b></p>			
<b>Notes</b>	<p>Xavier Charter School (XCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. XCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. XCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2019, Mission-Specific measures must be included in the renewal Certificate at that time. XCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

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> English Language Learners	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<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.	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 treatment of ELL students; 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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> Financial Reporting and Compliance	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<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.		25	
	<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.	See note	15	15.00
	<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.		0	
Notes				15.00
FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13.				
<b>Measure 2b</b> GAAP	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<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.	No instances of non-compliance documented	25	25.00
	<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.		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
<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

XAVIER CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

		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	
Notes				<u>25.00</u>
<hr/>				
<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	
Notes				<u>25.00</u>
<hr/>				
<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	
Notes				<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 occupance 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




XAVIER 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

INDICATOR 1: NEAR-TERM MEASURES			25		
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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		Current ratio is 3.41.	50	50.00	
			10		
		0	<hr/> 50.00		
Notes					
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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		98 days cash	50	50.00	
			10		
		0	<hr/> 50.00		
Notes					
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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		Variance is 97.1%	50	50.00	
			30		
		0	<hr/> 50.00		
Notes					
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>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		No default or delinquency noted in audit	50	50.00	
			0		
		0	<hr/> 50.00		
Notes					

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
<b>Measure 2a</b> Total Margin and Aggregated 3-Year Total Margin	<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>	Total Margin is .93 and Aggregate is .00	50	50.00
	<b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	<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	
Notes				50.00
<b>Measure 2b</b> Debt to Asset Ratio	<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	Debt to asset ratio is .28	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	
Notes				50.00
<b>Measure 2c</b> Cash Flow	<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>		0	
	<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 cumulative is \$779,915 & each year is positive	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	
Notes				50.00
<b>Measure 2d</b> Debt Service Coverage Ratio	<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	Ratio is 230.65	50	50.00
	<b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1		0	
	<b>Falls Far Below Standard:</b> Not Applicable			
Notes				50.00

While none of the scores in this annual report are affected, it should be noted that in 2017, the school's facility lease will increase by \$306,000 (64%) annually.

A decorative graphic consisting of a green triangle pointing to the right, with a gradient from a darker green on the left to a lighter green on the right.

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

Alison Consoletti, The Center for Education Reform

## **PRE-RENEWAL SITE VISIT REPORT**

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

## **PRE-RENEWAL SITE VISIT REPORT**

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17<sup>th</sup> day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Xavier 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 November 30, 2006, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2007; 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 2007. 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: Xavier Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.
- B. Grades Served.** The School may serve students in kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Xavier Charter Schools have deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier’s classical education approach:



- a. leads young people to understand themselves and the world around them.
- b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.
- c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.

- Xavier Charter Schools provides a political education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.

- Xavier Charter Schools value an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art, aural art, kinetic art, and written art.

**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 810 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Kindergarten: 24 students per classroom, 2 classes per grade

1st grade – 3rd grade: 28 students per classroom, 2 classes per grade

4th grade – 6th grade: 33 students per classroom, 2 classes per grade

7th grade – 12th grade: 66 students per grade

**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.** 1218 N. College Road W., Twin Falls, ID 83301. 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: Twin Falls School District #411

**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**

*Deborah Sun*

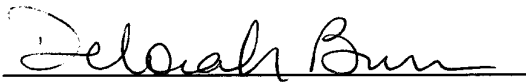
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**Chairman, Xavier Charter School Board**

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



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



\_\_\_\_\_  
Debbi Burr  
Chairman of the Board, Xavier Charter School

IN WITNESS WHEREOF, the Authorizer and Xavier Charter School (XCS) have executed this Amendment to their Performance Certificate to include admission preferences for children of full time employees, and for children who previously attended within the previous three years but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer, or military transfer/reassignment. This amendments also includes changes to XCS bylaws including, modifying the composition of the board to include both appointed and elected members, with appointed members maintaining the majority and amendments to the board member recall procedures. The Amendment to XCS's Performance Certificate is effective as of February 14, 2018.



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Alan Reed  
Chairman, Idaho Public Charter School Commission



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Debbi Burr  
Chairman of the Board, Xavier Charter School



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

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

Xavier Charter School, Inc.  
April 17, 2014

No conditions of authorization or renewal are applicable.

## **Appendix B: Charter**

Xavier Charter School, Inc.

**XAVIER CHARTER SCHOOL**  
Petition for a Charter for School Year Starting 2007-2008  
Within the Twin Falls School District #411

Submitted To:

Idaho Public Charter School Commission

November 30, 2006  
Revised March 6, 2008  
Revised July 25, 2011  
Revised September 25, 2012  
Revised June 1, 2017

Xavier Charter School  
1218 N College Rd W  
Twin Falls, Id 83301

Contact Person:  
Gary Moon  
1218 N College Rd W  
Twin Falls, Id. 83301  
208-734-3947

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## **Philosophy Statement**

Xavier's philosophy rests in the vision of a thorough classical education which is embodied in the following statement:

**No nobler training exists but that which cherishes the good, the beautiful, and the true, thus producing disciples of knowledge and lovers of wisdom.**

“...for then our youth shall dwell in a land of health, amid fair sights and sounds, and receive good in everything; and beauty, the effluence of fair works, shall flow into the eye and ear, like a health giving breeze from a purer region, and insensibly draw the soul from the earliest years into likeness and sympathy with the beauty of reason.” ~Plato's *Republic*

## **Mission Statement**

Xavier Charter Schools are dedicated to providing a classical, intellectually rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.

Classical Education shall be defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (*Knowledge*), a second for arranging the information in a logical order (*Understanding*), and a third for putting this information and this ordering to practical use (*Wisdom*). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together. Classical Education weaves the subjects of literature, history, language, art, music, dance, math and science together to formulate a student's foundation in cultural literacy.

Xavier Charter School's classical mindset of training a virtuous population is supported by a high-energy, high-expectation program known as Great Expectations. Pillars of Character are taught through literature, poetry, prose, quotes, and writing with the end goal of equipping leaders of tomorrow through training of the body, mind and spirit.

Body: The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

valued. Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

**Mind:** We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum. We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations. Students will learn to value knowledge for knowledge's sake.

**Spirit:** Students will develop the self-respect and discipline necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Xavier's uniqueness will be exemplified by:

- The consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.
- The consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model an inquiring, probing mind by continually probing into the subject with questions directed at the student.

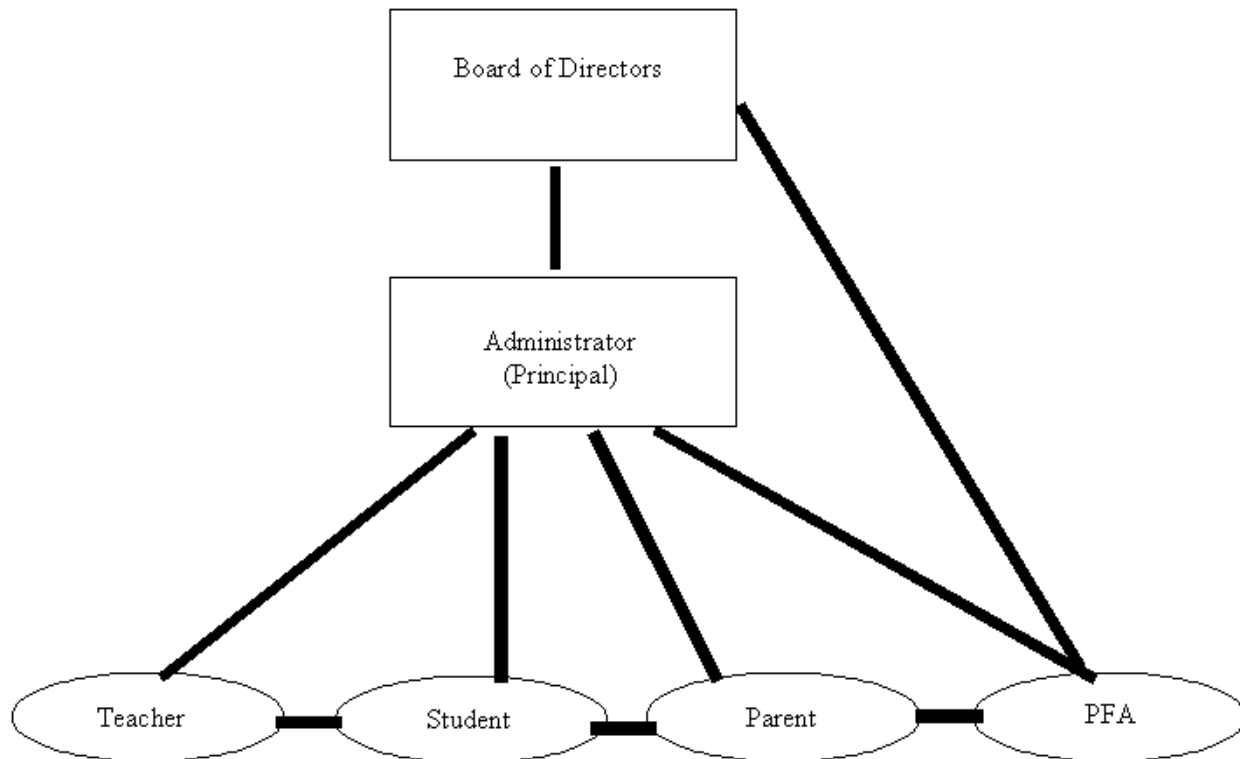
Synectics shall be defined as an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor.



**TAB 2: PROPOSED OPERATIONS**

*Proposed Operations*

The Xavier Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



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

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business.
- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PFA (Parent Faculty Association) of Xavier Charter may provide consultation to the Principal regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.

- The Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.
- The Principal supervises, directly or indirectly, all employees of the charter school.

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

#### *Potential Effects*

Xavier Charter School will be located within the Twin Falls School District Area. The City of Twin Falls is a growing community which researchers have targeted as being the next “big” city in Idaho, with a potential population of over 100,000 by the year 2015. Twin Falls School District has recently passed a bond to develop and build a second high school by 2010. The bond did not address the facility needs of the growing elementary population within the district. Xavier Charter School plans to open in the fall of 2007 with one class in each grade for grades K – 8. Xavier’s expanding into grades 9 in the school year 2008-2009 will be dependent upon approval from the Idaho Public Charter School Commission. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, student pre-registration and upon the approval from the Xavier Charter School Board of Directors. The loss of ADA income due to Xavier’s enrollment will be offset by the increase in projected population for the Twin Falls area and will therefore minimally impact the Twin Falls School District financially. There are currently no other charter schools within the Twin Falls School District area.

#### *Facilities*

The goal of Xavier Charter School is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. In order to achieve this goal, Xavier Charter School will acquire from county information the following: zoning schedule of use control, changing of current zoning use, available possible land sites, landowners, location of current city services, projected future use maps, and the cost of running city services. In order to be able to construct a complete facility, we anticipate the necessity of locating our students for the first one to three years in a leased facility for the purpose of providing a contractor with the needed time to construct a permanent facility.

A permanent structure will meet the needs of both the primary and secondary grades and will meet all required state and local guidelines concerning the construction of a public school. Our budget assumptions reflect these letters of intent and/or proposals.

All sites will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, access to major utilities, and affordability.

Xavier Charter School shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. Any facilities that the Board shall secure will meet the legal requirements described above

A listing of two possible sites is presented in the appendix as part of the budget proposal.

#### *Administrative Services*

Administrative services will be provided by the Xavier Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors and the authorized chartering entity. The Principal will also serve as the liaison between the Xavier Charter School and its Board of Directors, and parents. The Principal, in coordination with the Xavier Charter School Board of Directors, will determine the day-to-day operations of Xavier Charter School.

#### *Potential Civil Liability*

Xavier Charter School shall obtain its own liability insurance and insure its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and XCS shall insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the board. All such insurance policies shall name Xavier Charter School as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and Xavier Charter School shall provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

All contract service providers are required to have adequate limits of liability insurance as determined by the board or other state requirement and shall maintain the same throughout any contract period.

Xavier Charter School shall operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements is contained in the respective insurance policies negotiated with the insurance providers.

## TAB 3: EDUCATIONAL PROGRAMS

### *Educational Goals*

“It’s a funny thing about life: if you refuse to accept anything but the best, you very often get it.”

- Somerset Maugham

In order to stay focused on our Mission Statement:

The mission of Xavier Charter School is to enstill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

It is the goal of Xavier Charter School to pursue a quest for excellence in all things ... for students, teachers and administrators. This lofty goal comes with the realization that excellence is never an accident – it comes from careful planning, exacting actions and precise follow through so that excellence becomes the norm, the habit that students, teachers and administrators will work toward every day.

This will be accomplished through strict adherence to the Thoroughness Standards.

### *Educational Thoroughness Standards*

*Standard 1.* A safe environment conducive to learning is provided.

Goal: In keeping with our theme of addressing the needs of the whole child; body, mind and spirit, the goal of Xavier Charter School is to provide surroundings that maximize the learning process by having a safe and orderly facility where students will be academically challenged without the fear of threat.

“I like to see a man proud of the place in which he lives. I like to see a man live so his place will be proud of him,” Abraham Lincoln.

Objectives: Xavier Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
- Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allows students to choose the right course of action.
- Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire

drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities..

