

## **RENEWAL RECOMMENDATION**

It is recommended that the charter of Blackfoot Charter Community Learning Center (BCCLC) be renewed for a five (5) year term, provided that BCCLC agrees to comply with certain conditions outlined below. The failure to fulfill these conditions could result in further proceedings by the PCSC.

### Recommended Conditions

#### 1. Regarding academic outcomes:

By June 30, 2021, achieve a “good standing” rating on the academic section of the performance framework adopted by the PCSC in May 2017. To this end, achieve the following rate of progress:

- a. By June 30, 2020, earn at least 48% of points possible in the academic section of the performance framework.
- b. By June 30, 2021, earn at least 55% of the points possible in the academic section of the performance framework.

#### 2. Regarding financial outcomes:

By June 30, 2021, achieve a “good standing” rating on the financial section of the performance framework adopted by the PCSC in May 2017.

#### 3. Regarding operations and financial management:

By the deadlines outlined below, and throughout the performance certificate term, demonstrate consistent, clear implementation of the following:

- a. No later than April 1, 2019, clear and continuous separation from Idaho STEM Academy, Inc. dba Bingham Academy, both operationally and financially.
- b. Verification by Commission staff at the April 18-19, 2019 meeting with Commission staff that a purchase order system is employed that ensures documented, advance approval of all expenditures.
- c. No later than July 1, 2019, implementation of an electronic purchase order system that ensures documented, advance approval of all expenditures.
- d. Verification by Commission staff at the April 18-19, 2019 meeting with Commission staff that BCCLC has eliminated the use of pre-paid credit cards using school funds.
- e. Verification by Commission staff at the April 18-19, 2019 meeting with Commission staff that there is a clear separation of the daycare operated at the school facility from the school itself. This includes, but is not limited to, incorporation, employment, insurance, bank accounts, revenues, and expenditures. School resources shall not be utilized by the daycare in the absence of a board approved contract ensuring that no funds intended for the education of BCCLC students are used for daycare purposes.

4. Regarding school governance:

By September 1, 2019, all BCCLC board members will complete professional development provided by a qualified Idaho School Boards Association (ISBA) trainer. This training shall include the topics of administrator evaluation, stakeholder communication, and financial oversight through ISBA courses currently identified as Superintendent/Administrator Evaluation, Boardsmanship 101, and Boardsmanship 102.

Regardless of whether or not BCCLC agrees to fulfill the specific conditions above, BCCLC remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2019, through June 30, 2024, which will incorporate the performance framework adopted by the PCSC in May 2017.

## School Overview

### SUMMARY

Blackfoot Charter Community Learning Center (BCCLC) is a public charter school serving Blackfoot area students in Kindergarten through 8<sup>th</sup> grade. BCCLC focuses on providing a brain-based, Science, Technology, Engineering, Arts, and Math (STEAM) education in multi-age classrooms.

BCCLC opened as a district-authorized charter in 2000 and transferred to PCSC authorization in April 2010.

### MISSION

To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.

### LEADERSHIP

Name	Title	Term
Cassandra Risa	Chair	09/17 – 10/19
Holly Lilya	Vice Chair	09/17 – 10/19
Tausha Wolfley	Treasurer	09/18 – 10/20
Jeff Robbins	Director	09/18 – 10/20
Dan Cravens	Director	09/18 – 10/20
Debbie Steele	Administrator	N/A
Fred Ball	Administrator	N/A

## Academic Performance Summary

BCCLC faced academic challenges in 2010 when the school’s authorization transferred to the PCSC. Currently, the school’s proficiency rates are lower than those of the state and slightly lower than those of the surrounding district. BCCLC’s criterion-referenced growth outcomes improved from 2017 to 2018 but remain below the established standard.

BCCLC’s student population is less diverse than that of the surrounding district in the categories of Free and Reduced Lunch eligibility, Limited English Proficiency, non-white, and special needs.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

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

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

### KEY DESIGN ELEMENTS

Element	Evident?
Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is to challenge each student at a level that will maximize learning.	Yes
Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.	Yes

## Operational Performance Summary

Since its initial proposal to transfer authorization from the Blackfoot School District to PCSC in 2010, the school has generally displayed resistance to transparency and clear correspondence with the PCSC. Recent conversations between PCSC staff and the school indicate willingness to correct certain issues identified during a recent investigation of allegations raised in fall 2018 by former BCCLC board members:

- Bylaws violations, particularly with regard to number of board members and process for election/appointment of new board members.
- Failure to comply with public information requests and authorizer requests for information in a timely fashion.
- Failure to adopt and maintain appropriate contracts for goods and services.
- Failure to ensure that only appropriate employees and contracted individuals have access to student and personnel records.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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 HSITORY

Year of Operation	Maximum Enrollment	Actual Enrollment
13 (2013-14)	378	301
14 (2014-15)	378	336
15 (2015-16)	810	501
16 (2016-17)	810	548
17 (2017-18)	810	579

BCCLC is in the process of implementing an enrollment expansion approved in 2015.

### BOARD AND ADMINISTRATIVE TURNOVER

BCCLC's administration and board membership have remained reasonably stable throughout the performance certificate term. However, in fall and winter 2018, board membership dropped below the required number. Additionally, the school lacks clear bylaws and processes to ensure that board seats are filled in a timely and consistent manner.

# Financial Performance Summary

BCCLC has struggled with both near-term and long-term fiscal viability throughout the majority of its performance certificate term. A letter of financial concern, originally issued in June 2016, remains in place. During a recent investigation in response to allegations raised by former BCCLC board members in fall 2018, staff has identified the following concerns:

- BCCLC lacks basic internal controls. Use of purchase orders is inconsistent. The school issues an unusually high number of reimbursements for purchases that are poorly documented and often not pre-approved. Many purchases lack documentation, or are insufficiently documented. The school frequently re-fills prepaid credit cards that are used by school representatives without additional documentation of how the funds are used.
- BCCLC exchanges funds with Bingham Academy in a manner that is inadequately documented through board approvals and contracts. It is not clear that each school’s financial resources are protected for its own use. Similarly, BCCLC’s financial resources are not clearly separated from those of the daycare operating at the school site.
- BCCLC frequently fails to pay vendors in a timely fashion, incurring late fees and putting certain employee benefits at risk of suspension.

Because the school has lacked strong internal controls in the past, the Public Charter School Commission is currently contracting with an independent forensic auditor to verify whether public funds have been used appropriately.

## DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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.

## ADDITIONAL FINANCIAL INFORMATION

Based on documentation provided by the school, it appears that BCCLC has borrowed money from Bingham Academy in the past to address cash flow issues. This transfer transferring of funds between the separate entities may have artificially inflated the school’s financial accountability rating in recent years.

# Renewal Process

## Blackfoot Charter Community Learning Center

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	02/13/2014	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	9/25/2018	A team of three, independent reviewers performed a one-day site visit to the school.
2017-18 Annual Report Issued to School	11/15/2018	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/12/2018	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/14/2019	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.

# BLACKFOOT CHARTER COMMUNITY LEARNING CENTER 2018 ANNUAL PERFORMANCE REPORT

## INTRODUCTION

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

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

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

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

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

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

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

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



## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
<b>Mission Statement</b>	To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.</li> <li>• Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.</li> </ul>		
<b>School Location</b>	2801 Hunters Loop, Blackfoot ID 8321	<b>School Phone</b>	208-782-0744
<b>Surrounding District</b>	Blackfoot School District		
<b>Opening Year</b>	2000		
<b>Current Term</b>	February 13, 2014 - June 30, 2019		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	810	<b>Enrollment (Actual)</b>	579

SCHOOL LEADERSHIP	
Kendall Murdock	Chairman
Candra Risa	Vice Chairman
Wendy Hogley	Secretary/Treasurer
Scott Chappell	Member
Anne Preston	Member
Fred Ball	Administrator
Debbie Steele	Administrator
Chad Harris	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
<b>Non-White</b>	21%	25%	40%	N/A
<b>Limited English Proficiency</b>	4%	6%	10%	N/A
<b>Special Needs</b>	9%	10%	12%	N/A
<b>Free and Reduced Lunch</b>	52%	47%	64%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	37%
Percentage of students meeting or exceeding proficiency in English Language Arts	42%
Percentage of students meeting or exceeding proficiency in Science	52%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	N/A
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ACADEMIC	Measure	Points Possible	Points Earned	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		50	0	50	0		
	1b	50		50	0	50	0		
District Proficiency Comparison	2a	50		50	0	50	0	50	0
	2b	50		50	0	50	0	50	0
Criterion-Referenced Growth	3a	100				50	0		
	3b	100				50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	174	525	0	525	0	300	0
% of Academic Points			44%		0%		0%		0%

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

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	0
	1c	25	25		1c	50	0
	1d	25	25		1d	50	0
Financial Management & Oversight	2a	25	15	Sustainability	2a	50	50
	2b	25	15		2b	50	50
	2c	25	25		2c	50	30
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	0	Total Financial Points		400	180
	3c	25	25	% of Financial Points			45%
	3d	25	15				
	3e	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	15				
Additional Obligations	5a	25	0				
Total Operational Points		400	310				
% of Operational Points			78%				

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%	44%	0%	55% - 74%	NA	80% - 89%	78%	65% - 84%	45%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

**ACADEMIC K-8**

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

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

ACADEMIC K-8

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
<b>Measure 2a</b>	<b>Do math proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Math Proficiency Rate</b>	<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>Points Earned</b>
<b>Comparison to District</b>			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.		
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>ELA Proficiency Rate</b>	<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>Points Earned</b>
<b>Comparison to District</b>			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.		

ACADEMIC K-8

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

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<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
			15
			0
Notes			25
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<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
			15
			0
Notes			25

OPERATIONAL

<p><b>Measure 1c</b></p> <p><b>Students with Disabilities</b></p> <p><b>Is the school protecting the rights of 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>	<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														
<p><b>Measure 1d</b></p> <p><b>English Language Learners</b></p> <p><b>Is the school protecting the rights of English Language Learner (ELL) students?</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>	<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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	0															
		25														



OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<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>	See note	15
Notes	Revised budgets were not submitted to the PCSC upon their adoption by the board.		15
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	15
Notes	The school's board did not meet with its independent auditor to review the FY17 audit, and the auditor's recommendations for the improvement of financial processes were not implemented. 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.		15

OPERATIONAL

Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	95%	25 15 0	25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			
<b>INDICATOR 3: GOVERNANCE AND REPORTING</b>				
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
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  15  0	25
Notes				
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
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>	See note	25  15  0	0
Notes	Documentation provided by the school evidences general disorganization and absence of strong financial processes, including internal controls such as a consistent purchase order system. It is not clear that the school's board reviews sufficient financial documentation in advance of meetings or ensures that its staff is trained to implement strong financial policies and processes.			

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
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<p><b>Notes</b></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></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>	Result	Points Possible	Points Earned		25		See note	15	15		0				15
Result	Points Possible	Points Earned															
	25																
See note	15	15															
	0																
		15															
<p><b>Notes</b></p>		<p>The school has not consistently maintained complete financial documentation on its website in accordance with statute.</p>															

OPERATIONAL

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

OPERATIONAL

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

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
<b>Measure 5a</b>	<b>Is the school complying with all other obligations?</b>			
<b>Additional Obligations</b>	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		See note	0	0
				0
<b>Notes</b>	Documentation provided by the school indicates that the school does not maintain separate incorporation, operation, and finances from the daycare operated at the school site. Additionally, transactions with another public charter school are not sufficiently documented to ensure transparency and separation of the school's finances.			

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>  <b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	0.57	50 10 0	0 <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.	0.35	50 10 0	0 <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.	13 days	50 10 0	0 <hr/> 0	
Notes					
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.	See Note	50 0	0 <hr/> 0	
Notes		A review of invoices evidences frequent late payments to various vendors.			

FINANCIAL

INDICATOR 2: SUSTAINABILITY			
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated</b></p> <p><b>3-Year Total Margin</b></p>	<p><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></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	<p><b>Result</b></p> <p>5.90%</p>	<p><b>Points Possible</b></p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p><b>Notes</b></p>	<p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome</p>		
<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<p><b>Result</b></p> <p>0.79</p>	<p><b>Points Possible</b></p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p><b>Notes</b></p>	<p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. This restatement had a material effect on the standard outcome, increasing the ratio to 1.07 and resulting in a score of 0. 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.</p>		
<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard:</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:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<p><b>Result</b></p> <p>See note</p>	<p><b>Points Possible</b></p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>30</p>
<p><b>Notes</b></p>	<p>Multi-year and previous year cash flow are positive. However, the most recent year's cash flow is negative.</p>		
<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	<p><b>Result</b></p> <p>1.14</p>	<p><b>Points Possible</b></p> <p>50</p> <p>0</p> <hr/> <p>50</p>
<p><b>Notes</b></p>	<p>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.</p>		



Blackfoot Charter Community Learning Center Longitudinal Results

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

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

**35%      44%**

OPERATIONAL	Measure	Percentage of Points Earned				
		2016-17	2017-18	2018-19	2019-20	2020-21
Educational Program	1a -1d	100%	100%			
Financial Management	2a - 2c	100%	73%			
Governance & Reporting	3a - 3f	87%	77%			
School Environment	4a - 4b	100%	80%			
Additional Obligations	5a	100%	0%			

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

**95%      78%**

FINANCIAL	Measure	Percentage of Points Earned				
		2016-17	2017-18	2018-19	2019-20	2020-21
Near-Term	1a - 1d	50%	0%			
Sustainability	2a - 2d	100%	90%			

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

**75%      45%**

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

# BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

## 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>	To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.</li> <li>• Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.</li> </ul>		
<b>School Location</b>	Address: 2801 Hunters Loop Blackfoot, ID 83221	<b>School Phone</b>	208-782-044
<b>Surrounding District</b>	Blackfoot School District #55		
<b>Opening Year</b>	2000		
<b>Current Term</b>	February 13, 2014 - June 30, 2019		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	810	<b>Enrollment (Actual)</b>	548

SCHOOL LEADERSHIP	
Kendall Murdock	Chairman
Lisa Patrick	Vice Chairman
Candra Risa	Secretary
Kenneth Ashcraft	Treasurer
Wendy Hoblely	Member
Fred Ball	Administrator
Debbie Steele	Administrator
Chad Harris	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
<b>Non-White</b>	19%	26%	39%	N/A
<b>Limited English Proficiency</b>	2%	6%	10%	N/A
<b>Special Needs</b>	9%	10%	11%	N/A
<b>Free and Reduced Lunch</b>	51%	49%	64%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	33%
Percentage of students meeting or exceeding proficiency in English Language Arts	39%
Percentage of students meeting or exceeding proficiency in Science	39%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	N/A
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ACADEMIC	Measure	Points Possible	Points Earned	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	20	50	0	50	0		
	1b	50	18	50	0	50	0		
District Proficiency Comparison	2a	50	30	50	0	50	0	50	0
	2b	50	29	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	21			50	0		
	3b	100	22			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	141	525	0	525	0	300	0
% of Academic Points			35%		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			0%

BCCLC has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	0
	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		2d	50	50
	3b	25	25	Total Financial Points		400	300
	3c	25	15	% of Financial Points			75%
	3d	25	15				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	380				
% of Operational Points			95%				

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	35%	0%	55% - 74%	NA	80% - 89%	95%	65% - 84%	75%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

**ACADEMIC K-8**

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

<b>INDICATOR 1: STATE PROFICIENCY COMPARISON</b>			
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		<b>Points Earned</b>
			50
			30 - 45
		X	15 - 29
			0 - 14
			20
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		<b>Points Earned</b>
			50
			30 - 45
		X	15 - 29
			0 - 14
			18
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		

ACADEMIC K-8

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

ACADEMIC K-8

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Criterion-Referenced Growth</b>			<b>Points Earned</b>
<b>Math</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	42	<p>76-100     0</p> <p>51-75     0</p> <p>26-50     0</p> <p>0-25     21</p> <hr/> <p>21</p>
<b>Notes</b>			
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Criterion-Referenced Growth</b>			<b>Points Earned</b>
<b>ELA</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>	44	<p>76-100     0</p> <p>51-75     0</p> <p>26-50     0</p> <p>0-25     22</p> <hr/> <p>22</p>
<b>Notes</b>			



OPERATIONAL

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

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				
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				

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented	25	25
			15	
			0	
<b>Notes</b>		<hr/> 25		
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented	25	25
			15	
			0	
<b>Notes</b>		<hr/> 25		
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		96%	25	25
			15	
			0	
<b>Notes</b>		<hr/> 25		
Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.				