- Provide a facility that meets all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies. )
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

*Standard 2.* Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: Create uniform school wide discipline and consequence procedures that are founded in dignity and logic. Consistency from all classrooms, to the playground, to the lunch room and anywhere else on the school property will insure equitable handling of infractions..

Objectives: Xavier Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

*Standard 3.* The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Educate students as to classical views of self-command using traditional teaching methods so that each student will; recognize pillars of character, practice virtuous actions, and be able to differentiate between right and wrong

Objectives: Xavier Charter School will:

- Have teachers model desired behaviors and attitudes such as those set forth in the following Life Principles and Eight Expectations for Living:

Life Principles –

Responsibility	Compassion	Common Sense	Justice
Respect	Perseverance	Flexibility	Commitment
Self-Discipline	Loyalty	Initiative	Espirit De Corps
Honesty	Effort	Curiosity	Citizenship
Integrity	Friendship	Patience	Service
Courage	Cooperation	Problem-Solving	Fortitude

Tab 3: Educational Programs

Optimism	Courtesy	Humility	Sincerity
Humanitarianism	Temperance	Empathy	Patriotism
Propriety	Dedication	Forgiveness	Resiliency

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
  2. We will not laugh at or make fun of a person’s mistakes nor use sarcasm or putdown.
  3. We will use good manners, saying “please,” “Thank you,” and “excuse me” and allow others to go first.
  4. We will cheer each other to success.
  5. We will help one another whenever possible.
  6. We will recognize every effort and applaud it.
  7. We will encourage each other to do our best.
  8. We will practice virtuous living, using the Life Principles.
- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
  - Display every student’s work in some positive form with teachers providing positive commentary through oral and/or written feedback.
  - Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

*Standard 4.* The skills necessary to communicate effectively are taught.

Goal: To equip each student with the necessary communication skills to prepare them for the 21st century.

“My aim, then, is the education of the perfect orator. The first essential for such a one is that he should be a good man, and consequently we demand of him not merely the possession of exceptional gifts of speech, but all the excellences of character as well.”

Quintilian

Objectives: Xavier Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression
- Provide instruction in Music/Piano Lessons for grades 1 – 3 and opportunities for music participation in grades 4 – 12. Reading and writing of music is also considered a communication skill that falls within the notion of “literacy”. Music

is a kind of language; some even term it the “Universal Language”. It is also our belief that early musical training--particularly on the piano--can dramatically boost a child’s brainpower, building the kind of skills necessary to succeed in high level math and science. Recent studies of California and Wisconsin showed that after only six months, pre-school piano students out-performed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns--linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

*Standard 5.* A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Help children establish strong foundations of knowledge, grade by grade through a solid, specific, shared core curriculum that will provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Objectives: Xavier Charter School will:

- Use the Idaho State Board of Education’s Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum that will provide the knowledge necessary for higher levels of learning.
- Develop a spectrum of instructional strategies that are research driven/data proven to ensure student learning, including but not limited to direct instruction, Socratic Teaching, concept development, synectics and inquiry models that are consistent throughout K-12.
- Use field trips and career development discussions when appropriate.
- Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all including identified special needs students.
- Expect teachers to “teach on their feet”, meaning engaging students personally, adjusting instruction as necessary and holding high expectations of all students.

*Standard 6.* The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with: communication skills so that they can interact with others; cultural literacy, so that they possess a reservoir of common facts, ideas and references known to all in the culture; and real world work related experiences.

Objectives: Xavier Charter School will:

- Provide a strong foundation in classical education that includes basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, 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.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

*Standard 7.* The students are introduced to current technology.

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

Objectives: Xavier Charter School will:

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

*Standard 8.* 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 opportunities to become involved in the community so as to develop the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Xavier Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principals and the



Eight Expectations for Living.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.
- Further enhance the ability of students to assess needs, prioritize in decision making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum. This will take the form of the classroom community service projects:
  - K-5 – community projects established and supported by class parents
  - 6-8 – class sponsored community projects
  - 9-11 – individual/small group community projects
  - 12 – Community action piece as part of the student’s senior project
- Plan for further growth in career guidance and development as we expand into the high school grades.

Xavier Charter School will achieve the Thoroughness Standards by: implementing a classical education curriculum that is Solid, Sequenced, Specific and Shared; by establishing a culture of great expectations of all students, faculty and administration; and by developing a community of learning and professional development among the staff.

#### *Definition of “Educated Person”*

Change will be a core characteristic of the 21st century. But even with this change, the overall idea that "knowledge is changing" is only partly true. It is true that some ideas and terms did not exist or were not widely known years ago. But the obvious fact that the modern world is changing — sometimes, as in the case of the breakup of the Soviet Union, in dramatic and dizzying ways — in no way should lead to the conclusion that "knowledge is changing so fast that we can't keep up with it" or that "what we learn today will be obsolete by the year 2010." The basic principles of science and constitutional government, the important events of world history, the essential elements of mathematics and of oral and written expression — all of these are part of a solid core that does not change rapidly, but instead forms the basis for true lifelong learning. The “Educated Person” in the 21<sup>st</sup> Century will need to be a true learner of the world. To have the skill to learn, evaluate and adapt will be paramount in the determination of success. The worker of tomorrow will need to train in life skills, not necessarily just for a job. To ensure the learning process, Xavier will concentrate on three areas: curriculum, climate and instruction.

#### *Curriculum Overview*

For the sake of academic excellence, greater fairness, and higher literacy, schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. Xavier Charter School will remain aligned with the general goals and curriculum of the Idaho State Standards while incorporating the concepts of classical education as outlined here:

- Solid Foundations - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology

are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

- Sequenced - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
- Specific – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"
- Shared - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

### *Character Education/School Climate*

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility is, if there is not the belief that every child can learn, and every teacher can make a difference, than all is for naught.

With this in mind, Xavier will strive to follow the "Great Expectations" Life Principles and the Eight Expectations for Living as outlined in Thoroughness Standard #3.

The Great Expectations Model is guided by six basic Tenets. These Tenets provide guidelines for training and implementation and serve as standards for evaluating the school, teachers and staff. The Tenets are as follows:

- High Expectations - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher's attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.

- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.
- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

With the Tenets comes Seventeen Classroom Practices to guide implementation of the ideal into each classroom. Consistency from classroom to classroom will be the hallmark for Xavier.

Classroom Practices:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.

14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Each classroom has a student who greets visitors and makes them feel welcome and comfortable.
17. Teachers and students celebrate the successes of others.

### *Instructional Model*

Similar to the curriculum, instructional models must be solid, sequenced, specific and shared. Solid in that models used must be proven, data supported techniques that intensify the learning experience for students. Sequenced so that what is started in Kindergarten, continues throughout each grade, adapting and changing as needed for each new grade level, but recognizable none the less. Specific so that it targets each topic, so that teaching is with a purpose. And Shared – Xavier will establish itself as a learning community of teachers – each one teaching and learning from each other.

Logistically, each teacher will be on a rotation to receive specific, targeted professional development approved by the Board of Directors that supports Xavier’s vision and mission statements. They in turn will be the mentors/instructors of that professional development to the rest of the staff. This will insure that not only will each teacher will receive quality professional development every few years, each teacher will have the responsibility and opportunity of being a team leader for Xavier Charter School.

Targeted initial instructional professional development will be obtained from Great Expectations, Okalahoma, and Core Knowledge and/or others as recommended by the Principal and teachers and approved by Xavier’s Board of Directors.

### *Special Education Services*

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

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Xavier Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Xavier Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Xavier Charter School Special Education administrator will be the Section 504 Compliance Officer.

It is the intent of Xavier Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific

learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

Every year starting in September and continuing throughout the year, Xavier Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Xavier Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

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

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

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and if he or she needs special services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Xavier Charter School keeps a record of all persons who review confidential records and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

Parents and students have rights in this process. Parents have the right to:

- Review their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. Requests for changing information in a student's record must be made to Xavier Charter School in writing, not by email. Response from the school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual Section 11 from the State Department of Education.

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

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

- Xavier Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by Xavier, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education.

When necessary, Xavier Charter School will contract with a private provider or local school district for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Xavier Charter School may contract with a local school district or private provider to provide services.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

#### Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending XCS. These adopted policies and procedures will meet the requirements of the IDEA

#### The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will conference a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular teacher on an "as needed basis" to provide the teacher with information that may be valuable. The teacher should contact the

special educator with questions or concerns. Working as a team with special needs students always yields the best results.

#### Limited English Proficiency

IN addition, students attending Xavier Charter School with limited English proficiency, (LEP) will be assessed using the Home Language Survey to determine the extent to which they may require Title III services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language.

#### Gifted and Talented Students

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

#### *Plan for Dual Enrollment Participation*

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

Parents will be provided information concerning dual enrollment options and requirements in accordance with the local school district policies. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution shall be credited toward graduation requirements as outlined in Xavier Board Policy.

## TAB 4: MEASUREMENT OF PROGRESS

### *Measurable student educational standards*

Xavier Charter School's measurable standards are reflected in our Mission Statement:  
The Mission of Xavier Charter School is to instill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

“A love of perpetual learning”

Standard 1: Students at Xavier Charter School enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

- 85% of K – 3 students will score equal to or better than the statewide benchmark as measure by the Idaho Reading Indicator.
- 90% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.
- Xavier Charter School will meet or exceed the state proficiency requirements each year in all required subjects as measured by the Idaho Standards Achievement Test (ISAT).

Standard 2: Daily average school absentee rate of less than 4% when calculated on a monthly basis.

“An aspiration for personal achievement”

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Xavier Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 6:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 7-12

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a flawless class or personal creed.



Standard 4: 95% of all students, K-12, will develop and maintain a career portfolio. Completion/progress monitoring benchmarks are:

- 85% of students will achieve satisfactory status or above for their grade appropriate portfolio assignment pieces based on teacher developed rubrics.
- 90% of 8<sup>th</sup> grade students will develop an 8-year plan including a four year high school and a four year post high school career/education plan as part of their career portfolio. 85% of students will achieve satisfactory status or above for the completion of the 8-year plan based on teacher/school developed rubrics.

Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

“The capacity to become cooperative contributors of society”

Standard 5: 90% of students will participate in a yearly community service project as outlined:

K-5 – community projects established and supported by class parents

6-8 – class sponsored community projects

9-11 – individual/small group community projects

12 – community action piece as part of the student’s senior project

- 85% of students will achieve satisfactory status or above as measured by classroom/individual assignments and/or tasks based on teacher developed rubrics.
- A culminating survey taken by the targeted focus group, involved students, teachers and/or parents resulting in an 80% or above positive feedback.

Standard 6: 95% of students currently enrolled at Xavier Charter School will participate in state-mandated assessments.

### *Objectives and Targeted Practices*

#### Standard 1 - Academic Improvement

**Objective:** Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

**Targeted Practice:** students will be able to recognized ‘good, better and best’ work, both in their own and others  
Students will be able to rewrite papers/projects to reflect corrective comments from others  
Students will understand what plagiarism is, and how to create original works.

**Objective:** • Students will acquire and integrate knowledge and experiences from different subject areas.

**Objective:** • Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

**Targeted Practice:** Students will be able to use a variety of resources in which to access information.

**Objective:** • Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

**Targeted Practice:** students will use a variety of problem solving techniques that have been introduced through the instructional models.

#### Standard 2 – Attendance

**Objective:** Students will experience success in the classroom

**Targeted Practice:** Every student’s work will be displayed in some form in the classroom and/or school

Evidence that the “Magic Triad” is being used with each student.

The Magic Triad is: a kind word, a gentle touch and a smile.

**Objective:** The School and each classroom will have a non-threatening environment:

**Targeted Practice:** there will be no tolerance for abusive language, bullying and/or teasing. Each student has a right to make mistakes and the opportunity to correct them without prejudice.

#### Standard 3 – Recitation of Creeds

**Objective:** Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

**Targeted Practice:** students will develop oral and written projects appropriate to the student’s grade level

**Objective:** Students will develop their talents in music, visual arts, and/ or performance.

**Targeted Practice:** all K-3 students will participate music/piano instruction

All students will participate in the recitation/acting of the school and class poems and vocabulary words.

All students will have access to art instruction

**Objective:** Students will develop oral and written skills in a non-native language.

**Targeted Practice:** All students will have access to instruction in a second language. This instruction may be delivered in the form of a uniquely qualified instructor, computer software, and/or other technology assisted instruction.

#### Standard 4 – Career Plans

**Objective:** Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

**Targeted Practice:**

Students will participate in parent-teacher conferences

Students will develop k – 12 Career Portfolios for high school class choices and for post high school plans.

#### Standard 5 – Community Service Projects

**Objective:** Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

**Targeted Practice:** students will learn and use different techniques (such as planners or advanced organizers) to outline and plan time/projects

**Objective:** Students will deal with disagreement and conflict caused by diversity of opinions and beliefs

**Targeted Practice:** students will know and use a variety of conflict resolution techniques

**Objective:** Students will evaluate and manage their behavior as group members

**Targeted Practice:** students will evaluate their personal contributions as part of the community service piece

**Objective:** Students will participate in community service that reflects responsible citizenship in a democratic society

**Targeted Practice:** students will engage in community service as outline in the Thoroughness Standard #6

#### Course of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Xavier Charter School will assure students meet the school goals with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

At appropriate grade levels, students will successfully complete instruction in the following that will include but not be limited to:

- Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.
- Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. Particular emphasis will be placed on American History, US Constitution and documentation from the USA Founding Fathers.