OPERATIONAL

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

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
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	The school's Literacy Plan, due to the SBOE in October 2016, had not been submitted as of March 2017. The plan was submitted by June 2017.	See note	15	15
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	The school's 2015-16 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code; this matter had not been remedied as of November 6, 2017.	See note	15	15
			0	15

OPERATIONAL

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

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT															
<b>Measure 4a</b> <b>Transportation</b>	<b>Is the school complying with transportation requirements?</b>  <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.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <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.	<b>Result</b>  No instances of non-compliance documented	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td></td> <td>25</td> </tr> </tbody> </table>	Points Possible	Points Earned	25	25	15		0		<hr/>			25
Points Possible	Points Earned														
25	25														
15															
0															
<hr/>															
	25														
<b>Notes</b>															
<b>Measure 4b</b> <b>Public Transparency</b>	<b>Is the school complying with facilities requirements?</b>  <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.  <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.  <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.	<b>Result</b>  No instances of non-compliance documented	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td></td> <td>25</td> </tr> </tbody> </table>	Points Possible	Points Earned	25	25	15		0		<hr/>			25
Points Possible	Points Earned														
25	25														
15															
0															
<hr/>															
	25														
<b>Notes</b>															

OPERATIONAL

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



FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a	<b>Current Ratio: Current Assets divided by Current Liabilities</b>				
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	50	10	0
Notes		0.86	0	0	0
Measure 1b	<b>Current Ratio: Cash divided by Current Liabilities</b>				
Cash Ratio	<p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>	Cash Ratio is:	50	10	0
Notes		0.67	0	0	0
Measure 1c	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>				
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash:	36	50	50
Notes	The school has 36 days cash on hand. The one-year trend is positive (8.6 days in 2016).		10	0	50
Measure 1d	<b>Default</b>				
Default	<p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>	No Default Noted	50	50	50
Notes			0		50

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>				
	<b>Total Margin and Aggregated</b>		Aggregated 3-Year Totals:		
	<b>3-Year Total Margin</b>	<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:</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>	0.51%	50	50
				30	
				0	
					50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.				
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>		Result	Points Possible	Points Earned
	<b>Debt to Asset Ratio</b>	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is:		
			0.84	50	50
				30	
				0	
					50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome.				

FINANCIAL

Measure 2c	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	Result	Points Possible	Points Earned
Cash Flow	<p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their first or second year of operation must have positive cash flow.</p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	Multi-Year Cumulative is:	\$200,724	50
Notes	Multi-Year Cash Flow is positive and Cash Flow is positive each year.		0	50
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	Ratio is:	2.00	50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.		0	50



# BLACKFOOT CHARTER COMMUNITY LEARNING CENTER



## ANNUAL PERFORMANCE REPORT 2015-2016

CONFIDENTIAL

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).

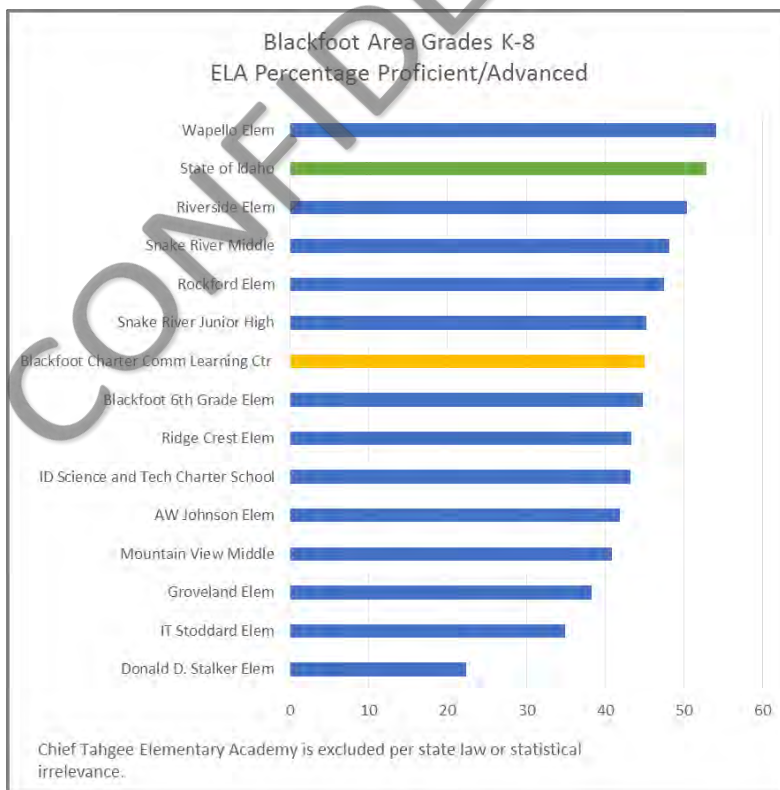
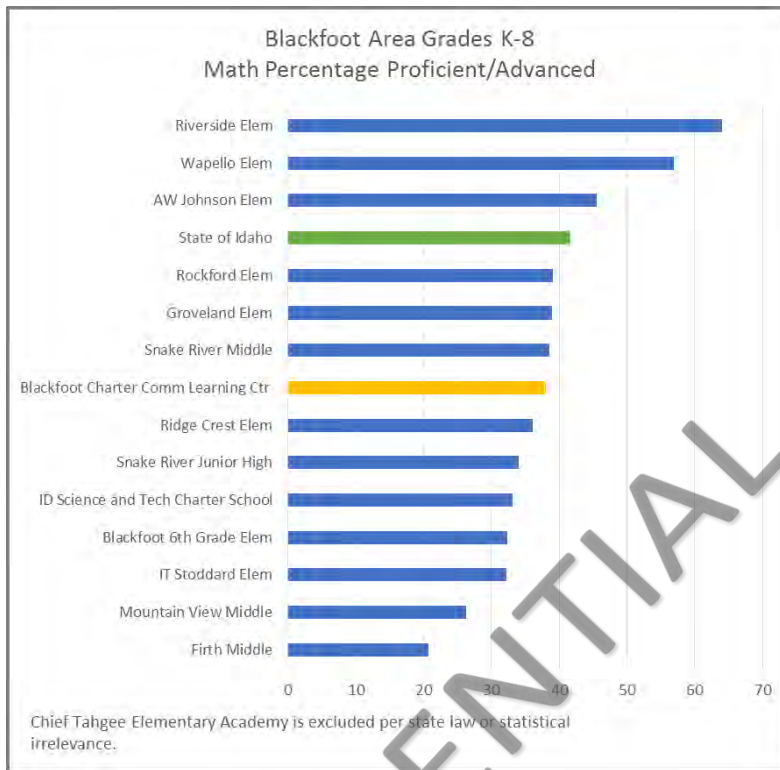
## School Overview

Mission Statement	To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.	
Key Design Elements	<ul style="list-style-type: none"> <li>Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.</li> <li>Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.</li> </ul>	
School Contact Information	Address: 2801 Hunters Loop, Blackfoot ID 83221	Phone: 208-782-0744
Surrounding District	Blackfoot School District #55	
Opening Year	2000	
Current Term	February 13, 2014 - June 30, 2019	
Grades Served	K-8	
Enrollment	Approved: 810	Actual: 501

School Leadership (2015-2016)	Role
Kendall Murdock	Chair
Lisa Patrick	Vice Chair
Emily Hansen	Secretary /Treasurer
Wendy Hobley	Member
Kenneth Ashcraft	Member
Fred Ball	Administrator
Jonathan Braack	Administrator
Chad Harris	Administrator

	School	Surrounding District	State
Non-White	16.57%	40.35%	23.84%
Limited English Proficiency	2.00%	18.41%	8.61%
Special Needs	10.18%	11.61%	9.76%
Free & Reduced Lunch	44.31%	52.42%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	38%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	45%
Percentage of Students Meeting or Exceeding Proficiency in Science	51.1%
Graduation Rate (4-year cohort data from 2014)	N/A





## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Blackfoot Charter Community Learning Center Year Opened: 2000 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

### 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.

BCCLC --- 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	50%	18.05			
	2c	75	50%	22.75			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	100%				
- Points from Non-Applicable		750					
Total Possible Academic Points for This School		150					
<b>Total Academic Points Received</b>				<b>40.80</b>			
<b>% of Possible Academic Points for This School</b>				<b>27.20%</b>			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>N/A</b>			
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>150</b>					
<b>TOTAL POINTS RECEIVED</b>				<b>40.80</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>27.20%</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%	0.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	15.00
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%	0.00
	5b	25	6%	0.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	0.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>280.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>70.00%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>100.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>25.00%</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.

BCCLC --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		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	70.00%	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	27.20%	0% - 60% of points possible		0% - 45% of points possible	25.00%

BCCLC --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
<b>Measure 1a</b> Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
	<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				
		3	15				
		2	0				
1	0	0					
Notes							
INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
<b>Measure 1b</b> State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
	<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.	Reward	25				
		None	15				
		Focus	0				
		Priority	0	0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
<b>Measure 2a</b> ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<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
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
						0	
Notes							
<b>Measure 2b</b> ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<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
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
	38.00	0-19	19	1-40	40	18	
Notes						18	

BCCLC --- 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
			38-56	19	65-89	25	0
		<b>45.00</b>	<b>20-37</b>	<b>18</b>	<b>41-64</b>	<b>24</b>	<b>23</b>
			0-19	19	1-40	40	0
							<u>23</u>
Notes							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> <b>Criterion-Referenced</b> <b>Growth in Reading</b>	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							
<b>Measure 3b</b> <b>Criterion-Referenced</b> <b>Growth in Math</b>	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							
<b>Measure 3c</b> <b>Criterion-Referenced</b> <b>Growth in Language</b>	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	<u>0</u>
Notes							

BCCLC --- ACADEMIC FRAMEWORK

<p><b>Measure 3d</b> Norm-Referenced <b>Growth in Reading</b></p> <p><b>Are students making expected annual academic growth in reading compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in reading falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;"><b>0</b></td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						<b>0</b>
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<p><b>Measure 3e</b> Norm-Referenced <b>Growth in Math</b></p> <p><b>Are students making expected annual academic growth in math compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in math falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;"><b>0</b></td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						<b>0</b>
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<p><b>Measure 3f</b> Norm-Referenced <b>Growth in Language</b></p> <p><b>Are students making expected annual academic growth in language compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30<sup>th</sup> percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;"><b>0</b></td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						<b>0</b>
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<p><b>Measure 3g</b> Subgroup Growth <b>Combined Subjects</b></p> <p><b>Is the school increasing subgroup academic performance over time?</b></p> <p><b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.  <b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.  <b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.  <b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;"><b>0</b></td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0		26-50	25	30-44	15	0		0-25	25	1-29	29	0						<b>0</b>
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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				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0			
<b>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				
	<b>Meets Standard:</b> Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
<b>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
	0						



BCCLC--- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Is the school ***?</b>	<b>Result</b>	<b>Weight</b>	<b>Score</b>
	<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>Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. BCCLC 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. BCCLC 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. BCCLC has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

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

		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15.00
			0	
Notes	The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days).			15.00
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <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>		25	
		See note	0	0.00
Notes	A going concern was noted by the auditor that "the School is facing financial difficulties giving rise to the possibility that it may not continue as a going concern. As a result of these financial difficulties, the School has depleted its reserves and ended the fiscal year with a deficit general fund balance".			0.00

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>			
	<p><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.</p> <p><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.</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 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	25.00
			15	
			0	
Notes				25.00
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>			
	<p><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.</p> <p><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.</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, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See notes	15	15.00
			0	
Notes	The 2015-16 school calendar, due to the SDE by 5/31/15, had not been submitted to the SDE as of 8/31/15.			15.00
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>			
	<p><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.</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 rights of students. 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 the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00

		Result	Points Possible	Points Earned
<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
<b>Notes</b>				
<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	
				25.00
<b>Notes</b>				
<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	
				25.00
<b>Notes</b>				

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.		25	
	<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.	See note	0	0.00
Notes	In April 2016, the Division of Building Safety identified several serious and potentially imminent safety hazards at the middle school facility. The DBS required that these hazards be remedied through implementation of a DBS-approved plan before students would be permitted attend school at the affected facility in fall 2017.			0.00
<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.		25	
	<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.	See note	0	0.00
Notes	Appendix B of the school's performance certificate contains, in Tab 3 and Tab 6, commitments regarding the health and safety of students, including provision of inspected, compliant facilities. However, as noted in Measure 5a above, the school has not adhered to these commitments.			0.00
<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

BCCLC --- OPERATIONAL FRAMEWORK

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

BCCLC --- 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></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>0.27</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current Ratio is:				50			10		0.27	0	0.00			0.00	
Result	Points Possible	Points Earned																			
Current Ratio is:																					
	50																				
	10																				
0.27	0	0.00																			
		0.00																			
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></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td>9</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td>0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No. of Days Cash:				50			10		9	0	0.00			0.00	
Result	Points Possible	Points Earned																			
No. of Days Cash:																					
	50																				
	10																				
9	0	0.00																			
		0.00																			
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>101.15%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td>50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Variance is:			101.15%	50	50.00		30			0				50.00	
Result	Points Possible	Points Earned																			
Variance is:																					
101.15%	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 instances of non-compliance documented</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td>50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	50	50.00		0				50.00							
Result	Points Possible	Points Earned																			
No instances of non-compliance documented	50	50.00																			
	0																				
		50.00																			
Notes																					



INDICATOR 2: SUSTAINABILITY MEASURES		
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated 3-Year Total Margin</b></p> <p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p> <p><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>	<p><b>Result</b></p> <p>Aggregated 3-Year Totals:</p> <p>50</p> <p>10</p> <p><b>-3.78%</b></p>	<p><b>Points Possible</b></p> <p><b>Points Earned</b></p> <p>0</p> <p><b>0.00</b></p> <p><b>0.00</b></p>
<p><b>Notes</b></p>		
<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p> <p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p> <p><i>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.</i></p>	<p><b>Result</b></p> <p>Ratio is:</p> <p>50</p> <p>30</p> <p><b>1.03</b></p>	<p><b>Points Possible</b></p> <p><b>Points Earned</b></p> <p>0</p> <p><b>0.00</b></p> <p><b>0.00</b></p>
<p><b>Notes</b></p>		
<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p> <p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	<p><b>Result</b></p> <p>Multi-Year Cumulative is:</p> <p>50</p> <p>30</p> <p><b>\$ (38,943)</b></p>	<p><b>Points Possible</b></p> <p><b>Points Earned</b></p> <p>0</p> <p><b>0.00</b></p> <p><b>0.00</b></p>
<p><b>Notes</b></p>		
<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p> <p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p> <p><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>	<p><b>Result</b></p> <p>Ratio is:</p> <p>50</p> <p><b>0.10</b></p>	<p><b>Points Possible</b></p> <p><b>Points Earned</b></p> <p>0</p> <p><b>0.00</b></p> <p><b>0.00</b></p>
<p><b>Notes</b></p>		

BCCLC --- 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	55.54	0.00	0.00		
	2b	75	47.41	18.38	18.05		
	2c	75	49.16	22.08	22.75		
	3a	100	96.81	0.00	0.00		
Growth	3b	100	33.75	0.00	0.00		
	3c	100	75.52	0.00	0.00		
	3d	75	47.74	0.00	0.00		
	3e	75	43.20	0.00	0.00		
	3f	75	57.68	0.00	0.00		
	3g	100	72.70	0.00	0.00		
	College & Career Readiness	4a					
	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	614.51	55.46	40.80	0.00	0.00
% of Possible Academic Points for This School			68.28%	31.69%	27.20%	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
Blackfoot Charter Community Learning Center (BCCLC) 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	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	15	15		
	2b	25	25	25	0		
Governance & Reporting	3a	25	25	25	25		
	3b	25	0	0	15		
Students & Employees	4a	25	25	25	25		
	4b	25	25	0	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	0		
	5b	25	25	25	0		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	375.00	340.00	280.00	0.00	0.00
% of Possible Operational Points for This School			93.75%	85.00%	70.00%	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	0	0		
	1b	50	50	0	0		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	50	0	0		
	2b	50	50	30	0		
	2c	50	50	30	0		
	2d	50	50	0	0		
Total Possible Financial Points Received		400	400.00	160.00	100.00	0.00	0.00
% of Possible Financial Points for This School			100.00%	40.00%	25.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



# **BLACKFOOT CHARTER COMMUNITY LEARNING CENTER**



## **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

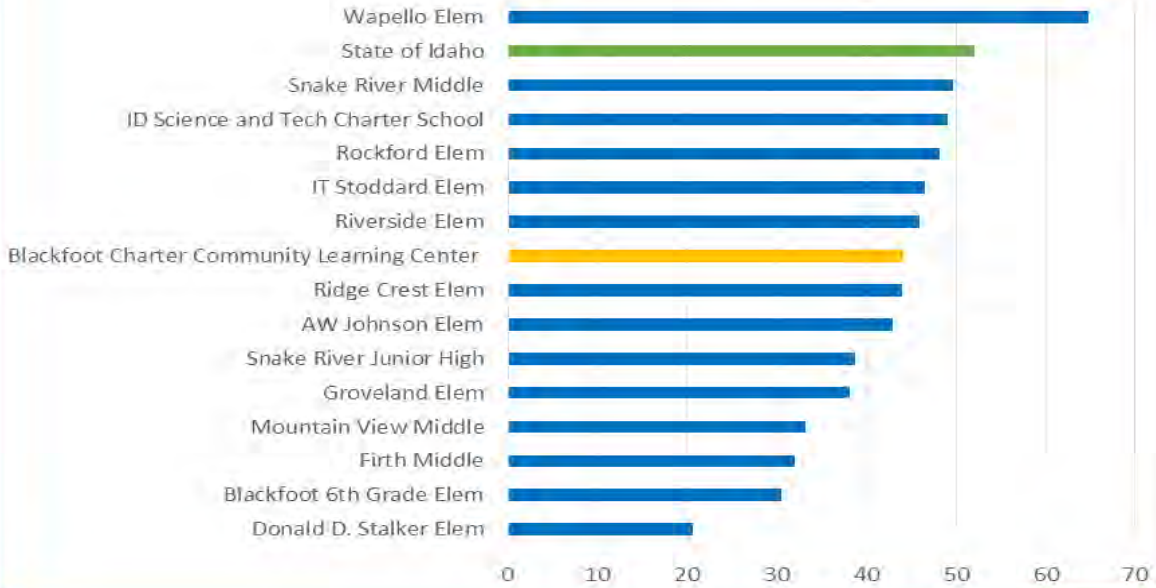
<b>Mission Statement</b>	<p>To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.</p>	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.</li> <li>• Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.</li> </ul>	
<b>School Contact Information</b>	Address: 2801 Hunters Loop, Blackfoot ID 83221	Phone: 208-782-0744
<b>Surrounding District</b>	Blackfoot School District #55	
<b>Opening Year</b>	2000	
<b>Current Term</b>	February 13, 2014 - June 30, 2019	
<b>Grades Served</b>	K-8	
<b>Enrollment</b>	Approved: 378	Actual: 336

School Leadership (2014-2015)	Role
Kendall Murdock	Chair
Emily Hansen	Secretary /Treasurer
Wendy Hobley	Member
Kenneth Ashcraft	Member
Lisa Patrick	Member
Fred Ball	Administrator
Jonathan Braack	Administrator

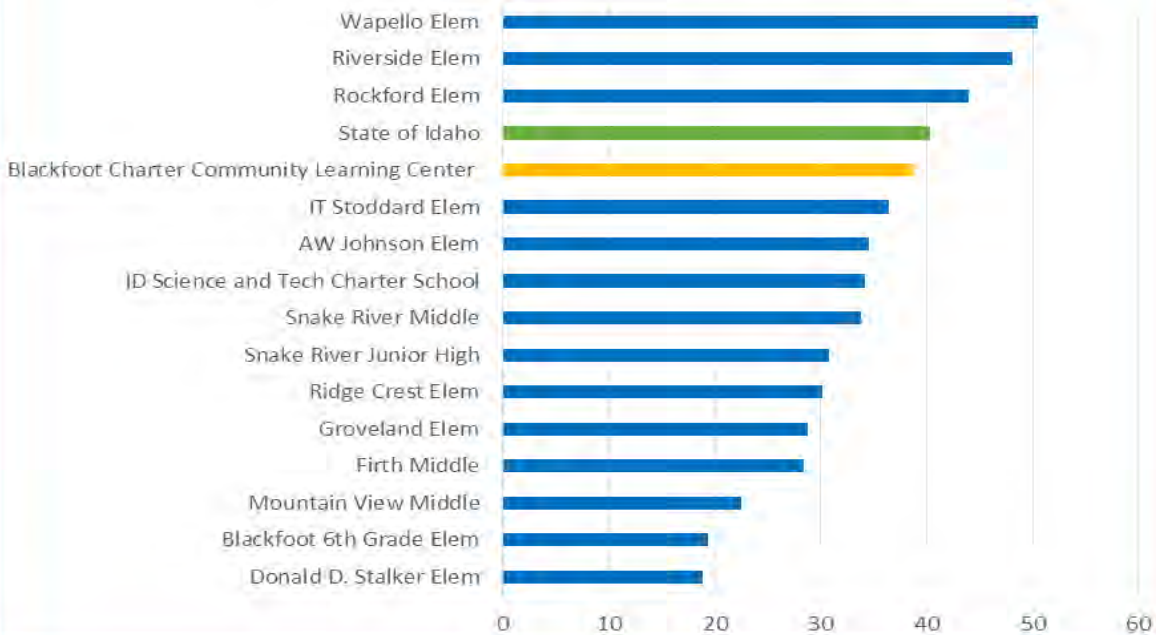
	School	Surrounding District	State
<b>Non-White</b>	14.79%	39.36%	23.59%
<b>Limited English Proficiency</b>	0%	18.20%	8.52%
<b>Special Needs</b>	7.69%	10.84%	10.43%
<b>Free &amp; Reduced Lunch</b>	42.60%	56.08%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	38.70%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	44.10%
Graduation Rate (4-year cohort data from 2014)	N/A

### Blackfoot Area Grades K-8 ELA Percentage Proficient/Advanced



### Blackfoot Area Grades K-8 Math Percentage Proficient/Advanced





## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Blackfoot Charter Community Learning Center Year Opened: 2000 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

### 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.

BCCLC --- 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	14%	15.00			
Proficiency	2a	75	0%	0.00			
	2b	75	43%	18.38			
	2c	75	43%	22.08			
Growth	3a	100	0%	0.00			
	3b	100	0%	0.00			
	3c	100	0%	0.00			
	3d	75	0%	0.00			
	3e	75	0%	0.00			
	3f	75	0%	0.00			
	3g	100	0%	0.00			
College & Career Readiness	4a						
	4b1 / 4b2						
	4c						
Total Possible Academic Points		900	100%				
- Points from Non-Applicable		725					
Total Possible Academic Points for This School		175					
<b>Total Academic Points Received</b>				<b>55.46</b>			
<b>% of Possible Academic Points for This School</b>				<b>31.69%</b>			

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for this Performance Certificate term.							
Total Possible Mission-Specific Points		0	0%				
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			
<b>% of Possible Mission-Specific Points Received</b>				<b>N/A</b>			
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>175</b>					
<b>TOTAL POINTS RECEIVED</b>				<b>55.46</b>			
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>31.69%</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%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	0.00
School Environment	4c	25	6%	25.00
	4d	25	6%	25.00
	5a	25	6%	25.00
	5b	25	6%	25.00
Additional Obligations	5c	25	6%	25.00
	6a	25	6%	25.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>340.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>85.00%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	30.00
	2c	50	13%	30.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>160.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>40.00%</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.

BCCLC --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible	85.00%	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	31.69%	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	40.00%

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

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2c</b> ISAT / SBA % Proficiency Language Arts	<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>44.10</b>	<b>20-37</b>	<b>18</b>	<b>41-64</b>	<b>24</b>	<b>22</b>
			0-19	19	1-40	40	0
							<u>22</u>
Notes							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> Criterion-Referenced Growth in Reading	<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> Criterion-Referenced Growth in Math	<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> Criterion-Referenced Growth in Language	<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>	

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

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>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0			
<b>Measure 4b1</b> <b>College Entrance 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>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
<b>Measure 4b2</b> <b>College Entrance 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>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
0							



BCCLC--- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Is the school ***?</b>	<b>Result</b>	<b>Weight</b>	<b>Score</b>
	<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>Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. BCCLC 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. BCCLC 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. BCCLC has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.</p>			

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

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>  <b>Is the school complying with governance requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		No instances of non-compliance documented	25	25.00
			15	
			0	
<b>Notes</b>				
<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.			25	
			15	
		See note	0	0.00
<b>Notes</b>		The school failed to timely provide updated board membership and contact information as required by the performance certificate, despite multiple requests from PCSC staff, in September and October 2014. The school failed to timely provide an updated charter following amendment approval, despite multiple requests from PCSC staff, in April and May 2015. The school failed to submit the required 2015-16 school calendar to the SDE by the May 31 deadline; the document had not yet been submitted as of August 14, 2015.		
<b>INDICATOR 4: STUDENTS AND EMPLOYEES</b>				
<b>Measure 4a</b> <b>Student Rights</b>  <b>Is the school protecting the rights of all students?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		No instances of non-compliance documented	25	25.00
			15	
			0	
<b>Notes</b>				

		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.		25	
	<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.	See note	0	0.00
				<b>0.00</b>
<b>Notes</b>	Administrator Jonathan Braack's administrative certification expired during the 2013-14 school year, and was not renewed until April 2015, despite multiple reminders from the State Department of Education throughout the 2014-15 school year.			
<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>25.00</b>
<b>Notes</b>				
<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>25.00</b>
<b>Notes</b>				

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

BCCLC --- 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>	See note	25	25.00
	<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>		0	
Notes	<p>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 will impact scores on future annual performance reports.</p>			25.00

BCCLC --- 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.	<b>Result</b>	<b>Points Possible</b>
		Current Ratio is:	50
		10	0.00
		<b>0.47</b>	<b>0</b>
			<b>0.00</b>
<b>Notes</b>			
<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.	<b>Result</b>	<b>Points Possible</b>
		No. of Days Cash:	50
		10	0.00
		<b>10</b>	<b>0</b>
			<b>0.00</b>
<b>Notes</b>			
<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.	<b>Result</b>	<b>Points Possible</b>
		Variance is:	50
		102.55%	50.00
		30	
		0	50.00
			<b>50.00</b>
<b>Notes</b>			
<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.	<b>Result</b>	<b>Points Possible</b>
		No default or delinquency noted in audit	50
		0	50.00
			<b>50.00</b>
<b>Notes</b>			



BCCLC --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:	50	
			10	
		-5.36%	0	0.00
Notes				0.00
Measure 2b Debt to Asset Ratio	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is:	50	
			30	30.00
		1.0	0	0.00
Notes				30.00
Measure 2c Cash Flow	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard (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>	Multi-Year Cumulative is:	0	
			50	
		\$4,150	30	30.00
Notes			0	30.00
Measure 2d Debt Service Coverage Ratio	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is:	50	
			0	0.00
		-0.97	0	0.00
Notes				0.00

BCCLC --- 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	55.54	0.00			
	2b	75	47.41	18.38			
	2c	75	49.16	22.08			
	3a	100	96.81	0.00			
Growth	3b	100	33.75	0.00			
	3c	100	75.52	0.00			
	3d	75	47.74	0.00			
	3e	75	43.20	0.00			
	3f	75	57.68	0.00			
	3g	100	72.70	0.00			
	4a						
College & Career Readiness	4b1 / 4b2						
	4c						
Total Possible Academic Points Received		900	614.51	55.46	0.00	0.00	0.00
% of Possible Academic Points for This School			68.28%	31.69%	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
Blackfoot Charter Community Learning Center (BCCLC) 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	25	15			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	0	0			
Students & Employees	4a	25	25	25			
	4b	25	25	0			
	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	375.00	340.00	0.00	0.00	0.00
% of Possible Operational Points for This School			93.75%	85.00%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	0			
	1b	50	50	0			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	50	0			
	2b	50	50	30			
	2c	50	50	30			
	2d	50	50	0			
Total Possible Financial Points Received		400	400.00	160.00	0.00	0.00	0.00
% of Possible Financial Points for This School			100.00%	40.00%	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	Good Standing			
Financial	Honor	Critical			