Elementary School (Grades 1-5)

- Other required instruction for all students and other required offerings include:
- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

Additional instructional options as determined by XCS include:

- Foreign Language

Middle School (Grades 6-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. XCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

Other required instruction for all students includes:

- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:

- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by XCS. For example:

- Spanish

High School (Grades 9-12)

Students will continue to maintain a Career Portfolio for their high school and post high school options. The K-12 portfolio will be developed by the students with advice and recommendations from school personnel.

Other required instruction for all students includes:

- Physical Education
- Foreign Language

Additional instructional options can be determined by the Board of Directors so that graduation requirements from Xavier Charter School meet or exceed Idaho State Board of Education requirements.

High School Graduation Requirements:

Graduation requirements for Xavier Charter School will meet or exceed state requirements. Current minimum requirements for graduation will be:

English	8 credits	American Government	2 credits
Math	6 credits	Economics	1 credits
(Algebra 1 & above)		Health	1 credits
Speech	1 credits	Physical Education	2 credits
Science	6 credits	Humanities	4 credits
US History	4 credits	Electives	12 credits

A minimum of 14 credit possibilities will be available each year.

Academic Mastery

Students in attendance at Xavier Charter School will be expected to do the following:

- Meet the statewide performance standards adopted by the Idaho State Board of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of XCS will be tested with the same standardized tests as other Idaho public school students.

Achieve developed standards for age levels, content areas and outcomes addressed by the State Board of Education. These standards may be measured by student products, performances, exhibitions and any other future tests adopted developed by the Idaho State Board of Education

Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring or evaluation for Special Education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests.
- Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student’s reading level.
- Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

*Provision by which students will receive standardized testing*

The students at Xavier Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education.

Additional yearly assessment tools may be required as determined by the Xavier Board of Directors.

Results will be reported as follows:

- Individual student progress
- Grade level/school composite scores
- Year to year comparative results by subject
- Comparative results between Xavier, state and national averages

*Provision ensuring state accreditation of charter school*

Xavier Charter School will be accredited through the State of Idaho set forth by the rules and regulations of the Idaho State Board of Education. Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports. Accreditation by the Northwest Association of Accredited Schools (NAAS) may be sought in addition to State accreditation in the future.

*Provision plan for improvement per NCLB*

Student learning is the primary focus for Xavier Charter school. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho.

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

## TAB 5: GOVERNANCE STRUCTURES

### *Description of governance structure*

An organizing group of founders have written the initial petition for a Charter for Xavier Charter School and have recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of Xavier Charter School to the Xavier Board of Directors. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of Xavier Charter School. This group will remain as advisors to the Board of Directors. The number of Founding Families is anticipated not to exceed ten families.

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

Upon approval, members of the Governing Board are deemed public agents to control the Charter School. The Governing Board (hereafter called the Board of Directors) has all the power and duties afforded to a Board of Directors. The Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board of Directors meetings will follow the open meeting laws, keep accurate minutes and make said minutes available to the public.

The Articles of Incorporation for Xavier Charter School, Inc. were filed with the Secretary of the State of Idaho June 8, 2006. The SS-4, Application for Employer Identification Number, was submitted June 8, 2006. The 501(c)(3) will be completed upon approval of the charter.

The governing body consists of directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the Xavier Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

During the initial year of operation, the Board shall be comprised of at least the following positions: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board of Directors will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

#### *Liability*

Upon approval, Xavier Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Xavier Charter School shall defend, hold harmless and indemnify the State of Idaho, State Board of Education, State Charter School Commission, the local school district, or any other district against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Xavier Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Xavier Charter School. Upon approval, the Xavier Charter School will secure and maintain insurance for liability, errors and omissions, and property loss. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and XCS. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Authorized Chartering Entity expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Authorized Chartering Entity or assumption by the Authorized Chartering Entity of any obligation to perform any acts or provide any services to or for the benefit of the charter school not otherwise specifically required of the Authorized Chartering Entity by statute or rule of the State Board of Education. Xavier Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

#### *Process to ensure parental involvement*

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

The Board shall establish or recognize an official parent committee. Members of that committee will be elected annually by parents of students enrolled in the school according to policy to be set by the Board. The parent committee shall be authorized by



the Board to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation, and evaluation of school policy.

*Plan for annual financial and programmatic audits*

XCS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted no later than October 15.

During the March or April Board Meeting, XCS's Board of Directors, with assistance from the principal, will appoint a committee consisting of least one board member, the principal, two teachers and two XCS parents who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report shall also be included in an annual report to the authorized chartering entity and submitted no later than October 15.

## TAB 6: EMPLOYEES

### *Employee qualifications*

XCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Xavier Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- Xavier Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspect of Xavier Charter School. Training may include but is not limited to:

- Instructional Models methodology to insure the consistency of instruction
- The Systems Approach to school climate
- The Math Concept Board
- Language Arts
- Vocabulary
- Expectations Training
- Classroom pacing
- Rules and Reasons – student behavior plans
- Memorization and Dramatization
- Citizen of the Week/Citizen of the Month
- Hall of Fame
- Homework
- Utilizing parent volunteers
- Effective use of educational assistants
- Modeling as a staff
- Capturing teaching time

*Health and safety procedures*

Xavier Charter School complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.
2. Students are required to show proof of immunization before enrolling at Xavier Charter School. Copies of Immunization records and of birth certificates will be kept on file.
3. All visitors are required to sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. To ensure the safety and health of children and staff, Xavier Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review
5. Xavier Charter School shall ensure the safety and health of students and staff by:
  - a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. XCS will cooperate and coordinate efforts with city, county, and state emergency personnel. XCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, XCS will educate parents and patrons by

providing information regarding the Plan in the student handbook or on the XCS's web page.

b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.

c. recognizing that XCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached. When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- As required by law, report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

d. requiring that school employees be authorized in writing by the school administrator or school principal to be able to:

- assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent or guardian consents in writing.
- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

e. maintaining tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the school will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

All school workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on school premises or while performing work for the school;
- Distribution, consumption, use, possession, or being under the influence of alcohol while on school premises or while performing work for the school.

For purposes of this policy, a controlled substance is one which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

f. Attendance at Xavier Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

g. The School may arrange each year for health services to be provided to all students.

Such services may include, but not be limited to:

- Consulting services of a qualified specialist for staff, students, and parents.
- Vision and hearing screening.
- Scoliosis screening.
- Immunizations.

h. Although neither a school (nor a teacher) has a duty to warn of the suicidal tendencies of a student absent the teacher's or school's knowledge of direct evidence of such suicidal tendencies, the School may, in its sole discretion, provide the following programs in order to prevent adolescent suicide by:

- offering and providing help and assistance including early identification;
- support and/or counseling by school support personnel for low-risk students;
- referral to appropriate sources outside the school for high and moderate-risk students;
- attendance to the rights of the student and his/her family; and
- after care support by the school for faculty, staff, and students after a sudden death has occurred.

i. XCS recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As an educational institution of this community, the school should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

- all dangerous controlled substances as so designated and prohibited by Idaho law;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;

- “look-alikes”;
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board of Directors hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

6. For minor infractions of school rules or regulations, or for minor misconduct, staff may discipline and/or detain students. Students may be required to attend Saturday detention for up to four (4) hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation.

The student shall be afforded an opportunity to explain or justify his/her actions to the staff member. Parents must be notified prior to a student serving an after-school detention. Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

Disciplinary measures include, but are not limited to:

- expulsion
- suspension
- detention, including Saturdays
- clean-up duty
- loss of student privileges
- loss of bus privileges
- notification to juvenile authorities and/or police
- restitution for damages to school property

7. To maintain Xavier Charter School climate of respect and high expectation there will be no tolerance of bullying, teasing, hazing, harassment, negative or abusive language, or aggressive physical contact. Any such actions will follow disciplinary procedures.

8. Xavier Charter School is a school of choice and at any time a parent deems the school as unsafe, their child may enroll in the designated school for the student’s place of residence. (NCLB Act 2001 – Title IX Part E Subpart 2, Sec. 9532)

#### *Provision for employee benefits*

All employees who currently are members of PERSI will continue their participation. All new employees will become member of PERSI. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Xavier Charter School will make all employer contributions as required by PERSI, and Federal Social Security. XCS will also pay for workers compensation insurance,

unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. XCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

*Transfer rights*

The transfer rights of an employee choosing to work at Xavier Charter School and the rights of such employees to return to any non-charter school after employment at Xavier Charter School will be dependent upon the school district from which an employee might transfer from. Xavier Charter School claims no transfer rights.

The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

*Collective bargaining*

The staff of XCS shall be considered a separate unit for purposes of collective bargaining.

*Employee contracts for teachers and administrators*

XCS's staff will meet or exceed qualifications required by state law, including the following:

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

- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers rations established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management or these duties may be outsourced to a competent agency.



## TAB 7: SCHOOL PROCEDURES

### *Admission procedures*

XCS will be open to all children, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes or issue bonds. The Board of Directors may choose to charge student fees as allowed by state law.

#### I. Enrollment Deadline

Xavier Charter School will establish an enrollment deadline for inclusion in the lottery process each year, by which date all requests for admission to attend Xavier for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or addition to waiting lists at any time.

#### II. Requests For Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend Xavier Charter School. In the case of a family with more than one child seeking to attend Xavier Charter School, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, Xavier Charter School on or before the enrollment deadline, as set by Xavier Charter School. The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of Xavier Charter School is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to Xavier Charter School, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Xavier will be permitted to participate in the equitable selection process.

#### III. Admissions Procedures

Xavier Charter School will establish admission preference as authorized by Section 33-5205(3)(k), Idaho Code, for students returning to Xavier, for children of founders, for children of full-time employees, for children who previously attended within the previous 3 years but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer, or military transfer or reassignment, and for siblings of students already selected to attend Xavier.

Founders shall be defined as those persons:

- sitting on the Board of Directors from April 2006 to April 2007
- involved in the initial writing of the petition for the charter of Xavier Charter School, by:
  - researching start-up facilities sites
  - budget planning
  - writing policies, and definitions
  - obtaining signatures for the petition
- Members of the initial Curriculum Development Team
- Organizing chairperson for the PFA (Parent-Faculty Association)
- Organizing chairperson for the RMM school fundraising group
- Those individuals who have made a significant contribution to the development and establishment of Xavier Charter School.

#### IV. Priority of Preferences for Initial Enrollment

Admission preferences for initial enrollment of students for Xavier Charter School will have the selection hierarchy as described in Section 33-5205 of the Idaho Code.

The primary attendance area for Xavier Charter shall be the total boundary used by the Twin Falls School District No. 411. All other students may be admitted when openings are available and no student within the primary attendance areas is currently seeking admission. Furthermore, siblings of all students will enjoy the same admission priority regardless of the student's original admission group.

Once enrolled in Xavier Charter School, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

#### V. Priority Preferences for Subsequent Enrollment Periods

Xavier Charter School will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code. The following children will be included in the second priority group (i.e. "founder's preference) subject to the limitations of that group as allowed by Idaho Code:

- i) Children of full-time employees of Xavier Charter School
- ii) Children who previously attended Xavier Charter School within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

#### VI. Proposed Attendance list

Each year Xavier Charter School will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns

next to the name of each student, in which Xavier will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

#### VII. Equitable Selection Process

If the initial capacity of Xavier Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Xavier will determine who will be offered admission to Xavier by conducting a fair and equitable lottery selection process.

#### VIII. Final Selection List

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

#### IX. Notification and Acceptance Process

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

## X. Subsequent School Years

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

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

## XI. Amendments

Xavier Charter School has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the State Board of Education.

### *Disciplinary procedures*

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Xavier Charter School students. There is little tolerance for disrespect shown to oneself and others at XCS.

Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Xavier Charter School. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at XCS is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student's version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Xavier Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. A preliminary copy of the Student Handbook can be found in the appendix. Steps to insure correct behavior will include, but are not limited to the following:

1. Written or verbal Teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.
5. Expulsion until the next calendar break/semester/rest of year. A hearing within five school days, whenever possible with the Board of Directors will be held. The

Board of Directors has the right to permanently expel students for disciplinary or attendance reasons.

### Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as require by Section 33-205, Idaho Code.

### Temporary Suspension

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

### Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final. The recommendation for expulsion will be reported to the principal or designee on a Recommendation Expulsion Form.

### Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Xavier Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

### Disciplinary Procedures for Special Education Students

Xavier Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline. Students with disabilities are entitled to all of the same due process rights in the area of discipline as students without disabilities. In

addition, there are additional safeguards that will be observed that insure their right to FAPE.

*Public charter school attendance alternatives*

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

*Process for public notification of enrollment opportunities*

According to Idaho Code, all advertising and promotion processes for XCS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, XCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; XCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for Xavier Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Xavier Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Xavier Charter School.
- Public informational meetings about Xavier Charter School held in accordance with Section 67-2340 of the Idaho Code

Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

*Plan for the denial of school attendance*

Xavier Charter School is a public school, open to all children based on the provisions provided within this petition. Strict adherence to Xavier's Code of Conduct for Students as described in the Student Handbook is required for optimum learning to be achieved. New/incoming students and parents will 'sign off' on accepting the conditions and consequences of Xavier's Code of Conduct. Students who show signs of truancy, incorrigibility, disruptive to the learning process, health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board of Directors, a student expelled from another school or district in this state or any other state shall be denied the right to enroll in Xavier Charter School. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors.