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

Alison Consoletti, The Center for Education Reform



# BLACKFOOT CHARTER COMMUNITY LEARNING CENTER



## ANNUAL PERFORMANCE REPORT 2013-2014

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

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

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed Spring 2015



## Introduction

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

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

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

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

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

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

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

## School Overview

<b>Mission Statement</b>	To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.</li> <li>Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.</li> </ul>	
<b>School Contact Information</b>	Address: 2801 Hunters Loop, Blackfoot ID 83221	Phone: 208-782-0744
<b>Surrounding District</b>	Blackfoot School District #55	
<b>Opening Year</b>	2000	
<b>Current Term</b>	February 13, 2014 - June 30, 2019	
<b>Grades Served</b>	K-5	
<b>Enrollment</b>	Approved: 378	Actual: 301

	School	Surrounding District	State
Non-White	14.55%	39.09%	22.56%
Limited English Proficiency	0%	18.69%	6.24%
Special Needs	7.09%	9.95%	9.46%
Free & Reduced Lunch	39.55%	33.07%	47.07%

School Leadership	Role
Stacey Lilya	Vice Chair
Emily Hansen	Secretary /Treasurer
Kendall Murdock	Member
Mark Cornelison	Member
Lisa Partick	Member
Fred Ball	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: Blackfoot Charter Community Learning Center Year Opened: 2000 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

### 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.

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER --- 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	2%	20.00
	1b	25	3%	15.00	25	2%	15.00
Proficiency	2a	75	8%	55.54	75	7%	55.54
	2b	75	8%	47.41	75	7%	47.41
	2c	75	8%	49.16	75	7%	49.16
Growth	3a	100	11%	96.81	100	10%	96.81
	3b	100	11%	33.75	100	10%	33.75
	3c	100	11%	75.52	100	10%	75.52
	3d	75	8%	47.74	75	7%	47.74
	3e	75	8%	43.20	75	7%	43.20
	3f	75	8%	57.68	75	7%	57.68
	3g	100	11%	72.70	100	10%	72.70
College & Career Readiness	4a				50	5%	0.00
	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
<b>Total Academic Points Received</b>				<b>614.51</b>			<b>614.51</b>
<b>% of Possible Academic Points for This School</b>				<b>68.28%</b>			<b>58.52%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. BCCLC 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. BCCLC 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. BCCLC 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>#DIV/0!</b>
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>900</b>			<b>1050</b>		
<b>TOTAL POINTS RECEIVED</b>				<b>614.51</b>			<b>614.51</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>68.28%</b>			<b>58.52%</b>

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	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.

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		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>68.28%</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 face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
<b>Measure 1a</b> 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	20			
		3	15				
		2	0				
		1	0	20			
Notes							
<b>Measure 1b</b> 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				
				15			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
<b>Measure 2a</b> 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
		88.40	38-56	19	65-89	25	56
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							56
Notes							
<b>Measure 2b</b> 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
		77.70	38-56	19	65-89	25	47
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							47
Notes							
<b>Measure 2c</b> ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		80.00	38-56	19	65-89	25	49
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							49
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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?	97.96	76-100	25	85-100	16	97
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		0-25	25	1-49	49	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.						97
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	56.00	76-100	25	85-100	16	0
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		51-75	25	70-84	15	0
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		26-50	25	50-69	20	34
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		0-25	25	1-49	49	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.						34
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	84.31	76-100	25	85-100	16	0
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		51-75	25	70-84	15	76
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		26-50	25	50-69	20	0
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		0-25	25	1-49	49	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.						76
Notes							
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	55.00	57-75	19	66-99	34	0
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		38-56	19	43-65	23	48
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		0-19	19	1-29	29	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.						48
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	49.50	57-75	19	66-99	34	0
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		38-56	19	43-65	23	43
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>nd</sup> percentile.		0-19	19	1-29	29	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.						43
Notes							

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	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.	68.00	57-75	19	66-99	34	58
	<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
							58
Notes							

Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.	66.70	51-75	25	45-69	25	73
	<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
							73
Notes							

**INDICATOR 4: COLLEGE AND CAREER READINESS**

Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned
Coursework	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
				0
Notes				

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	
				0
Notes				

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	
				0
Notes				

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER --- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 4c	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Graduation Rate	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
							0
Notes							



BLACKFOOT CHARTER COMMUNITY LEARNING CENTER --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Is the school ***?</b>	<b>Result</b>	<b>Weight</b>	<b>Score</b>
	<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>Blackfoot Charter Community Learning Center (BCCLC) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. BCCLC 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. BCCLC 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. BCCLC 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>	Meets	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>	No instances of non-compliance documented	25	25.00
	Notes		15	25.00
<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>	No instances of non-compliance documented	25	25.00
	Notes		15	25.00

		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <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>	See note	25	25.00
			0	
Notes				25.00
	<p>The FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.</p>			

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:		25	0.00
	<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.	See note	0	0.00
Notes	<a href="#">The school has repeatedly failed to respond to requests for updated board rosters (due within 5 days of membership changes). Additionally, responses to staff queries (such as for additional information/documentation related to meeting materials) are frequently incomplete.</a>			0.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
<b>Measure 4b</b> <b>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				25.00
<b>Measure 4c</b> <b>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				25.00
<b>Measure 4d</b> <b>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				25.00

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>			
	<p><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.</p> <p><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.</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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
		15		
		0		
Notes				25.00
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<p><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.</p> <p><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.</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 safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
		15		
		0		
Notes				25.00
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<p><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.</p> <p><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.</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 the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
		15		
		0		
Notes				25.00


BLACKFOOT CHARTER COMMUNITY LEARNING CENTER --- 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			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>	Result	Points Possible	Points Earned
		Ratio is 1.37	50	50.00
			10	
		0	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>	Result	Points Possible	Points Earned
		31 days cash; one-year trend is positive	50	50.00
			10	0.00
		0	50.00	
Notes	FY13 fiscal audit showed 22 days cash; FY12 audit showed 25 days cash.			
Measure 1c Enrollment Variance	<p><b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b></p> <p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned
		Variance is 100%	50	50.00
			30	
		0	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>	Result	Points Possible	Points Earned
		No default or delinquency noted in audit	50	50.00
			0	
		0	50.00	
Notes				



INDICATOR 2: SUSTAINABILITY MEASURES																	
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Current year is .04, aggregate is .02</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 year is .04, aggregate is .02	50	50.00		10			0				50.00
Result	Points Possible	Points Earned															
Current year is .04, aggregate is .02	50	50.00															
	10																
	0																
		50.00															
Notes																	
<p>Measure 2b Debt to Asset Ratio</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is .84</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 .84	50	50.00		30			0				50.00
Result	Points Possible	Points Earned															
Ratio is .84	50	50.00															
	30																
	0																
		50.00															
Notes																	
<p>Measure 2c Cash Flow</p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi-year cumulative is \$42,642 and most recent year is positive</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-year cumulative is \$42,642 and most recent year is positive	50	50.00		30			0				50.00
Result	Points Possible	Points Earned															
Multi-year cumulative is \$42,642 and most recent year is positive	50	50.00															
	30																
	0																
		50.00															
Notes																	
<p>Measure 2d Debt Service Coverage Ratio</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is 1.45</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is 1.45	50	50.00		0				50.00			
Result	Points Possible	Points Earned															
Ratio is 1.45	50	50.00															
	0																
		50.00															
<p>Notes</p>	<p>While none of the scores reflected in this annual report are impacted, it should be noted that in FY16 (specifically, October 2015), a \$23,000 loan principal payment will come due.</p>																



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

Alison Consoletti, The Center for Education Reform

**BLACKFOOT CHARTER COMMUNITY LEARNING CENTER**

Pre-Renewal Site Visit Report

**October 9, 2018**

**Public Charter School**

Blackfoot Charter Community Learning Center  
2801 Hunters Loop  
Blackfoot, Idaho 83221  
208-782-1330

**Authorizer**

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

**Evaluation Team**

Heather Dennis, Organization Director, Anser Charter School, Boise, Idaho  
Dr. Suzanne Gregg, Education Consultant, Former Education Director/Principal, Anser Charter School, Boise, Idaho  
Tiffnee Hurst, Elementary Principal, Special Programs, American Heritage Public Charter School, Idaho Falls, Idaho

## PURPOSE OF EVALUATION

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

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

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

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

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

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

Rating: Meets

Evidence: Classroom observations, stakeholder interviews, school documentation

Detail: The mission of the Blackfoot Charter Community Learning Center is to know each student well enough to challenge and meet their individual academic and developmental needs. They hope to accomplish this mission through a goal-driven environment that utilizes small groups, interactive technology, and brain-based learning. Their key design elements include having multi-grade classrooms. During the visit, multi-grade classrooms were not observed, but ability grouping students in each grade was observed for reading, language, and math. During teacher interviews, teachers stated that they use data to build the student groups and use the data to keep the groups fluid based on student performance. At the beginning of the year, the data used to build these groups include end of year assessments from the previous school year, Aims Web benchmark data, Freckle, and pre and post tests on grade level standards. Grade level teams meet weekly to discuss the groups and the data. Middle school teachers use interim data in the areas of language arts and math. BCCLC also meets students' individual academic needs by providing intervention time, GATE, as well as Drop Everything time. During intervention time, students have the opportunity to receive instruction in math and reading. During Drop Everything Time, students have the opportunity to expand their knowledge in areas of their interest, including sports and art. At the middle school level, students are given the opportunity to participate in Advanced Opportunities utilizing IDLA classes. Fifteen students participating in this program have earned, in total, twenty-three high school credits. Another key design is using brain-based learning strategies to help students when acquiring new skill information. During the elementary visit, evaluators observed brain-based activities being provided by paraprofessionals who were helping students learn sight words. BCCLC is also meeting students' developmental needs by having a school counselor at both the elementary and middle school levels.

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

Rating: Meets

Evidence: Classroom observations, school documents, stakeholder interviews

Detail: According to BCCLC's charter, the school will implement brain-based learning, small group instruction, and interactive technology. During the visit, evaluators were able to see interactive technology at the elementary level, including Freckle, Sumdog, and Reading Eggs to engage students in their learning. Another area of brain-based learning that was observed was that students and staff discuss the importance of accepting the difference in others and realizing everyone may not be on the same page with their learning. During the elementary tour, the students were able to explain their intervention and the Drop Everything Time by talking to the observers about how all students learn differently and may need help in certain areas, as well as given opportunities to extend their learning. Small group instruction also was provided in classrooms by utilizing aides and parent volunteers at the elementary level. BCCLC can continue to work on implementing brain-based learning within the general education classrooms at their elementary and middle school levels.

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

Rating: Meets

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

Detail: BCCLC is aware of student learning and achievement by viewing both qualitative and quantitative data. Once a week, the data is reviewed within grade level groups once a week. Data is collected from end of year assessments, state assessments, pre and post-tests, aligned to grade level standards, interim assessments, and benchmark testing. Data is also looked at by the administration and the Board of Directors. BCCLC has provided an improvement plan and literacy plan to help implement continuous academic improvement. These plans use current school staff as trainers to help implement strategies within the classrooms to support student growth including Core Academic Coaches. BCCLC's improvement plan provides broad learning goals that can continue to be developed further by diving deeper into the root causes of lower academic achievement in language arts and math.

**PROGRAM DELIVERY: CURRICULUM****Does the school's curriculum provide the opportunity for academic success for all students?**

Rating: Approaches

Evidence: Annual Report, Continuous Improvement and Literacy Plans, Administrator and Teacher interviews, classroom observations

Detail: The school is standards based and teachers write lessons and curriculum based on standards for their grade level. Although teachers collaborate on lessons, there is not a comprehensive or cohesive Tier I curriculum in either ELA or Mathematics that horizontally and vertically align with a contiguous scope and sequence. Teachers and administrators stated, which was observed in both the elementary and middle school classrooms, that teachers are using the curriculum of their choice. For example, the 6th grade math teacher is using a different math curriculum than the 7th grade math teacher.

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

Rating: Approaches

Evidence: Administrator and teacher interviews, classroom observations

Detail: Although our observations were limited, all evaluators noted the inconsistencies in: delivery (with the exception of Kindergarten & a 5<sup>th</sup> grade ELA intervention class), academic language, and problem-solving skills. Most lessons observed included lower-level thinking skills, in which many students were not highly engaged. Students are leveled based on formative and summative data. Teachers are able to use their chosen curriculum as long as they follow state standards; which most-likely leads to inconsistency in curriculum content, fluidity, and strategies. It was not apparent that most teachers were promoting higher-level thinking. The exception was a design level class at the middle school level in which students were working on a computer-based program.

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

Rating: Meets

Evidence: Administrator and teacher Interviews, classroom observation

Detail: The school does not use a common curriculum in either the elementary or middle schools. Grade level teachers create common assessments based on the collaborative curriculum they write which are aligned to standards. The school divides elementary students into groups according to their skill levels. Lessons are then developed to meet individual learning styles and abilities. State assessments, Freckle and Lexia assessments are used for benchmarking and placement of students. According to teachers, students have the ability to move between groups if progress is shown. At the end of each determined curriculum cycle, students are reassessed for



placement. Teachers at the elementary level reflect and revise lessons over time. Evaluators were unable to interview middle school teachers because of scheduling differences

### **PROGRAM DELIVERY: INSTRUCTION**

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

This indicator was not rated and does not represent an area of concern.

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

This indicator was not rated due to lack of evidence. However, the team had a few observations from the limited classroom observation time. The team noted little student engagement with the exception of K, 1/2 grade brain breaks and a middle school design class. It did not appear that most students were engaged in higher-level thinking opportunities that included teacher or student questioning or instructional strategies that promoted such thinking. One student stated that she was challenged because she was working at her own level in an IDLA online class and taking Algebra.

#### **Does the school have leadership sustainability?**

Rating: Meets

Evidence: Student tour guides, administrator and board interviews

Detail: Teachers serve on a leadership team and all staff are given multiple opportunities to provide input. Mentor teachers are assigned to all new teachers. The director of the middle school is a founding member of the school and the board is beginning to think about the succession plan when he retires at the end of this year. The business manager is retiring in the next several days, but has helped with the transition plan and will continue to help with training the new business manager over the next few weeks. Fourth grade students who guided evaluators through a tour and middle school students who were interviewed were knowledgeable about the school and how things worked. They were able to answer our questions and give input about their experiences. The students exhibited leadership skills and gave great insight into how the school functions in a positive manner for students.