*Student handbook and parental accesses*

Upon approval of a charter, the Board of Directors will appoint a committee to develop a student handbook that will reflect the vision and purpose of Xavier and that will be in compliance with the Xavier School Board Policies and the Law of the State of Idaho. The student handbook will be available in hard copy and on the Xavier web site. All new students will receive a copy of the Student Handbook upon enrollment. A copy of the Student Handbook can be found in the appendix.

## TAB 8: BUSINESS PLAN

### *Business plan*

#### Description

An organizing group of founders have written the initial petition for a Charter for Xavier Charter School and have recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of Xavier Charter School to the Xavier Board of Directors. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of Xavier Charter School. This group will remain as advisors to the Board of Directors. The number of Founding Families is anticipated not to exceed ten families.

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

#### Marketing Plan

According to Idaho Code, all advertising and promotion processes for XCS will include the dissemination of enrollment information, in both English and Spanish, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, XCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; XCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. Advertising for Xavier Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Xavier Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Xavier Charter School.
- Public informational meetings about Xavier Charter School held in accordance with Idaho Statute §67-23.

Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

#### Facility



Upon approval of our charter, Xavier Board of Directors will appoint a Facilities Committee to investigate the best possible site for purchase and/or lease. We will consider temporary facilities only if the facility passes inspection to ensure compliance with state and federal guidelines according to Idaho Coda and the Americans with Disabilities Act

#### Operations

Following the outline detailed under Tab 2, organization of Xavier Charter school will generally follow the model of traditional single-grade classrooms starting with grades K – 8, and then, upon approval from the Idaho Charter School Commission, adding 9<sup>th</sup> grade in the year 2008-2009. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon the approval from the Xavier Charter School Board of Directors. The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

Administrative services will be provided by the Principal, augmented by other contracted services as needed.

#### Board Policy

Upon approval of a charter the Board of Directors will be charged with developing *A School Board Policy Manual* modeled after the Idaho School Board Association Board Policy Manual. This manual will include policies including but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy.

#### Budget

The budget for Xavier Charter School, 1) will be prepared in compliance with section 33-801, Idaho Code, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

#### Working Capital and Assets

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

#### Fundraising

A committee will be established to conduct fundraising efforts to generate capital to supplement the per-pupil allocations.

#### Purchasing Process

Xavier Charter School's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors.

#### Payroll Processing

Xavier Charter School intends to hire a Clerk of the Board or to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

#### Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles. Xavier Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors of Xavier Charter School will be responsible for financial management.

#### Bonding

Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

#### Class Size

Xavier Charter School is a K-12 school. The capacity of the school is to have two classrooms per grade level in grades K-6.

The goal of Xavier Charter School is to have a small school atmosphere. The classroom size is larger than signified by regular school unit divisors in Idaho Code. The methods we use benefit relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what is often called a negative (i.e. large, hard to control classrooms) into a more positive, energetic and vibrant place in which to learn.

Enrollment caps will be established as:

Kindergarten: 24 students per classroom, 2 classes per grade  
1<sup>st</sup> grade – 3<sup>rd</sup> grade: 28 students per classroom, 2 classes per grade  
4<sup>th</sup> grade – 6<sup>th</sup> grade: 33 students per classroom, 2 classes per grade  
7<sup>th</sup> grade – 12<sup>th</sup> grade: 66 students per grade

#### *Transportation services*

Transportation, if required, will be provided as indicated by the enrollment of students and location of final site. A contract may be negotiated with the local bus service and/or the local school district.

Xavier Charter School will also provide a means by which parents may connect with each other for the purpose of carpooling to and from the school

Parents will also have the option of using Twin Falls Trans IV Transit system. Parents will need to contact Trans IV for routes and pricing.

*School Lunch Program*

Initially, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be \$0.

When it is determined that there are sufficient funds, facility and resources Xavier Charter School will begin offering hot food services and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternat sources to offer lunch will be explored.

**Determining Eligibility for Free and Reduced Price Meals**

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

## TAB 10: BUSINESS PRACTICES

### *Business arrangements*

#### Public Access

Xavier Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

#### Complaint Process

Xavier Charter School's protocol for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of Xavier Charter School;

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found, the Principal will arbitrate and attempt to find a resolution.
3. Ultimately, the issue will be brought before the Board of Directors. The decision of the Board of Directors will be final.

#### School Records

Xavier Charter School's Principal will determine how the school will maintain school records and required information, consistent with state and Federal laws/statutes. Records of students transferring from Xavier will be forwarded to the new school upon request of the school or parents. Records of students transferring to Xavier will be requested of the previous school of attendance.

#### Inspection Reports

Xavier Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. The Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

#### State Compliance

Xavier Charter School will comply with the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

#### Right to Evaluate Contract Compliance

The Public Charter School Commission shall retain the right at any time to evaluate the degree to which Xavier Charter School is meeting the terms of the charter contract. The Board of Directors or designee may choose to have a district representative(s) or an independent evaluator(s):

1. visit the Charter School;
2. review the Charter School's records and data;
3. directly survey the Charter School's parents/guardians, students, or employees;
4. audit the books of the Charter School;

5. pursue other reasonable means of determining accountability for the Charter School contract.

*Amending the Contract*

A material revision of the terms of the Charter School contract requires the approval of the Idaho Public Charter School Commission and the Board of Directors.

*Plan for termination*

It is the responsibility of the board of directors of Xavier Charter School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and Xavier Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against Xavier, including lawsuits, shall be provided to the Authorized Chartering Entity within five (5) business days of receipt by Xavier.

Dissolution of the Xavier Charter School Corporation will be conducted by Xavier's Board of Directors will follow the Xavier Charter School Amended Articles of Incorporation as stated here:

"Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of the corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho."

In the event of dissolution of the school, all parents/guardians will be notified in writing. Xavier Charter School will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board of Directors to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

*Internet Policy*

XCS shall adopt a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act. An example of an internet policy can be found in the Appendix.

*Budget*

Revenue

State Allowance will be calculated using the forms provided by the State Department of Education in the following manner:

2007-2008	244 Students	Unit Calculator of 13.7
	0.5 FTE Kindergarten	
	8.0 FTE Classroom teachers grades 1-8	
	1.5 FTE Special Education (as needed, based on student population)	
	0.5 FTE Music Teacher	
	0.5 FTE Foreign Language Teacher	
	1.0 FTE Administrator	
	1.0 FTE Administrator Assistant	
	5.5 FTE Classroom Aids	
2008-2009	270 Students	Unit Calculator of 15.9
	0.5 FTE Kindergarten	
	10.0 FTE Classroom teachers grades 1-9	
	1.5 FTE Special Education (as needed, based on student population)	
	0.5 FTE Music Teacher	
	0.5 FTE Foreign Language Teacher	
	1.0 FTE Administrator	
	1.0 FTE Administrator Assistant	
	6.0 FTE Classroom Aids	
2009-2010	295 Students	Unit Calculator of 17.9
	0.5 FTE Kindergarten	
	11.0 FTE Classroom teachers grades 1-10	
	2.0 FTE Special Education (as needed, based on student population)	
	0.5 FTE Music Teacher	
	0.5 FTE Foreign Language Teacher	
	1.0 FTE Administrator	
	1.0 FTE Administrator Assistant	
	6.0 FTE Classroom Aids	

- Federal Startup Grant will be used as revenue only in year 2007-2008.
- A 4% per year salary increase is proposed for years two and three.
- Transportation costs and reimbursements are based on Twin Falls School District 411 Funding Cap06 document which indicates that 21% of students were transported at a cost of \$820 per student. We have included an 8% increase in transportation costs per year per student.
- Fundraising amounts are based on specific prior fundraising experience of three of the founders. Fundraising will follow a two tier model, the first in the form of a jog-a-long and the second is a model based on the Raising More Money model by Terry Axelrod. Experiences from two similarly-sized schools to XCS are:

- School “A” consistently receiving an average of \$56,000 per year in donations over the past 10 years from the jog-a-long event.
- School “B” receiving \$27,500 in donations in the introductory year, and \$35,735 in donations the second year of the jog-a-long event.
- School “B” receiving \$45,000 in private donations using the Raising More Money model during the introductory year of the model.
- Legal advice has been donated for years one through three by Bob Jackson (see appendix for reference letter).
- We are submitting two proposed budgets, A and B. The budgets differences are found in Facilities Expense (300) due to the two proposed facilities and in Revenue because of a startup loan for facility A. Documentation for each facility can be found in the Appendix.

*Budget A*

Leasing a 12,325 sq. ft. facility from Steve DiLucca from Westerra Realty Group. The building located at 771 College Ave, Lot 1 Block 4, Breckenridge Farms Phase V Subdivision in Twin Falls, Idaho, zoned C-1 which is suitable for a school. This building will be vacated in one month, and we have the first choice for the lease. The owners are interested in a two to three year lease, with the lease starting January 1, 2007. Jim Evans of D.L. Evans Bank has been working with us with various loan options, one being a startup loan to cover initial lease expense for the first 6 months, January to June, 2007. Leasing rate is \$12/square foot for the 12,325 square foot building with a 3% increase per year. We have included a recommended \$3/square foot that would cover insurance, utilities, taxes, phones, and ground care; the owner pays for the water. A copy of our intention to lease is included in the appendix, as is the remodeling estimation documentation.

This option is by far our preferred choice of the two properties. This modern building is less than 10 years old, has adequate room for classrooms, a large fenced in grassy area around two sides of the building, plenty of parking spaces, handicap assessable, a place for a bus turn-around and is available immediately. The only negative is that we would need to begin the lease at the first of the year, necessitating the startup loan from D.L. Evans. But, we would be able to use the facility to hold public meetings for our school, and have a place to have “office hours” for inquiries. Leasing for several years will also give us time to grow and the time to deliberate and look for a permanent home for our school



Tab 10: Business Practices

**Budget A**

Students			244	270	295
<b>Revenue</b>			<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
	State Allowance				
		Salary Allowance	\$617,660.00	751,215.00	811,788.00
		Benefits Allowance	\$102,811.00	122,448.00	129,465.00
		Entitlement	\$348,473.00	362,411.92	376,908.40
	Title VIB		\$5,000.00	\$5,000.00	\$5,000.00
	Fundraising		\$40,000.00	\$40,000.00	\$40,000.00
	Federal Startup Grant		\$150,000.00		
	DL Evans Startup Loan		\$180,000.00		
	Transportation reimbursement		\$35,547.00	\$42,907.32	\$50,404.92
		<b>Total Revenue</b>	<b>\$1,443,944.00</b>	<b>\$1,323,982.24</b>	<b>\$1,413,566.32</b>
<b>Expenses</b>					
100	Salaries				
		Administration	\$80,000.00	83,200.00	86,528.00
		Certified	\$378,750.00	465,520.00	537,852.00
		Classified	\$94,905.00	107,674.00	111,981.00
		<b>Total Salaries</b>	<b>\$553,655.00</b>	<b>\$656,394.00</b>	<b>\$736,361.00</b>
200	Employee Benefits				
		PERSI, FICA, MC, Sick/Retirement, etc.	\$111,061.00	128,518.00	137,087.00
		Benefit Adjustment	\$5,000.00	5,500.00	6,000.00
		Medical/Dental/Vision	\$75,000.00	82,000.00	89,000.00
		<b>Total Benefits</b>	<b>\$191,061.00</b>	<b>\$216,018.00</b>	<b>\$232,087.00</b>
300	Purchased Services				
	Services, Contract, and Programs				
		Legal (donated first year)	\$2,500.00	2,600.00	2,704.00
		Audit Fee	\$5,500.00	5,720.00	5,948.80
		Staff Development	\$15,000.00	15,000.00	15,000.00
		Legal Publications/Advertisement	\$2,000.00	\$2,000.00	\$2,000.00
		Student Testing	\$2,000.00	\$2,000.00	\$2,000.00
		Liability Insurance	\$13,000.00	13,520.00	14,060.80
		Fire & Theft Insurance	\$3,000.00	3,120.00	3,244.80
		Special Education	\$20,000.00	20,800.00	21,632.00
		Substitute Teachers	\$2,000.00	2,000.00	2,000.00
		Transportation	\$41,820.00	50,479.20	59,299.90

Tab 10: Business Practices

		<b>Total Services and Contacts</b>	<b>\$106,820.00</b>	<b>\$117,239.20</b>	<b>\$127,890.30</b>
	Facilities				
		Facility Lease	\$147,900.00	\$153,816.00	\$159,968.64
		Loan Payment	\$185,300.00		
		Permits & Fees	\$500.00		
		Remodel Costs	\$38,000.00		
		\$3/sq ft for Utilities, taxes, Insurance, phones, ground care	\$37,500.00	39,500.00	41,500.00
		<b>Total Facilities</b>	<b>\$409,200.00</b>	<b>\$153,816.00</b>	<b>\$201,468.64</b>
400	Supplies & Materials				
		Text Books	\$25,000.00	15,000.00	15,000.00
		School Supplies	\$8,000.00	15,000.00	15,000.00
		Custodial Supplies	\$4,000.00	4,160.00	4,326.40
		<b>Total Supplies &amp; Materials</b>	<b>\$37,000.00</b>	<b>\$34,160.00</b>	<b>\$34,326.40</b>
500	Capital Objects				
		Furniture	\$30,000.00	7,000.00	7,000.00
		School Equipment	\$5,000.00	5,000.00	5,000.00
		Music Lab	\$17,000.00	200.00	200.00
		Science Lab	\$5,000.00	1,500.00	2,000.00
		Computer & Tech Lab	\$20,000.00	1,000.00	1,000.00
		Technical AV	\$3,000.00	500.00	500.00
		Playground Equipment .	\$6,000.00	2,000.00	2,000.00
		Phone System	\$3,000.00	0.00	0.00
		<b>Total Capital Objects</b>	<b>\$89,000.00</b>	<b>\$17,200.00</b>	<b>\$17,700.00</b>
		<b>Total Expenses</b>	<b>\$1,386,736.00</b>	<b>\$1,194,827.20</b>	<b>\$1,349,833.34</b>
		Reserve/(Deficit)	\$57,208.00	\$129,155.04	\$63,732.98



***Sufficiency Review***

July 10, 2006

Cindy Fulcher  
Xavier Charter School  
PO Box 5861  
Twin Falls, ID 83303

Dear Ms. Fulcher:

Enclosed is the State Department of Education's review of your petition to establish Xavier Charter School. The findings of the State Department of Education are listed in the attached document. Items listed with no recommendations are sufficiently described in the petition. Other items note recommendations that should be addressed in the petition. Please communicate these findings and any needed or completed changes in the petition to founders, any committees helping to initiate the charter school, and to the authorizing charter entity. If you have any questions regarding these findings, please contact me at (208) 332-6955.