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

Rating: Meets

Evidence: Administrator and elementary teacher interviews, school documents

Detail: Staff has input on professional development activities. The school follows a four-day student schedule with Fridays planned for staff professional development and planning of curriculum. Trainings have included effective use of math and ELA strategies, technology use, classroom management techniques, and sharing of workshops/conferences teachers have attended. This is also a time in which teachers discuss the needs of students and write curriculum and common assessments. Core Academic Coaches work with teachers on a regular basis.

### **PROGRAM DELIVERY: ASSESSMENT AND EVALUATION**

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

Rating: Meets

Evidence: Administrator and elementary teacher interviews

Detail: The school collects and analyzes school-wide data and teachers collect data at the classroom levels. Intervention groupings within the classroom and school are determined based on data. Both administrators and teachers noted they are focusing more on digging deeper into the data this year, hoping they can increase student achievement scores in all tested areas.

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

Rating: Meets

Evidence: Stakeholder interviews, school and classroom observations

Detail: Student interviews revealed teachers care about students and they can ask and receive help. Observed respect in and out of the classroom between and among students and staff was apparent. Parents love the school and they can openly share with administration and staff. Teachers mentioned how much they love to work with colleagues and how they are supported by the administration. Several mentioned they felt like a "family". With the exception of one or two classroom observations, students were fully aware of classroom routines, procedures, and expectations.

### **ACCESS AND EQUITY**

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

Rating: Meets

Evidence: Student Support Services Interview

Detail: BCCLC provides access and equity for all students including accelerated, remediation, and ELLs. The school team has recently completed a full day training to learn strategies to use with EL students in the general education classroom. The school has a Spanish teacher and an elementary principal who provides support and guidance as part of the EL program at this school. The school is part of the State's EL Consortium.

The Special Education Department has three new members this year: The special education director, the middle school special education teacher, and the elementary special education teacher. These three members of the Special Education Department have worked together previously at another school and their knowledge of one another's strengths have facilitated a smooth transition. The Speech and Language Department also provides services to the students through different activities including screenings, LIP lessons in kindergarten, and an RTI structure to work with students in speech. An evaluator was able to observe small group instruction within reading and math where students were engaged in lessons targeting core academic skills.

The school provides opportunities for accelerated students through the GATE program. Accelerated students are also provided opportunities for growth by participating in the Drop Everything lessons that are provided every Thursday for an hour. During the Drop Everything time, students in grades 3 and 4 can choose different types of classes to attend to extend their knowledge in different areas including art and physical education. The school also has one elementary counselor and one middle school counselor who help provide academic and emotional support for their students.

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

Rating: Meets

Evidence: PCSC Annual Report

Detail: According to the BCCLC's Annual Performance Report, the school's demographic representation is close to the surrounding districts.

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

Rating: Meets

Evidence: Administrator and board interviews, Retention and Attrition document

Detail: Based on BCCLC's student retention data, the school has increased enrollment from last year to this year by fifty-five students by going from five hundred ninety-eight students to six hundred fifty-three students. Most grade levels have increased enrollment during this current

school year. BCCLC had only seven students who withdrew during the 2017/2018 school year. Administration feels it is important, if at all possible, to allow all students who want to enroll to gain a seat at the school. BCCLC works hard to find ways to ensure this goal happens. BCCLC can continue to build on their waitlist. At this time, BCCLC has ten students on their waitlist.

## **ORGANIZATIONAL CAPACITY**

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

Rating: Meets

Evidence: Stakeholder interviews

Detail: Elementary staff stated that they worked in a positive and collaborative environment and had input into many decisions. (Middle school staff were not interviewed.) Staff expressed appreciation for open communication with administrators. The elementary principal stated in her self-assessment that "the board is ever present in the school at each campus and have invited teachers to attend board meetings, so they can become more personally familiar with resources". Students stated that there is virtually no bullying in the school; however, if bullying did occur, it was not tolerated and taken care of right away. Parents confirmed that bullying was not a problem. Speaking with all stakeholders during the visit, it was apparent all understood the important aspects of the charter. Stakeholders noted the following two issues that will need to be addressed soon: 1) succession plan for the director and 2) working with a construction manager to build a new facility.

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

Rating: Meets

Evidence: Stakeholder interviews

Detail: Teacher, parent and board interviews revealed there is good communication between all stakeholders. Board members and administrators delineated the path for communication and decision making. Board members expressed support for administrators' management of the school. The board is made up of parents. The elementary school principal stated the website and Facebook accounts are updated on a regular basis. Elementary teachers send parent newsletters home weekly. Parent/Teacher conferences are held several times a year and parents receive achievement reports at least twice per year. Staff members send emails, texts or make phone calls to parents when a need arises. There is an "open door" policy between and among staff, parents and board. Parents stated how they were able to communicate with administration and staff in an open and effective manner.

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

Rating: Meets

Evidence: School Handbook, Parent and Student interviews

Detail: The handbook outlined student expectations, and students and parents were able to articulate expectations. Parents expressed appreciation for the communication they receive from teachers and the administration. Conferences, email, text messaging, and teacher meetings are ways in which parents understand policies and procedures. Parents can access Facebook for current information. Parents feel comfortable contacting teachers with a concern. Families and staff worked together with the local school district to implement sports programs within the past year that include track, basketball, cheerleading, etc.

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

Rating: Meets

Evidence: Stakeholder interviews, school and classroom observations

Detail: Students have access to computers and classroom supplies that appear adequate. Each classroom is equipped with smart board technology. The school continues to grow their student population and have plans for incremental growth in a new school building.

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

Rating: Approaches

Evidence: Stakeholder interviews, school observations

Detail: The current buildings have safety concerns that appear pressing. At the elementary campus, none of the portable classroom doors were locked. Although they were all inside a fence, none of the gates were locked during our visit. Ramps to some of the portables were in disrepair and had rotting boards. There were sharp edges present on some of the modular buildings and no skirting below some of the modulars; meaning students could get under the building. It seemed that it would be very challenging to use a wheelchair at the elementary campus. At the 5th-8th grade campus, students were seen moving between the campus and the Bingham Academy (high school) campus, located about 250 feet down a strip mall, with no supervision. One bathroom had large sections of missing tiles. The administrator at the middle school campus noted that because they had plans to build they didn't want to put any additional funds into their current buildings. Evaluators were not asked to sign in or given any form of identification such as a visitor's badge at either school. According to documentation from the elementary principal, "The Idaho

Department of Building Safety and the local Health Inspector visits the facilities on an annual basis" and "all applicable health and safety requirements are met and documented." The school has a concealed weapons policy and school leadership has been trained in active shooter training. Parents interviewed said they felt safe knowing this was part of the school safety plan. Because of what we saw and experienced regarding safety, the interviews of stakeholders, and their perceptions of safety (i.e. no locked doors at the elementary level - mentioning a time a stranger entered the building through one of the unlocked doors), evaluators feel there is improvement to be made in this area.

## **GOVERNANCE**

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

Rating: Approaches

Evidence: Board interview, website documents

Detail: The Board members were able to communicate the processes and procedures they follow. The minutes and related materials were present on the website. All of the board meeting minutes state that the business manager reports on the financial position of the school. However, the board minutes do not reflect board approval of the financials. It is unclear if the business manager presents a spreadsheet for review, or if he gives a verbal report. The business manager was unable to produce a written report that had been given to the board for review at any prior meetings.

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

Rating: Meets

Evidence: Board interview, website documents

Detail: The board of directors has the necessary documents in place. They have recently been adding and revising policies to have a more robust and comprehensive set of policies. All members seemed aware of the duties of their positions.

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

Rating: Meets

Evidence: Continuous Improvement Plan, board interview

Detail: The Continuous Improvement Plan is available on the website. However it does not include any information about the goals of the board of directors. The Board leaves the administration to manage the school, however they did not seem aware of the low academic scores of their students. There were no goals in the CIP and the board did not discuss student achievement

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

Rating: Approaches

Evidence: Administrator and board interviews

Detail: The board is currently focused on the purchase and development of a K-12 campus. Although they did not appear to have a written strategic plan to achieve this goal, they did have numerous committees working and making progress to achieve the goal.

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

Rating: Approaches

Evidence: Continuous Improvement Plan, board interview

Detail: The CIP did not set any specific school wide goals related to increasing student achievement. It was not clear how the board is presented with student achievement data. In conversations, the board appeared-to-be unaware that achievement data was low. The board did express that their shifting demographics were making academics more challenging.

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

Rating: Meets

Evidence: Board interview

Detail: The Board evaluates Dr. Ball annually and were in discussions regarding a succession plan upon his retirement. The board seemed informed regarding facility and enrollment issues and is working collaboratively with the staff to plan for the construction of a future campus that will enhance student offerings and opportunities.

**GOVERNANCE: FINANCIAL**

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

Rating: Approaches

Evidence: Board interview, business manager interview

Detail: The board members were able to communicate the process for approving expenditures. Both administrators and some of the board members serve both Blackfoot Charter and Bingham Academy, and often used "we" when discussing the resources for both schools, raising a concern that there was not a clear understanding of the separation of the two entities. When asked about the transfer of funds from BCCLC to Bingham they detailed that certain teachers are employed at both schools, but paid by BCCLC, that BCCLC paid Bingham for busing, and leased space from Bingham. It also was mentioned that Bingham uses space at BCCLC, but there did not appear to be a payment associated with that use. All of these situations may be appropriate if more documentation were provided to show the process for making the transfer. When asked how the board planned to fund the construction of a new facility, they explained that the new property would be cheaper than maintaining two campuses, and would be paid for by additional enrollment. However, they have very few additional students on the waiting list, so it is unclear where the additional enrollment will come from.

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

Rating: Approaches

Evidence: Business Manager(s) interview

Detail: The retiring business manager stated there was not currently a P.O. or requisition process in place. As such, certain employees are able to spend funds without prior approval on credit cards. This raises a concern because misuse would only be determined after the fact, rather than prevented. The incoming business manager appears to have plans to implement a requisition process.

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

Rating: Approaches

Evidence: Business manager interview

Detail: The retiring business manager stated they currently have about half a month of operating funds in reserve, and that by the time each state payment is received, it is needed to make payroll. The retiring business manager did appear to have a good working knowledge of the 2M software being used, but was unable, when asked to produce a copy of the most recent financial report that was submitted to the board of directors.

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

This indicator was not rated due to lack of evidence. The retiring, business manager was not able to produce these records when asked, so the team was unable to rate this area.



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

This indicator was not rated due to lack of evidence. When asked, the board members were unable to share a financial plan for the construction of the new facility. Board members and the Administrator and Business Manager are all involved in the creation of the budget. The team did not have enough data to understand whether the board is regularly looking at budget variances in order to make revisions.

## Idaho PCSC Pre-Renewal Site Visit Rubric

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

### Mission, Key Design Elements & School Culture

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

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

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

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

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

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

**Program Delivery: Curriculum**

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

**Program Delivery: Instruction**

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

**Program Delivery: Assessment and Evaluation**

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

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

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

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

**Access and Equity**

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

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

PCSC Site Visit Evaluation Rubric

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



**Organizational Capacity**

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

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

**Governance**

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

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

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

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

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

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

PCSC Site Visit Evaluation Rubric

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

PCSC Site Visit Evaluation Rubric

Notes:

**Governance: Financial**

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

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

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

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

**PCSC Site Visit Evaluation Rubric**

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of February, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Blackfoot Charter Community Learning Center, Incorporated (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 28, 2010, the Authorizer approved a petition for the transfer of authorization of the School from the Nampa School District Board to the Authorizer; and

WHEREAS, the School began operations in the year 2000; 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 2000. 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 February 13, 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: To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.
- B. Grades Served.** The School may serve students in Kindergarten through grade 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Multi-grade classrooms. BCCLC assigns students into classrooms based on the

best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.

- **Brain based learning.** Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.

**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:  
The school will enroll approximately 90 students per grade level.

BCCLC's enrollment cap, strategic growth plan, and enrollment lottery will be implemented as described in tab 2 of the approved charter, which is incorporated into this agreement as Appendix B.

- 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.** 2801 Hunters Loop, Blackfoot, ID 83221 & 1350 Parkway, Blackfoot, ID 83221. 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: Blackfoot School District #55
- 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.

- A. **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 **February 13, 2014.**

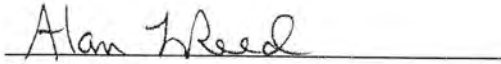
*Alan Reed*

\_\_\_\_\_  
**Chairman, Idaho Public Charter School Commission**

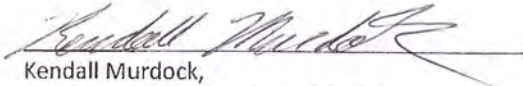
*[Signature]*

\_\_\_\_\_  
**Chairman, Blackfoot Charter Community Learning Center, Inc. Board**

IN WITNESS WHEREOF, the Authorizer and Blackfoot Charter Community Learning Center (BCCLC) have executed this Amendment to their Performance Certificate that expands their program, commencing the 2015-16 school year, by adding sixth, seventh and eighth grade classes, as well as an additional kindergarten and first grade class, increasing their 2015-16 enrollment from 336 students up to 515, with the maximum number of students BCCLC may have enrolled increasing to 810 students by the 2022-23 school year. This Amendment to BCCLC's Performance Certificate is effective as of April 9, 2015.



Alan Reed  
Chairman, Idaho Public Charter School Commission



Kendall Murdock,  
Chairman of the Board, Blackfoot Charter Community Learning Center

IN WITNESS WHEREOF, the Authorizer and Blackfoot Charter Community Learning Center (BCCLC) 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 BCCLC's Performance Certificate is effective as of November 7, 2017.



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



\_\_\_\_\_  
Candra Risa  
Chairman of the Board, Blackfoot Charter Community Learning Center



- 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**

Blackfoot Charter Community Learning Center, Inc.  
February 13, 2014

No conditions of authorization or renewal are applicable.

**Appendix B: Charter**

# **Blackfoot Charter Community Learning Center K-8**

Revised Charter to Include 6<sup>th</sup>-8<sup>th</sup> Grades

Amendments Approved April 9, 2015

Blackfoot Charter Community Learning Center

2801 Hunters Loop

Blackfoot, Idaho, 83221

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**TAB 1**

**ARTICLES OF INCORPORATION**

**I**

The name of the corporation is Blackfoot Charter Community Learning Center, Incorporated.

**II**

The corporation is a subordinate corporation created under the authority of the Blackfoot School District Board of Trustees, County of Bingham, State of Idaho.

**III**

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote the Blackfoot Charter Community Learning Center, an Idaho Public Charter School.

**IV**

The name and address of the corporation's initial agent for service of process are:

Fred Higley  
10 North University  
Blackfoot, Idaho 83221

**V**

The corporation shall dissolve whenever the corporation's Charter is surrendered to, taken away by, or revoked by the Idaho Public Charter School Commission.

**VI**

In the event of the dissolution of the Corporation for any reason, any assets of the Corporation remaining after compliance with applicable provisions of the Idaho Nonprofit Corporation Act will be distributed by the Corporation to the Idaho Public Charter School Commission.

Blackfoot Charter Community  
Learning Center  
BYLAWS  
OF  
BLACKFOOT CHARTER COMIMUNITY LEARNING CENTER, INCORPORATED  
An Idaho Nonprofit Public Corporation

ARTICLE 1  
OFFICES

The corporation's principal office shall be fixed and located at such place within the attendance boundaries of the Blackfoot School District in the County of Bingham, 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 such attendance boundaries in the County of Bingham, State of Idaho.

ARTICLE 2  
PURPOSE

The specific and general purposes of the corporation are to establish, manage, and operate a public charter school and provide an educational program for elementary age students.

ARTICLE 3  
NO MEMBERS

Section 3.1 No Members

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

Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, 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 originate and take part in the discussion or any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws: some or all of a members rights, set forth in the Idaho Nonprofit Corporation Act, upon any person who does not have the right to vote for the election of directors, on a disposition of

substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 30-3-34.

The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

## ARTICLE 4 DIRECTORS

### Section 4.1 General Powers

Subject to the limitations of the Idaho Nonprofit Corporation Act, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. 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 the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

### Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are consistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations *therefore* which are consistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;

- i. To conduct an annual meeting of the Stakeholders of the Corporation, as described in the Charter, granted to the corporation by the Blackfoot School District Board of Trustees (the "Charter"); as used herein, "Stakeholders" means all pupils then attending Blackfoot Charter Community Learning Center, the parents and guardians of such pupils, all employees of Blackfoot Charter Community Learning Center, and such other persons and entities as the Board determines to be stakeholders of the corporation; and
- j. To carry out such other duties as are described in the Charter.

#### Section 4.3 Number. Election and Term of Directors

The authorized number of directors shall be five (5).

- a. Three of the Directors shall be elected at the Annual Stakeholders' meeting, and such Directors may be elected for up to three (3) two-year terms. Each person who was elected as a Director by virtue of being a parent with one or more children attending Blackfoot Charter Community Learning Center shall automatically be deemed to have resigned from and be removed from the Board at any time when their children no longer attends Blackfoot Charter Community Learning Center. Two of the Directors shall be appointed by the Board of Directors.

#### Section 4.4 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office, but only with the written consent of the designating person. Any Director may be removed without cause by the person designating such Director.

#### Section 4.5 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 Public 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 of Directors in any calendar year.
- c. Removal of a director for one or more of the reasons listed in Section 4.5.b above may be initiated by any member of the Board or by a majority vote petition of the Stakeholder's. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board of Directors shall be taken in public.
- d. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a majority of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified
- e. 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 4.6 Place of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

#### Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

#### Section 4.8 Regular Meetings

Regular meetings of the Board, including the annual meeting, shall be held without call or notice on such dates and at such times and places as may be from time to time fixed by the Board.

#### Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose (s) may be called at any time by the Chairman of the Board, or the Secretary.
- b. Special meetings of the Board may be held only after each Director has received four (4) days' notice by first class mail or forty-eight (48) hour notice given personally or by telephone, telegraph, telex or other similar means of communication.
- c. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

#### Section 4.10 Retirements Applicable to Meetings

Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Idaho Nonprofit Corporation Act.

#### Section 4.11 Quorum and Voting

A Quorum consisting of three or more board of directors must be assembled to vote and conduct business.

#### Section 4.12 Waiver of notice

Notice of a meeting need not be given to any director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

#### Section 4.13 Adjournment

A majority of the directors present, whether or not a quorum is present, may adjourn any directors' meeting to another time and place. If a meeting is adjourned for more than twenty--four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment.

#### Section 4.14 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 4.15 Fees and Compensation

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the directors and officers of the corporation as described in the charter in the conduct of the corporation's business.

#### Section 4.16 Restriction of Interested Directors

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding, any reasonable compensation paid to a director as a director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, • sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation

#### Section 4.17 Standard of Care

- a. A director shall perform all duties of a director, including duties as a member of any committee of the board on which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation and with such care, including the duty to make a

reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

- b. In performing the duties of a director, the director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
  - 1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
  - 2. Legal counsel independent accountants or other persons as to matters that the director believes to be within such, person's professional or expert competence; or
  - 3. A committee of the Board upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
  
- c. Expert with respect to assets that are directly related to the corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

## ARTICLE 5 OFFICERS

### Section 5.1 Officers

The officers of the corporation shall be a Chairman of the Board, Vice Chairman, Secretary, and a Chief Financial Officer (Treasurer). The corporation may also have, at the discretion of the Board, other officers as may be elected or appointed in accordance with the provisions of Section 5.3. 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.

### Section 5.2 Election

The officers of the corporation, except such officers as may be elected or appointed in accordance with the provisions of Section 5.3 or Section 5.6, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

### Section 5.3 Subordinate

The Board may elect or appoint other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

#### Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, *if any*, of an officer under any contract of employment.

#### Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

#### Section 5.6 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.

#### Section 5.7 Charter Director

Subject to such powers, if any, as may be given by the Board to the Chairman of the Board, if there *is* such an officer, The Charter Director 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 and officers of the corporation. In the absence of the chairman of the Board, or if there is none, the vice chairman shall preside at all meetings of the board. The Charter Director 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 by the board.

#### Section 5.8 Assistant Charter Director

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

#### Section 5.9 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 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. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.



- 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 other duties as may be prescribed from time to time by the Board.

#### Section 5.10 Chief Financial Officer (Treasurer)

- a. The Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.
- b. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Board of Directors, upon request, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation. The Chief Financial Officer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers and perform in such other duties as may be prescribed from time to time by the Board.

## ARTICLE 6

### COMMITTEES

#### Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the chairperson of such Board committees shall be appointed by chairman of the Board, or the Charter Director . Unless otherwise provided in these Bylaws or by the laws of the State of Idaho, each committee shall have all of the authority of the board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or on any committee which has the authority of the Board;
- b. Fix compensation of Directors for serving on the Board or any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board which by its express terms is not so amendable or reparable;
- e. Appoint committees of the Board or the members thereof;
- f. Approve any action for which the Idaho Nonprofit Public Corporation Act requires the approval of the Board.

### Section 6.2 Meetings and Action of Board Committees

The Board shall have the power to prescribe the manner in which proceedings of any such board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of Article 4 of these Bylaws which concern meetings of the Board, with such changes in those provisions as required by this Article 6 and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

### Section 6.3 Executive Board

At the Board of Directors discretion, an executive board may be organized. The Executive Board is a Board committee composed of five -parent members of the Board and two faculty members of the Board. The Charter Director serves as the non-voting administrative officer of the Executive Board. Subject to the restrictions composed by law and by the Bylaws, the Executive Board shall have the authority to resolve agenda items when an item is delegated to the Executive board by the Board, and to sit as an administrative board with respect to recommendations for expulsion of a student from Blackfoot Charter Community Learning Center, and to act in the event of an emergency. The Executive Board shall report all actions it takes to the Board at the Board's next meeting.

### Section 6.4 Other Committees

- a. The Charter Director, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The Charter Director shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.
- b. Meetings of a committee may be called the Charter Director, the chairperson of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee tray keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.
- c. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the President/Chief Education Officer. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Charter Director may, with prior approval of the

Board, remove any appointed member of a committee. The Charter Director, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

## ARTICLE 7 SELF-DEALING TRANSACTIONS

### Section 7.1 Definition

Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the Directors ("interested Director(s)") has a material financial interest.

Notwithstanding this definition of self-dealing transaction, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

An action by the Board fixing the compensation of a Director as a Director or officer of the corporation; a transaction which is part of a public or charitable program of the corporation if the transaction is:

1. Approved or authorized by the corporation in good faith and without unjustified favoritism, and
2. Results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program;
3. A transaction of which the interested Directors have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding, the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000)

### Section 7.2 Action of the Board

If the transaction appears to be a self-dealing transaction, the interested Director must demonstrate the following in order to sustain the validity of the transaction:

- a. That, prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the Directors then in office excluding the vote of the interested Director(s) and with knowledge of the material facts concerning the transaction and the interested Director's interest in it. Except as provided in Section 7.4 action by a committee of the Board will not satisfy this requirement;
- b. That either:
  1. Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or
  2. The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.
- c. That the corporation entered into the transaction for its own benefit; and
- d. That the transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction.

### Section 7.3 Interested Director's Vote

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Directors may be counted to determine the presence of a quorum, but an interested

Director's vote may not be counted toward the required majority for such authorization, approval or ratification.

#### Section 7.4 Committee Approval

A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if: it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction; and the Board ratifies the transaction at its next meeting by a vote of a majority of the Directors then in office, excluding the vote of the interested Director(s).

#### Section 7.5 Persons Liable and Extent of Liability

If a self-dealing transaction has not been approved as provided above, the interested Director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Director(s) acted in good faith and with the intent to further the best interests of the corporation.

#### Section 7.6 Statute of Limitations

An action to remedy an improper self-dealing transaction, brought by a proper party, must be commenced either:

- a. Within two (2) years after written notice puttin<sup>g</sup> forth the material facts of the transaction and the interested Director's interest in it was filed with the Attorney General in accordance with the Attorney General's regulations; or
- b. If no such notice is filed, within three (3) years after the transaction occurred, except that the Attorney General shall have ten (10) years after the transaction occurred within which to file an action.

#### Section 7.7 Corporate Loans and Advances

The corporation shall not make any loan of money or property to or guarantee the obligation of any Director or officer, provided, however, that the corporation may advance money to a Director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, if, in the absence of such advance, such Director nr officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

#### Section 7.8 Annual Statement of Certain Transactions

The annual statement shall be furnished to the Directors for any fiscal year in which a transaction or indemnification of the kind described in a. or b. below took place:

- a. A transaction in which the corporation or a parent or subsidiary was a part'; and a Director or officer of the corporation or a parent or subsidiar<sup>y</sup> or a holder of more than ten percent (10%) of the voting power of the corporation or a parent or subsidiary had a direct or indirect material financial interest and which involved Fifty Thousand Dollars (550,000) or more or which was one of a number of such transactions which involved the same interested person and which amounted in the aggregate to Fifty Thousand Dollars (550,000) or more; or

- b. Any indemnifications or advances aggregate more than Ten Thousand Dollars (\$ 10,000) paid during the fiscal year to any officer or Director of the corporation or a parent or subsidiary. Such statement shall be mailed or delivered to the Directors within one hundred twenty (120) days after the close of the corporation's fiscal year.

ARTICLE 8.  
OTHER PROVISIONS

Section 8.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Charter Director or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 8.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the Idaho Nonprofit Corporation Act and in the Idaho Unincorporated Nonprofit Associations Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only are not intended to limit or define the scope or effect of any provision.

Section 8.3 Authority to Vote Securities

The Charter Director, or any other officer(s) authorized by the Board is authorized to vote, represent and exercise on behalf of the corporation all rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the Charter Director or authorized officer.

Section 8.4 Fiscal Year

The fiscal year of the corporation shall begin on July 1 and end on June 30.

Section 8.5 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure

shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflict in interest; and
- b. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation or is a Director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

#### Section 8.6 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

### ARTICLE 9 INDEMNIFICATION OF AGENTS OF THE CORPORATION; PURCHASE OF LIABILITY INSURANCE

#### Section 9.1 Definitions

For the purpose of this Article, "agent" means any person who is or was a Director, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a Director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor or corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes without limitation, attorney's fees and any expenses of establishing a right to indemnification under Section 9.2 c. or Section 9.2 d. (2) of this Article.

#### Section 9.2 Indemnification of Agents

- a. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 30-3-88 of the Idaho Nonprofit Corporation Act, or an action brought by the Attorney General of Idaho or a person granted relater status by the Attorney General of Idaho for any breach of duty relating to assets held in charitable trust) by reason of that fact that such person is or was an agent this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner

such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

- b. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 3-3-88 of the Idaho Nonprofit Corporation Act, or brought by the Attorney General of Idaho or a person granted relator status by the Attorney General of Idaho for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 9.2 b:
  - 1. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to this corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for expenses which such court shall determine;
  - 2. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
  - 3. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Attorney General of Idaho.
- c. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in subsection a. or b. of this Section 9.2 or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.
- d. Except as provided in subsection c. of this Section 9.2, any indemnification under this Section 9.2 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection a. or b. of this Section 9.2, by:
  - 1. A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or
  - 2. The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent, attorney or other person is opposed by this corporation.
- e. Expenses incurred in defendin<sup>g</sup> any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be

indemnified as authorized by this Section 9.2. f. No provision made by this corporation to indemnify its or its subsidiaries Directors or officers *for* the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws a resolution of the Directors, an agreement or otherwise, shall be valid unless consistent with this Section 9.2. Nothing contained in this Section 9.2 shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

- f. No indemnification or advance shall be made under this Section 9.2, except as provided in Section 9.2 c. or Section 9.1 d.(2) hereof, in any circumstances where it appears:
1. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
  2. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

### Section 9.3 Purchase of Liability Insurance

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for violation of Section 30-3-88 of the Idaho Nonprofit Corporation Act.

### Section 9.4 Non applicability to Fiduciaries of Employee Benefit Plans

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9.1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by law.

## ARTICLE 10 AMENDMENTS

### Section 10.1 Bylaws

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.



## CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Blackfoot Charter Community Learning Center, Incorporated, an Idaho nonprofit corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation, IN WITNESS WHEREOF, I have signed my name to this certificate on November 11, 2010.

---

John Heintzelman

### **Signatures of Qualified Electors**

See Appendix A.

### **Mission Statement**

The mission of the Blackfoot Charter Community Learning Center is to know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain-based learning. These are supported by a high level of teacher collaboration and professional development.

### **Vision Statement**

The vision of Blackfoot Charter Community Learning Center is to create a school that incorporates the very best instructional techniques supported by brain-based learning research. All learning activities will focus on the individual needs of each student. Our goal is to create a school where learning is fun, challenging, and meaningful to each individual. Students will gain a strong sense of self-worth and a respect for others as they receive a solid academic foundation. The academic program at BCCLC will prepare them to become active listeners, critical readers, proficient writers and competent problem solvers.

**TAB 2**  
**PROPOSED OPERATION AND POTENTIAL EFFECTS**  
**FOR THE PUBLIC CHARTER SCHOOL**

**Facilities**

In 2005, Blackfoot Charter Community Learning Center moved into its newly constructed building at 2801 Hunters Loop, Blackfoot, Idaho. This 8,300 square foot facility includes eight classrooms, 6 offices, a media center, a commons/cafeteria area, restrooms, a faculty workroom, a large, fenced playground and a paved parking lot. There is room to expand through constructing additional classrooms or even adding portable classrooms on site.