The State Superintendent of Public Instruction has the responsibility to carry out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code section 33-125). This petition review was to ensure that the petition was aligned with the laws governing public schools.

After your petition has been approved, please send a copy to each of the following:

Office of the State Board of Education	State Department of Education
Karen Echeverria	Stephanie Clark
P.O. Box 83720	P.O. Box 83720
Boise, Idaho 83720-0037	Boise, Idaho 83720-0027

Please note the authorization and limitations section of Idaho Code Section 33-5203, and limitations on new public charter schools described at IDAPA 08.02.04.100 in the new charter school administrative rules.

Sincerely,

Stephanie Kay Clark, School Choice Coordinator  
Bureau of Educational Improvement

Enclosure: Idaho State Department of Education Sufficiency Review

**Sufficiency Review by the Idaho Department of Education  
Elements Required of a Petition to Establish a Charter School**

Pursuant to the new public charter school rules adopted by the State Board of Education (3-10-05), petitioners are required to submit their proposed draft petition to establish a charter school to the State Department of Education for the purpose of determining whether the petition complies with statutory requirements. This must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

After a sufficiency review has been conducted by the State Department of Education, the petition may be submitted to an authorized chartering entity with a copy of the review.

Upon approval by an authorized chartering entity, a Tracking Form must be completed, signed, and attached to the approved charter and a copy submitted to the State Board of Education and the State Department of Education.

**Charter School Name:**

Xavier Charter School

**Authorized Chartering Entity:**

Twin Falls School District #411

**Date submitted to State Department of Education for Sufficiency Review:**

June 9, 2006

**Date of Review:**

July 10, 2006

Items with no recommendations are sufficiently described in the petition.

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Describe the school's educational program and how it will identify:

- a) What it means to be an "educated person" in the 21<sup>st</sup> century; and
- b) How learning best occurs.

5205 (3) (a)

Comments by SDE

No comment.

Identify the school's goals and how all Educational Thoroughness

Standards (as defined in I.C. § 33-1612, Idaho Code) shall be fulfilled.

5205 (3) (a)

Comments by SDE

**Finding: Curricula in reading and language arts, do not meet NCLB standards for scientific, research based interventions, particularly for students with disabilities.**

**Recommendation: Include the scientific, research-based interventions the school will be providing.**

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.

5205 (3) (b)

Comments by SDE

**Finding: On page 15, objectives are not necessarily measurable.**

**Recommendation: Write the objectives so that someone would be able to definitively establish that they have been achieved.**

Identify the **method by which student progress is to be measured** in meeting the school's student educational standards.

5205 (3) (c)

Comments by SDE

**Finding: Petition states that by third grade, students will read at grade level and will be computing math at grade level by grade 4. However, it does not mention what will be used to determine these.**

**Recommendation: State the measurements that will be used.**

Describe how the school's students **will be tested with the same standardized tests as other Idaho public school students.**

5205 (3) (d)

Comments by SDE

**Finding: Page 17 - scores on the statewide tests are not reported or ranked in quartiles.**

**Recommendation: Should either use another measurement or state who will be doing the ranking in quartiles for the charter school.**

**Finding: Page 17, the grades of the assessments are not correct for the DWA and DMA.**

**Recommendation: It should be 5, 7, and 9 for the DWA, and the DMA should be 4, 6, and 8.**

**Finding: The TAP test is a norm referenced test that is no longer used in the state system.**

**Recommendation: If it is going to be used as an additional check for the school, it should indicate which form of the test will be used.**

**Finding: Bottom of page 17, last sentence under Special Note refers to Liberty Charter.**

**Recommendation: Ensure that all references to Liberty that should be Xavier are corrected.**

Describe how the school will ensure that it **shall be state accredited** as provided by rule of the Idaho State Board of Education.

5205 (3) (e)

5210 (4) (b)

2 of 9 7/10/2006 Charter Petition Sufficiency Checklist

Required Elements of 33-5205

Idaho Code

Title 33

Chapter 52

Comments by SDE

**No Finding.**

**Recommendation: The state is implementing a new accreditation process. It is recommended that PSC staff attend the fall training on accreditation and learn the new process for submitting the accreditation reports through the on-line continuous improvement planning tool that will be required.**

Describe **the governance structure of the school**, including the person or entity that shall be legally accountable for the operation of the school and the process the school will follow to ensure parental involvement.

5205 (3) (f)

Comments by SDE

**Finding:** On page 19 and other pages, the petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** The petition states (p 18, paragraph 4) that the “governing body consists of directors elected or appointed as set forth in corporate bylaws.” The Articles of Incorporation (Appendix I) state “members shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)” The petition later states (p 18, paragraph 6) that “During the initial year of operation, the Board shall be comprised at least of the following directors nominated and appointed by the governing body...” It then states in paragraph 7 that the “Board of Directors will be determined through elections...” This section is confusing and appears that the “governing body” that “consists of directors” will appoint or elect themselves to the Board of Directors.

**Recommendation:** Clarification should be given.

Describe the **qualifications to be met by individuals employed** by the school.

Instructional staff must be certified teachers pursuant to rule of the State board of education.

5204A (1)

5205 (3) (g)

5210 (4) (a)

Comments by SDE

No comment.

Describe the procedures the school will follow to **ensure the health and safety of students and staff.**

5205 (3) (h)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Finding:** The Charter has addressed certain health and safety policies and procedures for students and staff. However the following are areas not mentioned:

**1. Administrative Rules of the State Board of Education: IDAPA 08.02.03**

**Thoroughness – Safe**

**Environment and Discipline Policy and procedure encompassing the following**

. **School Climate . Discipline**

. **Student Health . Violence Prevention**

. **Suicide Prevention . Student Harassment**

. **Drug-Free School Zones**

**2. No Child Left Behind Act 2001 – “Title IX, Part E. Subpart 2, Sec. 9532. Unsafe school Choice Option.” Idaho has a statewide policy addressing - “Unsafe school choice option policy.”**

**3. Contagious or Infectious Diseases**

**Recommendation:** These are required policies and procedures for all schools.

Describe the school’s **plan for denial of attendance** to any student who is or has been:

An habitual truant,



Incorrigible,  
Deemed by the board of directors to be disruptive of school discipline or instructional effectiveness,  
Detrimental to the health and safety of the other students, or Expelled from any other school district or state.

5205 (3) (i)

Comments by SDE

**Finding:** On page 23, the petition states that a student expelled from another district shall be denied the right to enroll in Xavier Charter School for the period of time that the student had been expelled from the other district.

**Recommendation:** Expulsions do not have a time period; they are considered permanent in the district imposing the disciplinary actions.

**Finding:** The petition states on page 22 that strict adherence to the school's code of conduct is required, and that new and incoming students will be evaluated during a four (4) week probationary period.

Should those students "show signs" of truancy, incorrigibility, disruptive to the learning process, health or safety risk, they will be subject to the disciplinary provisions of Element 14 of the petition. Element 14 emphasizes that students must demonstrate kindness, politeness, honesty, integrity, and respect, and states that the number one school goal is to provide an atmosphere that is conducive to learning. Element 14 states that students facing disciplinary action will be granted due process pursuant to Idaho Code § 33-205, and sets forth several examples of behavior that could lead to the expulsion of a student.

**Recommendation:** A public charter school must follow the general education laws of the State of Idaho.

**Idaho Code §33-5210(2).** Idaho Code § 33-205 specifically sets forth the basis upon which a public school may deny school attendance to a student. Such denial may occur if the pupil is habitually truant, incorrigible, or the student's conduct is continuously disruptive of school discipline or the school's instructional effectiveness, or if the student's presence is detrimental to the health and safety of other students. "Incorrigible" means incapable of being reformed, or difficult or impossible to control.

**Xavier Charter School must follow the parameters set forth in Idaho Code § 33-205 in order to deny attendance to a student. The statute makes no provision for placing students in a public school on "probation." Regardless of the behavior standards that Xavier may wish to enforce, students must fall within the rubric of Idaho Code § 33-205 before they can be denied attendance.**

Describe admission procedures will comply with I.C. § 33-5205(j), to include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.

5205 (3)(j)

Comments by SDE

**Finding:** Although the petition states that founders will be given preference, no detailed definition of what the school considers a founder is included.

**Recommendation:** To help keep clarity in enrollment issues later, it is best to define what constitutes a founder in the petition.

**Finding:** The petition indicates that the school will follow Idaho Code § 33-5205(i).

**Recommendation: The correct cite should be Idaho Code § 33-5205(j).**

**Finding: Although the petition discusses anticipated enrollment on page 39, it does not state its enrollment capacity.**

**Recommendation: Enrollment capacity needs to be included.**

Describe how **waiting lists will be developed and renewed annually.** 5205 (3)(j)

Comments by SDE

**Finding: Petition specifically spells out methodology to be used to develop the waiting list.**

**Recommendation: The exact method should not be mentioned, such as index cards will be used, as this is part of the charter contract and will thus make it the only method allowed without a charter amendment.**

Describe the manner in which an **annual audit of financial and programmatic operations** will be conducted.

5205 (3) (k)

5206 (7)

5210 (3)

Comments by SDE

**Finding: The petition does not describe how a programmatic audit will take place. The petition references Idaho Code § 33-5205(3)(i) in relation to a programmatic audit, but that code section discusses denial of attendance.**

**Recommendation: Subsection (k) mentions the need to conduct a programmatic audit, but does not describe how one is to be accomplished. Petition needs to describe how a programmatic audit will take place.**

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Describe the school's **procedures for suspension, expulsion and re-enrollment of students, as well as procedures required by I.C. § 33-210.**

5205 (3) (l)

Comments by SDE

**Finding: The procedures are found at pages 27 through 29.**

**Recommendation: The school is cautioned that Idaho Code § 33-205 must be followed in denying attendance to any student through suspension or expulsion.**

Include a provision that **ensures all staff members will be enrolled in and covered by all of the following:**

**Public Employee Retirement System (PERSI)**

**Federal Social Security**

**Unemployment Insurance/Worker's Compensation Insurance.**

5205 (3) (m)

Comments by SDE

**Finding: In their petition they state that all employees who are currently members of PERSI will continue their participation.**

**Recommendation: All employees are required to be covered by PERSI. This should be restated so that it is clear that not only current members but those new to the system will also contribute.**

Describe the **public school attendance alternative** for students residing within the school district who choose not to attend the public charter school.

5205 (3) (n)

Comments by SDE

No comment.

Describe **the transfer rights of any employee** choosing to work in a charter school **that is approved by the board of trustees of a school district**, and the right of this employee to return to any non-charter school in the **same** district.

5205 (3) (o)

33-1217

Comments by SDE

No comment.

Include a provision that ensures that the **staff** of the public charter school shall be **considered a separate unit for purposes of collective bargaining**.

5205 (3) (p)

Comments by SDE

No comment.

Describe the manner by which **special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students**.