**Primary Attendance Area**

The primary attendance area will be the Blackfoot School District; however, students from other areas may be enrolled as per Idaho Code Section 33-5205(3) (j), BCCLC currently enrolls approximately 120 students in six grades. It is anticipated that this could grow to as many as 100 per grade level at a future date. The school will endeavor to maintain small class sizes, with a goal of approximately twenty students per class.

BCCLC's K-5 population is housed in two adjacent buildings owned by the school. There are an additional 8 portable classrooms available on the current campus. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will be housed separately at facilities leased from Woodbury Corporation located at 1350 Parkway, in Blackfoot. Attached is a letter from Woodbury expressing their willing to provide facilities.

**Facility Plan (Specific to the Middle School Grades and Program)**

For middle level students, BCCLC will lease approximately 5,600 square feet of space from Woodbury Corporation. This is located in the Riverside Plaza, adjacent to space occupied by Bingham Academy High School. Specifications for the space are as follows:

- 3380 square feet classroom space (5 rooms)
- 300 square feet office space
- 570 square feet restrooms
- 150 square feet serving kitchen
- 1200 square feet lunchroom/multipurpose space

The yearly least cost (including CAM) is \$5.88 per square foot; this calculates to a lease cost of \$32,928. A letter expressing Woodbury Corporation's willing to lease this space is included. P.E. facilities will be provided by Gold's Gym, located less than 400 feet away (letter attached). BCCLC will continue to contract lunch services from Blackfoot School District. Future K-5 classrooms are available on site at 2801 Hunters Loop. Additional lease space is available from Woodbury Corp. for future 6-8 growth.

## **Administrative Services**

Administrative services are provided by the school Director, with support from the Board of Directors. A full-time secretary handles paperwork and required reporting and a part-time business manager takes care of the school's fiscal affairs. The Director coordinates with the Charter School Board of Directors and determines the day-to-day operations of BCCLC.

An independent financial audit is performed each year by an independent auditor (not affiliated with IBCCLC). Annual programmatic operations and financial reports are prepared and presented to the Board of Directors as required.

The Director will also serve as the liaison between the Board of Directors, the Idaho Charter School Commission, and parents. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, and donations. The BCCLC board is ultimately responsible to the Commission and at least one member will be present at every Commission meeting for which BCCLC is on the agenda.

### **The Manner in Which Administrative Services of the School are to be provided (Specific to the Middle School Grades and Program)**

BCCLC provides current administrative oversight and leadership for the 6<sup>th</sup>-8<sup>th</sup> program. The central BCCLC office operates as the central office for the 6<sup>th</sup>-8<sup>th</sup> grade program. The Business Manager of BCCLC performs all duties of business management, accounting, and ISEE uploading, imputing, and reporting for the middle grades. The current administration ensures all programs, class offerings, credits, communications, etc. are executed correctly and consistently. If the middle grades are located on a separate campus than the K-5 program, an additional administrator will perform the oversight and leadership duties as mentioned above, with close collaboration with the other administration.

#### **Enrollment and Effects of Enrollment:**

After accepting returning students for the 2014-2015 year, BCCLC had 287 students on its 2014-2015 waiting list. Based on actual student addresses from the Spring 2015 waiting list, it is anticipated that 37% of BCCLC's new growth will come from surrounding school districts, not Blackfoot. There is no elementary charter school option available in the Snake River, Firth, or Shelley School Districts. Many parents from these areas have placed their students on the BCCLC waiting list.

#### **Enrollment Cap**

BCCLC's enrollment cap will top out in the 2022-23 school year at 810 students in grades K-8. The school will progressively increase enrollment to approximately 90 students per grade level as indicated in the chart (See Tab 7). The strategic plan for growth will be a gradual process, adding no more than two new elementary support units and two new middle school units per year between the 2015-2016 and the 2022-2023 school year. The actual number of students in each

grade level may vary somewhat from the projections in the chart (See Tab 7), but total enrollment will not exceed the projected totals for any given year. Total projected enrollment, Kindergarten through 8<sup>th</sup> grade, for the 2015-2016 school year, is 490 students.

### **Strategic Growth Plan**

Classes at BCCLC are multi-age; students are assigned to classrooms based on the best placements to meet their individual needs. BCCLC's annual enrollment lottery is based on the actual, age-based grade levels of students. That is, students who would be in a given grade at a traditional public school are considered members of that grade for purposes of the enrollment lottery. Each year, students will be selected to fill available seats in accordance with the enrollment caps provided in the chart below.

A list containing the number of grade level openings will be publically posted prior to the lottery each year. Enrollment caps are based on the actual age-based grades of students regardless of classroom placement.

### **Potential Civil Liability and Insurance Coverage**

BCCLC insures its interests against damage and for liability exposures. Liability and property insurance coverage is similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Public Charter School Commission each time it is renewed. The school will maintain policies of general liability insurance and insure all assets as required by the State. The Idaho State Board of Education and the chartering agency shall have no liability for the acts, omissions, debts or other obligations of this charter school, except as may be provided in an agreement or contract between the state and Blackfoot Charter Community Learning Center.

**TAB 3**  
**EDUCATIONAL PROGRAM AND GOALS;**  
**FULFILMENT OF EDUCATIONAL THOROUGHNESS**  
**STANDARDS 33-1612 & 33-5205(3)(a)**  
**Thoroughness Standards (Idaho Code 33-1612)**

Blackfoot Charter Community Learning Center fulfills all thoroughness standards identified in Idaho Code 33-1612. The school has established a system of instruction that addresses the following standards:

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

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

**Objectives:** Blackfoot Charter Community Learning Center ~~will~~ including the BCCLC middle grades will:

- Emphasize creating a positive school climate and not punitive rules and regulations.
- Make expectations clear, teach appropriate behaviors, and foster responsible decision-making skills.
- Establish and maintain consistent rules based on age-appropriate behavior.
- Empower educators with the responsibility to maintain classroom discipline.
- Provide early intervention and correction of unacceptable behavior.
- Help teachers to maintain orderly classroom conduct necessary for teaching and learning.
- Develop and maintain a staff/student handbook that provides rules and guidelines for physical safety. These guidelines include procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Maintain a facility and adopted policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools; these are regularly 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, violence, gangs, and use or sale of alcohol and drugs.
- Create and maintain an environment that encourages parents and other adults to visit the school and participate in the school's activities.

**Standard b. Educators are empowered to maintain classroom discipline.**

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

Objectives: Blackfoot Charter Community Learning Center has:

- Developed and will maintain policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Continues to refine our character education program, where basic values and manners are taught through the curriculum. Character education is the deliberate effort to help students to understand, care about, and act upon core ethical values. Destructive youth behavior such as violence, dishonesty, selfishness, lack of respect for authority, poor work habits, and limited self-discipline have one thing in common, that is the absence of good character. Schools have the responsibility to help students cultivate basic values that will guide their behavior.
- Developed and will continue to maintain a student handbook that provides a code of conduct that includes clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Staff will continue to teach appropriate behaviors and foster responsible decision-making skills.
- Established and will maintain consistent rules aligned throughout the school.

Objectives: In addition to the objectives above, BCCLC Middle grades will use the homeroom period model to build upon the K-5 character education program, and expose students to an intentional Character Education program which will:

- Re-enforce positive societal traits including diligence, perseverance, and selfless service into their academic training
- Use classroom procedures which will allow students to assume leadership positions by taking on various roles
- Use certain Liberal Arts to reinforce Ethics and their roles as models of appropriate and healthy societal behavior
- Involve team emphasis and the effects of discipline issues on the success of and abilities of the teachers and the students' peers in working together

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

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

Objectives: Blackfoot Charter Community Learning Center will including the BCCLC middle grades will:

- Emphasize the importance of adults modeling essential values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility, and enables the student to use newly found knowledge to solve community problems.
- Help students clarify their values and build personal bonds and responsibilities to one another.
- Promote and reward efforts of hard work maintained in students' zone of development.

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

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

Objectives: Blackfoot Charter Community Learning Center will:

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

Objectives: In addition to the objectives above, BCCLC Middle grades will engage students in critical higher order thinking to maximize communication by:

- Further exposing students to critical thinking skills including Application, Analysis, Synthesis, and Evaluation
- Challenging students to clarify and better articulate their thinking influenced by these critical thinking processes
- Using multiple methods of communication and delivery including portfolios, projects, presentations, and peer collaboration, in order to better communicate their conceptions, evidences, understandings, points-of view, evaluations, arguments, conclusions, and opinions

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

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

Objectives: Blackfoot Charter Community Learning Center will:

- Use the content standards as a starting point. These are enhanced by a focus on meeting all national academic achievement standards.
- Use a variety of methods to ensure student learning. In addition to traditional approaches, methods of instruction that employ technology are used throughout the curriculum. This includes a strong emphasis in areas such teaching math through direct instruction and the Mathematical Thinking for Instruction model, hands-on experimentation for science, multiple small group and cooperative learning experiences, and the integration of resources such as the INL and other local industries into classroom and field instruction.
- Students, parents, and educators work together to develop a Personalized Learning Goal for each student. This will consider the student’s strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra help, multiple methods, and multiple environments.
- Use field trips and career development discussions are used, as needed.

Objectives: Building upon the objectives above, BCCLC middle grades will prepare students to contribute to the work force by continually helping students develop knowledge and skill sets for “careers” and global/workforce development by:

- Providing a contextual curriculum where the offerings are intentionally coordinated to support, overlap, and build upon each other (inter-connect);
- Using subject matter integration to demonstrate the inter-relationships between Science, Technology, Engineering, the Arts, and Mathematics, and to demonstrate how many career pathways and career trends require an integration of these core subject matter
- Exposing students to socially relevant science, technology, engineering, mathematics, fine arts, liberal arts, and sociological, cognitive, and psychological basics
- Assisting students to begin identifying their needs, wants, and responsibilities to prepare for further educational and career pathways

***Standard f. The skills necessary for the students to enter the work force are taught.***

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

Objectives: Blackfoot Charter Community Learning Center will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Provide a technology-rich environment that supports and encourages the effective use of technology as a learning tool.



- 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 connections among various disciplines of thought; thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, 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.

Objectives: Building upon the objectives above, BCCLC middle grades will nurture and enhance these skills:

- Through the use of collaborative environments; students work collaboratively with each other on teams, projects, and problem solving
- By teaching students to use intentional “Team Dynamics” to solve problems and identify solutions
- By exposing students to practical, reality based situations and opportunities to apply STEAM knowledge and skills

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

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

Objectives: Blackfoot Charter Community Learning Center will:

- Use interactive technology as tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

Objectives: Building upon the objectives above, BCCLC middle students will enhance their exposure to and proficiency in latest technological tools by:

- Becoming proficient in office applications (i.e. Microsoft Office, Photoshop, etc.)
- Enhancing their collaboration skills through various online and electronic collaboration platforms
- Participating in Virtual classrooms
- Using tools which collect, compute, analyze, and store or present subject matter in classes
- Exposure to global technological integration (How other countries, economies,

businesses, and market systems apply technology in Sciences, Engineering, the Arts, and Mathematics

- Accessing on-line libraries of STEAM based projects, activities, and tools

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

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

Objectives: Blackfoot Charter Community Learning Center will:

- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide a well-developed social studies curriculum that enable students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc..

Blackfoot Charter Community Learning Center will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the schools expanded curriculum and resources. Instruction of the curriculum is accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system, which honors children who are hard-working, responsible, honest, and respectful, has created an environment allowing peace of mind and maximizing learning potential.

### **Defining an Educated Person**

An educated student is one who is prepared for a life where technology and science are an integral part of everyday activities and career opportunities. The modern world requires a solid foundation in the core curricular curriculum areas, environmental understanding, and an in-depth knowledge of technologies. In addition, children need the ability to accept personal responsibility, work cooperatively as a team member, and possess the ability to solve complex problems.

### **When Learning Best Occurs**

Blackfoot Charter Community Learning Center believes that a safe environment creates the setting where both remedial development and accelerated learning best occur. Blackfoot Charter Community Learning Center’s core educational philosophy is that learning best occurs when:

- students see the connection between what they learn and the real world
- students are actively engaged in hands-on and practical tasks
- learning activities are integrated, meaningful, and applicable
- learners students work both individually and as responsible members of a group

- students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students
- learners students are expected to master challenging knowledge and skills
- learning goals are individualized and advanced learning opportunities are available
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

### **Personal Learning Goals**

At the beginning of each school year and at each parent/teacher conference, Personal Learning Goals will be established and/or reviewed for each student. While younger elementary children may lack the ability to significantly participate, by second grade most are able to contribute, t. This ability increases significantly with each succeeding year. In addition to helping students develop and understand individual learning goals, teachers provide support for learners students to set goals, track progress, and obtain appropriate materials. In order for learning goals to be effective they must be:

- Specific
- Measurable
- Challenging
- Reliable
- and have a completion date

BCCLC is committed to the concept that during the elementary years, each student has the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right to expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

### **Instructional Methods**

Blackfoot Charter Community Learning Center is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. BCCLC uses both common and uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Blackfoot Charter Community Learning Center plans to use the specific methods mentioned earlier (see “Standard e” in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

1. Hands-on learning: An educated learner needs to know clearly defined skills and concepts that often can best be learned through hands-on experience. The traditionally approach is often predominately lecture-based. The Charter School will emphasize hands-on as well as computer and other technology-based learning to provide the opportunity for as much hands-on learning as possible.
2. The Inquiry and Problem-Solving Method suggests that learning occurs when

individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.

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

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

Learning to apply the methodology and utilize technology will constitute a critical component of BCCLC's overall program. Professional development is a critical component of the BCCLC program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. This high level of professional development will occur through the following:

- Hiring new teachers well before the beginning of each new school year, and begin pre-service training
- extensive teacher mentoring
- a four day student week, with every Fridays set aside for targeted professional development
- teams of teachers who work cooperatively, and are provided structured team planning, mentoring, and professional development time
- opportunities for teachers to observe and work directly in the classroom with other teachers

The educational program at BCCLC is formed around three concepts:

1. Brain Based Research.
  - Teachers will present material that is active, engaging, and has immediate application. This information is built upon prior knowledge so the brain will have something to attach new learning to. Learning is a process of forming neural networks through the recognition of patterns. Patterns develop from experience and through large amounts of input to the brain; hence, teachers will develop and present lessons that immerse students into areas of high interest throughout the curriculum.
  - Music and motor development are an important in part of the educational program, and are used utilized to increase the academic performance of each student.

## 2. Interdisciplinary Approach

- The single subject textbook format has been replaced by an integrated brain brain-compatible method of wholes to parts. Students tend to learn more, and learn better more effectively when they study subjects in association with each other, and when they understand that all knowledge is related. Learning environments are created that fully immerse students in a learning experience.
- The school has adopted an interdisciplinary curriculum that is developmentally appropriate, and makes establishes connections to the real world.