5205 (3) (q)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Overall Recommendation: XCS must adopt the Idaho Special Education Manual as policy or develop their own set of policies that must be submitted to the State Department of Education for review and approval.**

**Finding: The charter petition states that students with disabilities may be exempted from academic proficiency requirements for entrance, but enrollment procedures do not state that academic proficiency is a condition for entrance.**

**Recommendation: There can not be academic proficiency requirements for entrance regardless if the student has a disability or not.**

**Finding: The petition appears to say that the special education coordinator is an administrator rather than a special education certified teacher working directly with students with IEPs.**

**Recommendation: Indicate who will be providing academic support and direct instruction to students in accordance with their IEPs.**

**Finding: Petition is unclear on how student special education evaluations will be conducted.**

**Recommendation: Clarify the following points – 1) will only outside evaluators be contracted to conduct all assessments needed for initial evaluations and re-evaluations; 2) who will determine what assessments are appropriate for a specific student; 3) will the special education teacher conduct academic assessments; and 4) if so, how will the appropriate assessment materials be procured.**

**Finding: Petition is unclear on how a FAPE will be delivered.**

**Recommendation: Clarify the following points – 1) what materials or programs will be used for strategic interventions for students at-risk of academic failure; 2) what materials or programs will be used for intensive interventions for students with**

**disabilities; and 3) will teachers receive professional development in use of these materials.**

**Finding: Petition does not mention how special education will be funded.**

**Recommendation: State and federal funds typically cover less than 20% of the actual cost of these services. Need to determine how the rest will be funded.**

**Finding: Petition is missing a complete discipline plan for students with disabilities.**

**Recommendation: Must include how student behavior will be proactively addressed and the specific process that will be followed if a student with a disability violates school rules or code of conduct, including what will occur if the behavior of concern is related to, or the result of, the student's disability and also if the behavior is not related to the disability. If the consequences for the behavior(s) result in a student with a disability being excluded from a class or from school for more than 10 days, list exactly the process that will be followed by the school personnel.**

Describe the school's plan for working with parents who have **students** who are **dually enrolled** pursuant to Chapter 2, Title 33, Idaho Code.

5205 (3) (r)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Finding: The petition does not appear to describe a plan for working with parents who have dually enrolled students.**

**Recommendation: This must be addressed clearly in the petition.**

Describe the manner in which **citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.**

5205 (3)(s)

Comments by SDE

**Finding: Petition only mentions second language in print.**

**Recommendation: Make sure that all advertisement is done in both languages regardless of print or spoken.**

Describe the school's proposal for **transportation services** as required by I.C. § 33- 5208(4).

5205 (3) (t)

5208 (4)

Comments by SDE

**Finding: The petition does not describe a proposal for transportation services. I.C. § 33-5208(4) clearly requires a petition to include a proposal for transportation services during the initial year of operation, along with an estimated cost. I.C. § 33-1501 requires public schools to provide bussing for students living more than 1 and ½ miles from school. I.C. § 33-5210 does not exempt charter schools from general education laws, only rules promulgated by the state board of education.**

**Recommendation: Contrary to the statements in the petition, there is no need to wait for a court ruling on application of the transportation requirements of public schools and whether they apply to public charter schools. The petition must include a proposal for transportation services including but not limited to students with disabilities during the initial year of operation, along with an estimated cost.**

Describe the school's plan for **termination of the charter** by the board of directors, to include:

Identification of who is responsible for dissolution of the charter school;

A description of how **payment to creditors** will be handled;

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

A plan for the **disposal of** the public charter school's **assets**.

5205 (3) (u)

5206 (8)

Comments by SDE

**Finding:** The petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** Does not say who is responsible for the dissolution of the charter school.

Required Elements of 33-5205

Idaho Code

Title 33

Chapter 52

**Recommendation:** This needs to be identified.

**Finding:** Does not detail how student records will be handled.

**Recommendation:** Include a plan that details the procedure for transferring student records with notice to parents as to how to request a transfer of student records to a specific school.

Describe the proposed operation and potential effects of the school, to include the following:

a) facilities to be used by the school;

b) the manner in which administrative services of the school are to be provided; and

c) the potential civil liability effects upon the school and its chartering entity.

5205 (4)

Comments by SDE

**Finding:** The petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** The petition fails to identify the facilities that the school intends to use.

**Recommendation:** If a site has not yet been decided upon, the petition must include the specific options that the charter school has investigated. For instance, a table that spells out each possible location, its square footage, its estimated costs, and any other details that are pertinent.

After a sufficiency review has been facilitated by the State Department of Education, the petition may be submitted to an authorized chartering entity for review.

**Upon approval by the authorized chartering entity**, complete and sign a **Tracking Form**. Attach the Tracking Form to the approved charter and submit two copies:

1st copy - State Board of Education: 2nd copy - State Department of Education:

State **Board** of Education State **Department** of Education

**Karen Echeverria Stephanie Clark**

650 West State Street, **3rd Floor** 650 West State Street, **2nd Floor**

P.O. Box 83720 **P.O. Box 83720**

Boise, Idaho 83720-0037 **Boise, Idaho 83720-0027**

Forms available at [www.sde.state.id.us/instruct/docs/charter/06/pet.htm](http://www.sde.state.id.us/instruct/docs/charter/06/pet.htm),

“Forms Required in the Petitioning Process”

*Twin Fall School District Official Response to Xavier Charter Petition*



**T F S D**

Wiley J. Dobbs, Ph.D.  
Superintendent of Schools

Our Mission  
To provide a quality education  
necessary for students to be  
successful in life.

**DATE:** August 14, 2006

**MEMO TO:** Twin Falls School District #411 Board of Trustees

**FROM:** Dr. Wiley Dobbs, Superintendent

**RE:** Xavier Charter School Petition Recommendation

After careful review of the Xavier Charter School Petition, research of other school districts, legal advice from our attorney and the Idaho Deputy Attorney General assigned to the State Board of Education and to the Public Charter School Commission, and thorough discussion among our District Office Team, we believe that it is in the best interest of the Xavier Charter School Founders and the Twin Falls School District to refer the charter school group to the State Charter School Commission. The District Office Team bases this decision on the following:

- The State Charter School Commission and their staff have greater resources to provide assistance and support for the Xavier Charter School Founders in setting the school up for success.
- There is a demand on the current district resources that would limit the ability to serve another entity in the school district. The district is providing limited resources in the areas of special education, Title I, Title II, migrant, and ELL from an already limited budget and personnel. The district has challenges meeting the needs for its existing students in specialized areas. In addition, it is becoming increasingly more difficult to generate NCLB-required highly qualified staff particularly in the area of special education.
- Time constraints – The Xavier Charter School Founders would like to work toward opening the school in the fall of 2007. It is the opinion of the District Office Team that a great deal of time and work would be necessary to provide the level of information in the petition necessary for a recommendation of taking the proposed school under the umbrella of the school district.
- Legal resources and costs could be incurred in the development of agreements, contracts, procedures, and documents to frame the arrangement in accordance to the laws and codes regulating public schools and public charter schools.
- With the recent passage of the \$49.7 school bond levy, the third largest in Idaho's history, the administrative staff will be challenged with enormous duties including potential rezoning, grade reconfiguration at the elementary, middle and high school levels, constructing a new high school, and building improvements at eight of the remaining nine school sites. Currently our district operates with 2.5 administrative positions less than is allotted by the state. The district supports additional teaching positions with that funding.

Twin Falls School District # 411  
201 Fifth Avenue West  
Twin Falls, Idaho 83301  
208.733.8900 - Phone  
208.733.8987 - FAX

- The administrative staff is fully engaged in current programs and services to meet the needs of students, teachers and staff. Implementation, oversight, supervision, and management of curriculum, programs, and ongoing staff development are considered priorities for our district and would leave little time to assist or ensure accountability for a charter school.
- The district has the potential for liability in the areas of policy and procedures relating to curriculum, fiscal affairs, special populations services and student behavior and discipline. There is a risk for the district in these areas that could consume financial resources and time already committed to other areas.
- The TFSD #411 Board of Trustees would have additional duties to ensure oversight and assurance that Xavier was satisfying all conditions of the agreement and the expectations placed on the school by Idaho Code and the Idaho Charter School Commission.

Based on our thorough analysis of this issue, it is our recommendation that the TFSD #411 Board of Trustees refer the Xavier Charter School Founders and Directors to seek consideration from the Idaho Charter School Commission for approval based on the power and authority granted to them as outlined in Idaho Code.

## **Appendix C: Pre – Opening Requirements**



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

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

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

**Appendix D: Articles of Incorporation and Bylaws**

**TAB 1: ARTICLES OF INCORPORATION, BYLAWS,  
SIGNATURES AND MISSION STATEMENT**

**Amended Articles of Incorporation**

**AMENDED ARTICLES OF INCORPORATION**

**OF**

**XAVIER CHARTER SCHOOL, INC.**

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I  
NAME**

The name of this corporation is XAVIER CHARTER SCHOOL, INC., hereinafter called the "Corporation."

**ARTICLE II  
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III  
ADDRESS**

The principal office of the Corporation is located at 3533 N. 3000 E., Twin Falls, ID 83301.

**ARTICLE IV  
DURATION**

The duration of the corporation is perpetual.

**ARTICLE V  
PURPOSE AND POWERS OF THE CORPORATION**

The purpose of this Corporation shall be to provide additional educational methods and opportunities to the community pursuant to Idaho Code §33-5201 et seq. To accomplish this end the corporation shall have the power to:

Tab 1: Articles of Incorporation, Signatures and Mission Statement

(a) Exercise all of the powers and privileges and to perform all of the duties and obligations of the Corporation as set forth in that certain By-Laws of the Xavier Charter School, Inc.

(b) Fix, levy, collect and enforce payment by any lawful means, all charges or assessments pursuant to the terms of the By-Laws; to pay all expenses in connection therewith and all office and other expenses incident to the conduct of the business of the Corporation, including all licenses, taxes or governmental charges imposed against the property of the Corporation;

(c) Acquire (by gift, purchase or otherwise), own, hold, improve, build upon, operate, maintain real or personal property in connection with the affairs of the Corporation;

(d) Participate in mergers and consolidations with other non-profit corporations organized for the same purposes or annex additional property and Common Area, subject to those restrictions contained in the By-Laws and any amendments thereto; and

(e) Have and to exercise any and all powers, rights and privileges which a corporation organized under the Non-Profit Corporation Laws of the State of Idaho by law may now or hereafter have or exercise.

**ARTICLE VI  
VOTING RIGHTS**

The Corporation shall have one membership class. Each member shall be entitled to cast one vote or fractional vote as set forth by their membership interest shall be exercised as they among themselves determine, but in no event shall more than one vote be cast with respect to any member. Voting by proxy shall be permitted, provided, proxies shall not be valid for a period in excess of eleven (11) months from their date of execution and shall automatically terminate if the grantor of the proxy ceases to be a member of the Corporation.

**ARTICLE VII  
BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a Board of at least Five (5) Directors, at meetings duly held pursuant to the By-Laws and at which a quorum is present in person. A quorum shall consist of a majority of the Directors present in person. The Board, by majority vote, may remove an officer of the Corporation.

At the first regular meeting the members shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

AMENDED ARTICLES OF INCORPORATION OF  
XAVIER CHARTER SCHOOL, INC. - Page 2

**ARTICLE VIII  
DISSOLUTION**

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.

**ARTICLE IX  
INCORPORATORS**

The name and address of the incorporators are as follows:

DEBBIE JACKSON  
161 5<sup>th</sup> Ave South Suite #101  
Twin Falls, ID 83301

**ARTICLE X  
REGISTERED AGENT**

REBECCA BAIRD is hereby appointed the initial registered agent of this Corporation.

**ARTICLE XI  
DIRECTORS**

The names and addresses of the initial directors are:

REBECCA BAIRD  
3533 N. 3000 E.  
Twin Falls, ID 83301

DEBBIE JACKSON  
161 5<sup>th</sup> Ave South Suite #101  
Twin Falls, ID 83301

PATRICK BROWN  
104 Lincoln  
Twin Falls, ID 93301

**ARTICLE XII  
LIMITATION**

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Members, or Officers, but the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V (Purposes) hereof.

**ARTICLE XIII  
OFFICERS**

The Officers of the Corporation shall consist of a Chairman, Vice Chairman Secretary, Treasurer and such other Officers and Assistance Officers as may be provided in the By-Laws. Each Officer shall be elected by the Board of Directors (and may be removed by the Board of Directors) at such time and in such manner as may be prescribed by the By-Laws.

**ARTICLE XIV  
AMENDMENT**

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles shall require the assent of those members casting two-thirds (2/3) of the votes of the Corporation membership at any regular member's meeting called specifically for that purpose.

**ARTICLE XV  
INDEMNIFICATION**

The Corporation shall indemnify each Officer and Director including former Officers and Directors to the full extent permitted by the laws of the State of Idaho.

**ARTICLE XVI  
BY-LAWS**

The By-Laws of the Corporation are to be made and adopted by the Board of Directors, and may be altered, amended or rescinded by the Board of Directors.

The Power to adopt, alter, amend and repeal the By-Laws shall be vested in the

Tab 1: Articles of Incorporation, Signatures and Mission Statement

Board of Directors, but all alternatives, amendments and repeals of the By-Laws must be approved by a majority of the Voting Members.

IN WITNESS WHEREOF the undersigned have signed these Articles of Incorporation on this 9<sup>th</sup> day of November, 2006.

Rebecca Baird  
Incorporator

[Signature]  
Incorporator

Denise Jackson  
Incorporator

STATE OF IDAHO )  
County of Twin Falls ) ss.

On this 9<sup>th</sup> day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared REBECCA BAIRD, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



[Signature]  
NOTARY PUBLIC  
Residing at: Twin Falls, ID  
My Commission Expires: 8-15-2011

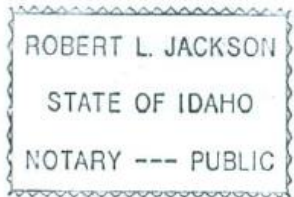
AMENDED ARTICLES OF INCORPORATION OF  
XAVIER CHARTER SCHOOL, INC. - Page 5

Tab 1: Articles of Incorporation, Signatures and Mission Statement

STATE OF IDAHO )  
 ) ss.  
County of Twin Falls )

On this 9th day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared DEBBIE JACKSON, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



Robert L. Jackson  
NOTARY PUBLIC  
Residing at: Twin Falls  
My Commission Expires: 5-14-11

STATE OF IDAHO )  
 ) ss.  
County of Twin Falls )

On this 9th day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared PATRICK BROWN, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



V. Lane Jacobson  
NOTARY PUBLIC  
Residing at: Twin Falls, ID  
My Commission Expires: 10/29/07

AMENDED ARTICLES OF INCORPORATION OF  
XAVIER CHARTER SCHOOL, INC. - Page 6



Tab 1: Articles of Incorporation, Signatures and Mission Statement

**ACCEPTANCE BY REGISTERED AGENT**

The undersigned hereby accepts the appointment as Registered Agent of XAVIER CHARTER SCHOOL, INC. which is contained in the foregoing Articles of Incorporation.

Dated this 9 day of November, 2006.

Rebecca Baird  
Registered Agent

AMENDED ARTICLES OF INCORPORATION OF  
XAVIER CHARTER SCHOOL, INC. - Page 7

Tab 1: Articles of Incorporation, Signatures and Mission Statement

**FILED EFFECTIVE**

ARTICLES OF AMENDMENT TO  
ARTICLES OF INCORPORATION  
OF  
XAVIER CHARTER SCHOOL, INC.

06 DEC 12 PM 2:29

SECRETARY OF STATE  
STATE OF IDAHO

Pursuant to the provisions of Section 30-~~7~~<sup>3</sup>-58, 59, 60 and 61 of the Idaho Business Corporation Act, the undersigned corporation adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation as created by the issuance of a Certificate of Incorporation dated the 14<sup>th</sup> day of November, 2006, is XAVIER CHARTER SCHOOL, INC.

SECOND: The following amendments of the Articles of Incorporation were adopted by the Board of Directors of the corporation on the 30<sup>th</sup> day of November, 2006, in the manner prescribed by the Idaho Business Corporation Act.

ARTICLE VI: VOTING RIGHTS has been completely removed from the original document.

ARTICLE VII: BOARD OF DIRECTORS has been restated as follows:

The Corporation shall have no members and shall be managed by a board of at least five (5) directors. Any action which would otherwise by law require approval by a majority of all members shall require only approval of the Board of Directors. All rights, which would otherwise by law vest in the members, shall vest in the Board.

At the first regular meeting the board shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

THIRD: All of the Directors voted in favor of the amendments.

ARTICLES OF AMENDMENT - Page 1

IDAHO SECRETARY OF STATE  
12/12/2006 05:00  
CK: 0188 CT: 138316 BH: 1019146  
1 @ 30.00 = 30.00 NON PROF A # 2  
1 @ 20.00 = 20.00 NON EXPDI # 3

C167310

Tab 1: Articles of Incorporation, Signatures and Mission Statement

DATED this 20<sup>th</sup> day of Nov, 2006.

By: [Signature]  
Secretary

By: [Signature]  
Patrick D. Brown, Director

STATE OF IDAHO )  
County of Twin Falls ) ss.

HEBBIE JACKSON, being first duly sworn upon oath, deposes and says as follows:

That he/she is the Secretary and Director in the above-entitled corporation, that he/she has read the above and foregoing Articles of Amendment to Articles of Incorporation and knows the contents thereof; and that the facts therein stated are true as he/she verily believes.

[Signature]  
Secretary

SUBSCRIBED and SWORN to before me this 20<sup>th</sup> day of Nov, 2006.



[Signature]  
NOTARY PUBLIC FOR IDAHO  
Residing at: Twin Falls, ID  
My Commission Expires: 5-15-08

**ARTICLES OF INCORPORATION  
OF  
XAVIER CHARTER SCHOOL, INC.**

**FILED EFFECTIVE**

05 JUN -9 PM 2:02

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I  
NAME**

The name of this corporation is XAVIER CHARTER SCHOOL, INC., hereinafter called the "Corporation."

**ARTICLE II  
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III  
ADDRESS**

The principal office of the Corporation is located at 3533 N. 3000 E., Twin Falls, ID 83301.

**ARTICLE IV  
DURATION**

The duration of the corporation is perpetual.

**ARTICLE V  
PURPOSE AND POWERS OF THE CORPORATION**

The purpose of this Corporation shall be to provide additional educational methods and opportunities to the community pursuant to Idaho Code §33-5201 et seq. To accomplish this end the corporation shall have the power to:

ARTICLES OF INCORPORATION OF  
XAVIER CHARTER SCHOOL, INC. - Page 1

IDAHO SECRETARY OF STATE  
06/09/2006 05:00  
CK: 7818 CT: 138316 BH: 959255  
1 @ 30.00 = 30.00 INC NONP # 2  
1 @ 20.00 = 20.00 EXPEDITE C # 3

C167310

## **Bylaws of Xavier Charter School, Inc.**

### **ARTICLE 1: Offices**

#### Section 1.1 Offices

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

### **ARTICLE 2: Purpose**

#### Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

### **ARTICLE 3: No Members**

#### Section 3.1 No Members

The Corporation shall have no members and shall be managed by a board of at least five (5) directors. Any action which would otherwise by law require approval by a majority of all members or approval of the members shall require only approval of the Board of Directors. All rights, which would otherwise by law vest in the members, shall vest in the Board.

#### Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "member" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

originate and take in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

### **ARTICLE 4: Board of Directors**

#### Section 4.1 Board of Directors

- (a) The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors.
- (b) The Board of Directors shall consist of both appointed and elected Directors.
- (c) An increase or decrease in the authorized number of Directors constituting the Board may be made at any time by a majority vote of the Board.
- (d) At no time shall there be more than two non-stakeholders on the Board.
- (e) The function of the Board is described but not limited to policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall ensure that the community be informed of the needs, purposes, values and status of the charter school.

#### Section 4.2 Powers of the Board of Directors

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

#### Section 4.3 Election/Appointment of Directors

- (a) One Director may be appointed by a majority vote of the Board; such ad hoc appointment is not mandatory and shall be done at the discretion of the Board and only after a determination by the Board that: (i) the appointed Director adds specific experience, education, or expertise to the Board where such is lacking; and (ii) such appointment is in the best interest of the Board. The ad hoc appointment shall not cause the number of Directors on the Board to exceed seven (7). At the time of the ad hoc appointment the Board will specify the length of time the appointee shall serve on the Board, not to exceed three (3) years. All remaining Directors shall be elected or appointed in accordance with the provisions of Section 4.3(b) and (c).
- (b) Director elections to fill elected seats will follow the process outlined below:
  - i. All applicants will be required to fill out a questionnaire.
  - ii. All applicants will be required to go through a screening process, overseen by a committee that is appointed by the Charter School Board of

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

Directors. The committee shall consist of 2 staff members, a member of the Parent Faculty Association (PFA) Executive Committee and 2 members of the Board of Directors. Each respective organization will select their representative(s).

- iii. The committee will then nominate to the Charter School Board of Directors, candidates for each open position who meet the qualifications set out in district policy.
- iv. No more than three candidates per position shall be nominated. The Board of Directors will approve the candidates by majority vote. Only approved candidates will appear on the ballot.
- v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following: parents or legal guardians of a child attending Xavier Charter School; staff members or employees of Xavier Charter School; Xavier Charter School board members and founders of the Charter School that signed the charter petition.
- vi. Xavier Charter School Board of Directors has final authority over all ballots.
- vii. The time, date and location of all elections will be advertised by Xavier Charter School using, but not limited to, the following methods: public service announcements in newspapers and sending notification home with students.

Voting on board member elections can be done in person or via absentee ballot.

- (c) Director appointments to fill regularly appointed seats will follow the process outlined below:
  - i. During the regularly scheduled Board meeting in May of each year the Board of Directors shall appoint Director(s) to replace those whose appointment(s) will expire in June of that year.
  - ii. New Directors shall be appointed by a majority vote of Directors present at the May meeting, provided there is a quorum present.
  - iii. Directors so appointed shall begin their term at the beginning of the corporate annual meeting in June of that year.

### Section 4.4 Terms

- (a) Directors, with the exception of any ad hoc appointment, shall be elected or appointed to a three (3) year term of office. The terms for each seat shall be as follows:

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

- a. Seat 1 (Appointed by the Board): The term shall begin in 2011 and expire in 2012, and every three (3) years thereafter.
- b. Seat 2 (Elected): The term shall begin in 2015 and expire in 2018, and every two (2) years thereafter.
- c. Seat 3 (Appointed by the Board): The term shall begin in 2010 and expire in 2013, and every three (3) years thereafter.
- d. Seat 4 (Appointed by the Board): The term shall begin in 2011 and expire in 2014, and every three (3) years thereafter.
- e. Seat 5 (Elected): The term shall begin in 2017 and expire in 2018, and every one (1) year thereafter.
- f. Seat 6 (Appointed by the Board, if filled): The term shall be on the same cycle as Seat 3, with a term of three (3) years.
- g. Seat 7 (Appointed by the Board, if filled): The term shall be on the same cycle as Seat 1, with a term of three (3) years.

- (b) Each elected Director shall serve until the stakeholders duly elect his/her successor. Each appointed Director shall serve until the end of the term of his or her seat.

### Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-9 of the Idaho Nonprofit Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. The effective date of resignation shall be no more than ninety (90) days from the date of written notice of resignation. A Director may be removed without cause by a majority vote of the Directors then in office.

### Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose



## Tab 1: Articles of Incorporation, Signatures and Mission Statement

removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

- (d) Recall of an elected Director may be initiated by a vote petition of the Stakeholders provided the following criteria and procedures are followed:
- a. No petition for recall shall be circulated against any Director until that Director has actually held his or her office ninety (90) days.
  - b. No more than one petition for recall may be submitted in any fiscal year and a minimum of ninety (90) days must separate the submission of any recall petition from any other recall petition.
  - c. A petition for recall shall be instituted by filing with the Secretary of the Board of Directors or Clerk of the Board of Directors a verified written petition requesting such recall. The petitioner requesting the recall must be a stakeholder.
  - d. A petition for recall shall contain the following items:
    - i. Name of the Director to be recalled
    - ii. Factual basis and reasons for the recall in two hundred words or less
    - iii. Printed name, notarized signature, and address of the petitioner.
    - iv. Signature sheets containing no more than 20 lines each with the printed name, signature, and address of the signers of the petition. Each signature sheet must contain items i-iii.
  - e. Each and every signature sheet must be verified by the petitioner or other stakeholder who circulated the signature sheet and this verification must conform to the requirements in Idaho Code 34-1705.
  - f. To be valid, a recall petition must be signed by a verified number of stakeholders equal to or exceeding twenty percent (20%) of the number of stakeholders who cast votes for all candidates at the election at which the Director was elected.
  - g. The Secretary of the Board of Directors or the Clerk of the Board of Directors, once having received the petition, will examine the petition to verify whether or not the petition signers were stakeholders of Xavier Charter School at the time the petition was received. This examination period shall not exceed twenty one (21) calendar days from the date of receipt of the petition.
  - h. In the event that the petition is found to contain the required number of valid signatures, the Secretary of the Board of Directors or the Clerk of the Board of Directors will notify the Director being recalled and the petitioner by certified mail that the recall petition is in proper form.
  - i. In the event that the petition is found not to have the required number of valid signatures, the Director will continue in office and no new recall petition may be circulated for a period of ninety (90) days against the same Director.
  - j. Once a recall petition has been successfully verified, a special recall election will be held within fourteen (14) calendar days after completion

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

of the examination of the petition. The special election will be conducted in accordance with Section 4.3 (b) v-vii above. The ballot will contain the factual reasons for recall as listed on the recall petition and a rebuttal statement by the Director, if they wish to submit one. The ballot will be no greater than one page in length.

- k. To recall any Director, a majority of the votes cast at the special recall election must be in favor of such recall, and additionally, the number of votes cast in favor of the recall must equal or exceed the votes cast at the last general election for that Director.
  - l. The board of canvassers for the special recall election shall consist of one member of the Board of Directors (which may not be the Director who is being recalled), one member of the Parent Faculty Association, and one member of the administrative team at Xavier Charter School.
  - m. The board of canvassers will meet within 24 hours of closure of the election to canvass the votes cast at the recall election. Immediately upon completion of the count, the Board member who canvassed the votes will declare the result of the election and this count shall be the final result.
  - n. If recalled, a Director shall be recalled as of the time when the results of the special recall election are declared and a vacancy in the office shall exist.
  - o. If a Director is recalled, the vacancy shall be filled as provided in 4.6 (e).
  - p. After one (1) unsuccessful recall election is held for any Director, no further recall petitions may be filed against the same Director during the remainder of the fiscal year. The specific reason for recall in one (1) recall petition cannot be the basis for any subsequent recall petitions during the remainder of that Director's current term of office.
- (e) A vacancy on the Board for any reason may be filled by appointment by a majority vote of the remaining Directors, although less than a quorum. Each Director so appointed shall hold office for the remainder of the term of the seat.
- (f) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

### Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Directors may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

### Section 4.8 Employees

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

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

### Section 4.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. The Chair is a member of the voting body, and he or she has exactly the same rights and privileges as all other members have, including the right to make motions, to speak in debate, and to vote on all questions. In meeting of a small board (where there are not more than about a dozen board members present), the presiding officer may exercise these rights and privileges as fully as any other member. When a tie vote results, the motion fails.

### Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

### Section 4.11 Rights of Inspection

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

### Section 4.12 Committees

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each Committee shall have one or more Directors, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Directors then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not: 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board.

## **ARTICLE 5: Board Meetings**

### Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Twin Falls, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of the meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

### Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the ratification of election results for newly elected Directors to succeed those whose terms expire, for election of Officers for the upcoming fiscal year and for the transaction of other business as may properly come before the meetings, shall be held each year during the first full day of June, at the principal office of the Corporation in the County of Twin Falls, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at the first meeting called thereafter, pursuant to these Bylaws.

### Section 5.3 Regular Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory. However, the schedule for the regular meetings for the year will be determined by the Directors during the Annual Meeting.

### Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

### Section 5.45 Notice of Meetings

Notice of the time and place of the annual meeting of the Directors or any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be in a prominent place at Xavier Charter School and on the Xavier Charter School website in accordance with the Idaho Open Meeting Law.

### Section 5.6 Telecommunications devices at Meetings

All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.7 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

**ARTICLE 6: Officers and Duties**

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term when their respective successor shall be elected. Individual officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

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

Section 6.3 Vice Chairman

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

Section 6.4 Secretary

(a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary

Tab 1: Articles of Incorporation, Signatures and Mission Statement

shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

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

Section 6.5 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The book of accounts shall at all times be open to inspection by any Board member.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority vote of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

**ARTICLE 7: FISCAL AFFAIRS**

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1<sup>st</sup> to June 30<sup>th</sup>.

**ARTICLE 8: NOTICES**

Section 8.1 Manner of Giving Notice

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

statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

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

**ARTICLE 9: DISSOLUTION**

Section 9.1 Dissolution

Upon Dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission, Boise, Idaho.

**ARTICLE 10: AMENDMENTS**

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

IN WITNESS WHEREOF, these Bylaws were approved and adopted by Xavier Charter School's Board of Directors on \_\_\_November 6, 2017\_.



Deborah Burr, Chair  
Xavier Charter School Board of Directors

## Appendix E: Board Roster

Xavier Charter School  
November 3, 2014

<b>Board Member</b>	<b>Office</b>	<b>Term (MM/YY – MM/YY)</b>	<b>E-mail</b>	<b>Phone</b>
Debbi Burr	Board Chairman	6/11-7/17	<a href="mailto:dburr@xaviercharter.org">dburr@xaviercharter.org</a>	208-420-0992
Shawna May	Vice Chairman	6/13-7/16	<a href="mailto:smay@xaviercharter.org">smay@xaviercharter.org</a>	208-595-1766
Melissa Crane	Treasurer	6/11-7/17	<a href="mailto:mcrane@xaviercharter.org">mcrane@xaviercharter.org</a>	208-308-0488
James Wallace	Member	6/12-7/15	<a href="mailto:jwallace@xaviercharter.org">jwallace@xaviercharter.org</a>	208-308-0488
Heather Roberts	Member	4/14-7/15	<a href="mailto:hroberts@xaviercharter.org">hroberts@xaviercharter.org</a>	208-490-2328



## **Appendix F: Framework**

# XAVIER 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>	Xavier Charter School is dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.		
<b>Key Design Elements</b>	<p>Xavier Charter School has deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier's classical education approach:</p> <p>A. Leads young people to understand themselves and the world around them.            B. Guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.            C. Holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</p> <p>Xavier Charter School provides a political education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities. Xavier Charter School values an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art, aural art, kinetic art, and written art.</p>		
<b>School Location</b>	1218 N College Road Twin Falls, ID 83301	<b>School Phone</b>	208-734-3947
<b>Surrounding District</b>	Twin Falls School District #411		
<b>Opening Year</b>	2007		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	810	<b>Enrollment (Actual)</b>	

SCHOOL LEADERSHIP	

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

<b>ISAT PROFICIENCY RATES</b>	
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>	

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

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

XCS had opted out of including Mission Specific Goals

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

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
<b>Measure 1a</b> <b>Math Proficiency Rate Comparison to State</b>	<b>Do math proficiency rates meet or exceed the state average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more. <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. <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average. <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
Result	Points Possible	Points Earned																		
	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
<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>ELA Proficiency Rate Comparison to State</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. <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. <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average. <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	0 - 14	0																		
		0																		
<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			Result	Points Possible	Points Earned
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>				
<b>Math Proficiency Rate</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 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
					0
	The district average will be determined using the same grade set as is served by the public charter school.				
<b>Notes</b>	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.				
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>				
<b>ELA Proficiency Rate</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 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
					0
	The district average will be determined using the same grade set as is served by the public charter school.				
<b>Notes</b>	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.				



ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)				
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth				
Math	<p><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>		39-50	0
			26-38	0
			13-25	0
			0-12	0
Notes				0
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth				
ELA	<p><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>		39-50	0
			26-38	0
			13-25	0
			0-12	0
Notes				0

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

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> Implementation of Educational Program</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>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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Notes																	
<p><b>Measure 1b</b> Educational Requirements</p>	<p><b>Is the school complying with applicable educational 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 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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
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Notes																	

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>			25	
			15	
			0	0
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>			25	
			15	
			0	0

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <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.  <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.  <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.			25  15  0	0
Notes					
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <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.  <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.  <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.			25  15  0	0
Notes					
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.			25 15 0	0
Notes					
Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.					

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with 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.			25  15  0	0
Notes					
<b>Measure 3b</b> <b>Board Oversight</b>	<b>Is the board fulfilling its oversight obligations?</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.			25  15  0	0
Notes					

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>		25	
Notes				0
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>		25	
Notes				0
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<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>		25	
Notes				0



OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>  <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>			25  15  0	<hr/> 0
<b>Notes</b>				
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<b>Transportation</b>  <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  15  0	<hr/> 0
<b>Notes</b>				
Measure 4b	Is the school complying with facilities 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 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  15  0	<hr/> 0
<b>Notes</b>				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
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>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM				
<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.	<b>Result</b>   50  10  0	<b>Points Possible</b>   50  10  0	<b>Points Earned</b>      <hr/> 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.	<b>Result</b>   50  10  0	<b>Points Possible</b>   50  10  0	<b>Points Earned</b>      <hr/> 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.	<b>Result</b>   50  10  0	<b>Points Possible</b>   50  10  0	<b>Points Earned</b>      <hr/> 0
Notes				
<b>Measure 1d</b> <b>Unrestricted Days Cash</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.	<b>Result</b>   50  0	<b>Points Possible</b>   50  0	<b>Points Earned</b>      <hr/> 0
Notes				

FINANCIAL

INDICATOR 2: SUSTAINABILITY			
<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 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</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.	<b>Result</b>   50  30  0	<b>Points Possible</b>   50  30  0
Notes			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	<b>Result</b>   50  30  0	<b>Points Possible</b>   50  30  0
Notes			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.	<b>Result</b>   50  30  0	<b>Points Possible</b>   50  30  0
Notes			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	<b>Result</b>   50  0	<b>Points Possible</b>   50  0
Notes			0

## **Appendix G: Authorizer Policies**

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

## **Section II: Oversight Policies and Procedures (Adopted June 13, 2013)**

### **A. Submission of Meeting Materials**

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

## **Section II: Oversight Policies and Procedures**

### **B. New Charter Petitions**

#### **1. Petition Consideration Timeline**

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

#### **2. Standards for Petition Approval**

- a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.
- c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

#### **3. Petition Evaluation Process**

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

## Section II: Oversight Policies and Procedures

### B. New Charter Petitions

#### 3. Petition Evaluation Process

- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.
- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
  - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.
  - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
  - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
  - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
  - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
  - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.



## **Section II: Oversight Policies and Procedures**

### **B. New Charter Petitions**

#### **3. Petition Evaluation Process**

- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

### **C. Proposed Charter or Performance Certificate Amendments**

#### **1. Proposed Charter or Performance Certificate Amendment Consideration Timeline**

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

#### **2. Standards for Charter Amendment Approval**

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
  - i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

## **Section II: Oversight Policies and Procedures**

### **C. Proposed Charter or Performance Certificate Amendments**

#### **2. Standards for Charter Amendment Approval**

- ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

#### **3. Proposed Charter or Performance Certificate Amendment Process**

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

## **Section II: Oversight Policies and Procedures**

### **C. Proposed Charter or Performance Certificate Amendments**

#### **3. Proposed Charter or Performance Certificate Amendment Process**

- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

#### **4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments**

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

## **Appendix H: Enrollment Policy**

Xavier Charter School  
April 17, 2014

Xavier Charter School will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

**Appendix I: Public Charter School Closure Protocol**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](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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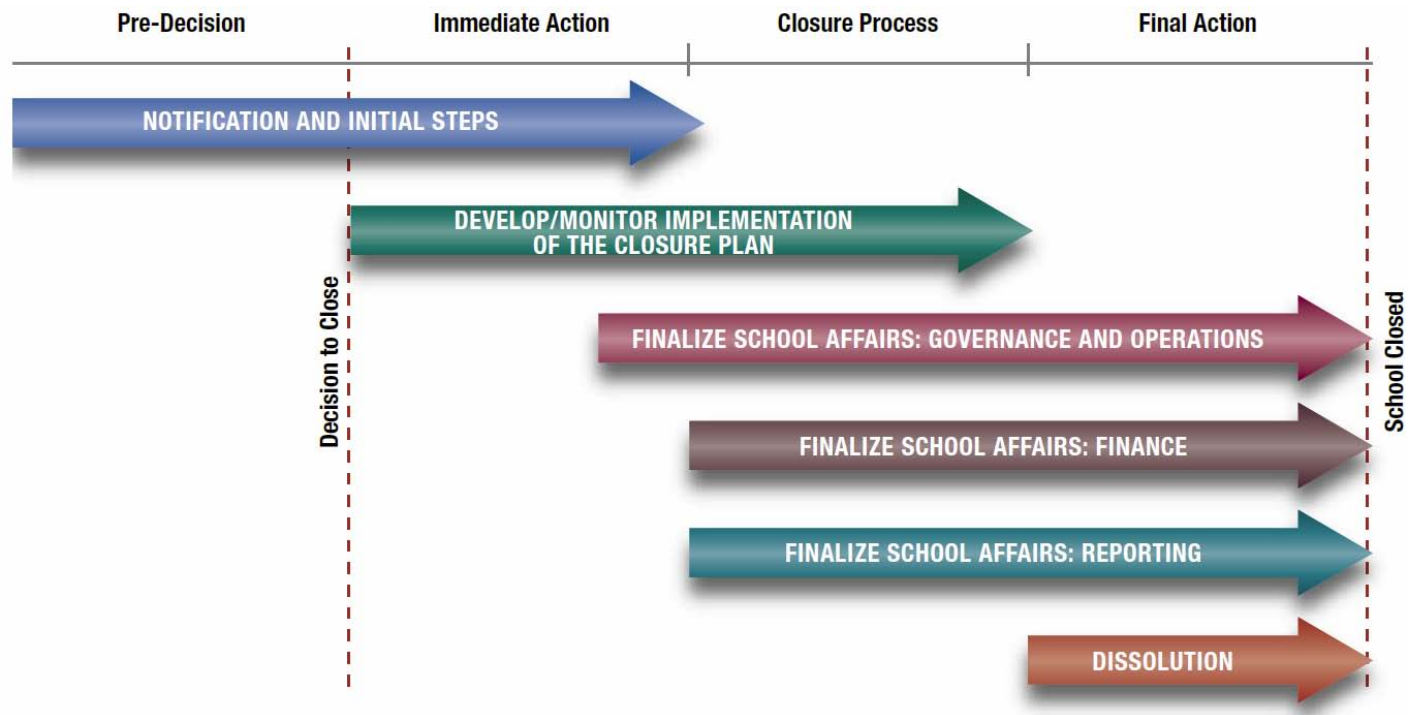
## Endnotes

<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 (ie. ID 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>1. Review the school's budget and overall financial condition.</li> <li>2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>3. 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. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</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>1. Notify all creditors of the school's closure and request final invoices.</li> <li>2. Sell appropriate assets.</li> <li>3. 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>1. Fiscal year-end financial statements.</li> <li>2. Cash analysis.</li> <li>3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>4. 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>1. All assets and the value and location thereof.</li> <li>2. Each remaining creditor and amounts owed.</li> <li>3. Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>4. 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. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			



## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<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</b> (I.C. § 30-3-110)</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</b> (I.C. § 30-3-112)</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</b> (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence</b> (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <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>

## **PRE-RENEWAL SITE VISIT REPORT**

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

## **AUXILIARY DATA SUBMITTED BY SCHOOL**

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

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

XCS chose not to submit auxiliary data.