## 3. Flexible Student Grouping

- This allows BCCLC opportunities to structure each day, and each student into learning groups, which encourages them to achieve their personal best. Flexible groups allow students to progress at their own pace, accelerating when possible, and reviewing when necessary.

BCCLC Middle grades will intentionally build upon the above instructional methods mentioned in this section as these methods engage the Kindergarten through fifth grades. As influenced by the established STEAM model approach, 6<sup>th</sup>-8<sup>th</sup> grade teachers will additionally engage the following methodologies:

### 1. Inter-disciplinary Lesson Collaboration

- Collaboration teams for teachers to develop, execute, and evaluate lesson units involving content specific subject matter across the 5 major disciplines of STEAM
- Each teacher instructs within his/her content specialty, but also works on co-planned units addressing benchmark concepts and skills identified by the Common Core and Idaho Content Standards across the 5 disciplines of STEAM

### 2. Team-based Problem Solving for Students

- Students are placed in teams with opportunities to rotate roles and teams in order to learn multiple perspectives during projects and assignments
- Students are intentionally recognized for skill sets unique to each of them; these skill sets are intentionally made known to other students, and teams are developed based on student collaboration and decision of team needs

### 3. Project-based Learning

- Assignments in the STEAM model are primarily based on projects in an effort to scaffold upon individual worksheets, assignments, and reports

### 4. Facilitator Teaching

- Teachers act as facilitators and projects mentors in addition to direct instruction and lecture

### 5. Student Mentoring Based on Proven Learning Theories including:

- Constructivism
- Project-Based learning

- Gardner’s Multiple Intelligences (Interpersonal: Self Smart, Interpersonal: People Smart, Linguistic: Word Smart, Logical- Mathematical: Logic Smart, Naturalist: Nature Smart, Spatial: Envisioning, Kinesthetic: Body Smart, Musical: Music Smart)
- Blooms Taxonomy

### **Curriculum Overview**

All students participate in a common core of learning that fulfills the school’s mission to produce students who possess the academic and personal habits, and attitudes desired of an educated citizen in the 21st century. It is the intent of the Blackfoot Charter Community Learning Center to remain aligned with the goals and objectives of the Idaho Thoroughness Standards.

BCCLC students:

- develop strong reading fluency and comprehension skills
- develop well defined oral and written skills
- develop their aesthetic talents in music, visual, and/or performance arts
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular curriculum areas
- have sufficient knowledge of science to be responsible users of scientific information
- gain hands–on skills and practical knowledge in the use of technology across the curriculum
- understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies-history, geography, political science, and economics

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

The Idaho State Board of Education’s Thoroughness Standards serve as the starting point, and are enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed, and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by with music, art, technology, health, and, physical, education.

### **Language Arts (Reading, Writing, and Language)**

The goal is to develop learners who are effective communicators, who enjoy literature, and who are lifelong readers and writers. Comprehensive Comprehension skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical, and expository writing. Communication skills include speaking, oral, writing, and presentation skills. Teaching methods have been expanded to include modern technological tools.

## **Science and Health**

The science curriculum is a multi-year sequence that emphasizes hands-on experimentation, and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing, science to actually “doing” and “feeling.” the science. This approach lets students experience the excitement of science, so they can better understand facts and concepts. Curriculum includes integrating the scientific method, constructing hypotheses, designing investigations, identifying variables, acquiring data, constructing data tables or data, constructing data graphs, identifying variables, and describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

## **Mathematics**

Students master computation processes, and proceed from basic counting into pre-algebra and/or algebra as individual ability dictates. Exploring, conjecturing, and thinking through concepts, as well as, numerical manipulative manipulation experiences engage students, and enhance learning. Students learn to view and use technology as a tool for reasoning and problem solving in purposeful ways.

## **Social Studies and Community Service**

The curriculum includes the basic elements of history, government, geography, economics, and citizenship with a focus on local, state, national, and world history.

## **Technology Education**

Students gain a basic understanding of computer, and other technologies that operate in the world around us. Instruction utilizes a hands-on modular approach that employs discovery learning, and problem solving. Students seek solutions to real-life challenges. Blackfoot Charter Community Learning Center provides learners with technology skills that prepare them for future education and employment, while complying with requirements set forth in the *Children’s Internet Protection Act*.

## **6<sup>th</sup>-8<sup>th</sup> Grade Curricular Overview**

As influenced by the STEAM approach, and through the interconnected and overlapping subject matter units, students are taught to interpret Science and Technology through Engineering and the wide spectrum of the Arts. The core of this process is understanding these elements with the influence of mathematics. Students learn that mathematical equations influence these other disciplines, especially in context of how elements of engineering and technology work.

## STEAM

### **Sciences in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students begin an exploration of the sciences from the perspective of Science as the field of what exists naturally in and of the earth, and how these scientific elements influence and interconnect other subject matter. Students also learn how the sciences influence local, national, global societal industry trends, and even space advancement. Students are exposed to and engage sciences including but not limited to: the Scientific Process, Elements of Physics, Biology, Chemistry, Space and Geosciences and Bio Chemistry.

## STEAM

### **Technology in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students build upon the “hands-on modular” approach used in the lower grades and are introduced to more advanced and cutting edge technology tools being used in schools, colleges, and real-world companies. They learn the nature of technology and the relationship between technology and society, and the advancement of society due to the advancing technological world. Specific areas of focus will included how technology is used in fields including, but not limited to the industries and fields of: of agriculture, medicine, biotechnology, architectural design, communications, information development, construction, mathematics, engineering, and renewable and nonrenewable energy industries.

## STEAM

### **Engineering in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students learn in depth the processes of Research and Development of new ideas, processes, inventions, and the relationships between engineering, and how it involves science, technology, and mathematics in particular. Students are exposed to engineering as the process of design and invention. They are taught the engineering processes, and how they operate in the fields including but not limited to: aerospace, architecture, civil engineering, city planning and infrastructural design, chemical engineering, electrical engineering, environmental, industrial engineering, an mechanical engineering.

## STEAM

### **The Arts in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students explore, understand, and apply the different Arts as they specifically influence the other discipline described in STEAM. Particularly, students will learn that the Language Arts are the means through which we communicate about Science, Technology, Engineering, and mathematics. They build upon skills from the earlier grades to learn more advanced writing skills and using technology to prepare projects and presentations which correctly communicate information. Through STEAM Language Arts, they also build upon their written and oral skills to effectively communicate their conceptions, understandings, design processes, and their values and ideals. They are exposed to the manual Arts, and Physical arts. They learn the influence of music and rhythm throughout history as well as the role of music and rhythm in the other STEAM disciplines. Our students learn subject matter showing how society develops because of



philosophies and cultures. They build upon the understanding of the development of social constructs and ethics. They learn the role of technology and the Arts as they influence society around them, and are exposed to career paths within this context. Through the study of sociology and psychology, they learn how we think, and the process of thinking to influence their decisions as individuals, and how groups of people influence each other. Psychology and sociology are applied to their peer team constructs, and their collaborative learning processes. Our students will participate in vocal music as well as an in-house orchestra.

## **STEAM**

### **Mathematics in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students build upon the following from previous BCCLC math training:

- Computation processes
- Basic counting into pre-algebra and/or algebra as individual ability dictates.
- Exploring, conjecturing, and thinking through concepts
- Numerical manipulative experiences engage students, and enhance learning.

Students now are exposed to curricular units which overlap with the other disciplines of the STEAM model to learn how mathematics influence and even design many of the processes used in Engineering, Science, and Technology. Through this lens, students learn advanced math skills including but not limited to: Numbers and Operations, Middle level and higher Algebra, Geometry, Measurement, Data Analysis, Problem Solving, Reasoning and Proofing, the mathematical process of Communications, and even Calculus and Trigonometry elements.

### **Curriculum Development and Approval**

BCCLC recognizes that curriculum development and alignment is a continuous process. The school's curriculum is fully aligned with the Thoroughness Standards, as documented under Tab 3. The curriculum is evaluated through student's performance, program audits, standardized testing results, and ongoing observations of teachers with follow-up discussions with the Director to include written goals.

### **Textbooks and Curriculum**

Blackfoot Charter Community Learning Center ensures that all Idaho curriculum standards are met. Textbooks for the school are selected by the curriculum that includes the director, teachers, and parents. All textbooks are selected from the State Department of Education approved list.

### **Educational Programs and Services**

Provision for educational programs and services, such as special education, counseling services, school programs, parent education programs, social work, and psychological services are identified based on need.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. are provided through either private professionals or contracted with a local provider.

### **Improvement of Student Learning**

Multiple learning opportunities are provided to BCCLC students. Some are familiar, some are innovative, but all strive to make learning relevant and purposeful, and to actively engage the learner. Problem-solving groups apply knowledge they have acquired, and practice new skills by tackling both real-world problems and simulated problems that model the current world. For example, the school's requirement for students to perform genuine community service, not only informs students about real needs in our community, but also encourages them to work as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the results.

When appropriate, peer teaching provides an opportunity for learners to become educators, and reinforce their own knowledge and mastery of new skills. This is accomplished through presentation of their own work, or through working with a team. Projects include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interactive skills.

Blackfoot Charter Community Learning Center's learning program is built on the belief that all children can learn, but not in the same way, at the same rate, or from the same sources.

The school recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. All seven areas are examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.).

The use of Personalized Learning Goals encourages students to take responsibility for their own learning. Parents and the community share in that responsibility. Working together, students, parents, and educators consider learner strengths and weaknesses. They identify an academic and personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Blackfoot Charter Community Learning Center ensures that children are not penalized for the rate at which they learn. The faster learner is continually presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Blackfoot Charter Community Learning Center's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners, and to evolve as Blackfoot Charter Community Learning Center learns and grows. The staff and parents of BCCLC will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

## **TAB 3 CONTINUED: DUAL ENROLLEMENT, 8-IN-6 PROGRAM, HIGH SCHOOL COURSES, AND MASTERY ADVANCEMENT FOR 6<sup>TH</sup>-8<sup>TH</sup> GRADES**

### **Dual Enrollment**

All students enrolled in BCCLC Middle School shall be eligible for enrollment in traditional public schools' programs subject to eligibility requirements as established by the School District in which the traditional public schools reside. This program also includes the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements.

At the commencement of each school year and during parent-teacher conferences, parents will be advised of Dual Enrollment participation opportunities.

Program participation options and procedures will adhere to Idaho statutory code requirements as set forth in Idaho Code 33-203.

### **8-in-6 Program**

BCCLC Middle School students in grades 7-8 shall be eligible to participate in Idaho's 8-in-6 program through enrollment in online courses which meet the standards for coursework as required and set forth by the Idaho Department of Education. BCCLC will maintain a designated on-campus liaison to encourage and guide students, as well as, maintain program accountability and fidelity.

Students may attend such courses through the Idaho Digital Learning Academy or other online providers whose courses meet the required standards.

### **High School Coursework**

BCCLC Middle School students may enroll in and receive credit for high school coursework under the following policy guidelines:

- A student wishing to take the course must be enrolled in seventh or eighth grade.
- The middle school student's enrollment must not prevent a student enrolled in the high school from being able to take the course.
- The student must either:
  - take the course at the high school he or she would attend; or,
  - take the course at the school the student attends provided that the course is taught by a secondary teacher who has satisfied all state credential requirements in that subject area.
- The student's grade in the course must be included in his or her grade-point average

## **Mastery Advancement Program**

As required to make application to the program in order to participate, BCCLC Middle School will apply to participate in Idaho's Mastery Advancement Program (MAP). BCCLC will submit an application for participation that includes a detailed plan for implementation and a process for students to request a challenge exam. All program requirements for 6<sup>th</sup> – 8<sup>th</sup> grade students will be satisfied as per statute and/or administrative rule prior to any student participation.

## **Middle School Credit Plan**

BCCLC Middle School students will be required to earn 85% of course credits offered each year. Failure to attain required credits will result in students participating in alternate routes to achieve remaining credits. Students who earn less than 85% of offered credits may be required to attend after-school programs, weekend credit make-up classes, summer school, or online courses to remedy their annual credit totals. Students who do not meet the academic requirements will appear before a credit committee to determine the most appropriate course of remediation.

Credits for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students are as follows:

- English 1 credit per quarter
- Mathematics 1 credit per quarter
- Science 1 credit per quarter
- Social Studies 1 credit per quarter
- Arts 1 credit per quarter

### **Academic Requirements**

1. Earn at least 17 credits annually; and,
2. Earn at least 2 credits annually in each core class.

Students may qualify for promotion to the next grade level through alternate requirements. A student who does not meet the academic requirements may qualify for promotion by fulfilling 3 of the 4 following criteria:

1. Score proficient or higher on end-of-level test for the subject in which an F was received.
2. Maintain an overall GPA of 2.3 in core courses.
3. Attend school so as not to miss more than 12 days throughout the year. (Course Attendance requirement can be recovered ~~by attending Saturday School~~ or through alternative time spent with advisory teacher or designee outside of normal school hours.)
4. Earn credit through credit recovery.

### **Credit Recovery**

Students may participate in respective online coursework (IDLA, Accelerated Math, Khan Academy, or other program administered by the teacher) to fulfill credit requirements. A program of study will be arranged by credit committee which consists of the advisory teacher, classroom teacher, and administrator or designee. Credit recovery must be completed during summer and before July 1st to satisfy requirements. Students who fail to satisfy the credit

recovery requirements, will not qualify for promotion to the next grade. Parents/guardians will be responsible to pay any fees associated with credit recovery if any are required.

### Special Education

Any student in Special Education maintains all rights and privileges provided under the current laws pertaining to Special Education in the state of Idaho. All necessary accommodations must be met before a student can be considered failing.

**TAB 3 CONTINUED:  
EDUCATIONAL PROGRAM AND GOALS;  
FULFILMENT OF EDUCATIONAL THOROUGHNESS  
STANDARDS for 6<sup>th</sup>-8<sup>th</sup> Grades**

**Education Program for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades: The STEAM Approach**

The BCCLC Middle School program engages the model of STEAM:

- Sciences
- Technology
- Engineering
- The Arts (Fine Arts and Liberal Arts)
- Mathematics

Stakeholders recognize STEAM as a framework for teaching across the disciplines and subject matter areas. Students are exposed to the core subjects as they relate to and enhance each other:

“Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. It is contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other in reality. This framework not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual. The STEAM structure explains how all divisions of education and life work together therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including: the Arts, Music, CTE, and the Physical Education divisions of public education. Shifting to a STEAM perspective means understanding learning contextually, not only in terms of having a framework that illustrates where subjects overlap, providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.” ([www.steamedu.com](http://www.steamedu.com)/STEAM Ed. Program Description)

With this definition, BCCLC Middle school grades build upon the BCCLC mission of “focusing on individual student learning needs,” by introducing the STEAM curricular approach as:

- Developing an environment where students cultivate an ability to now recognize their OWN varying skill sets and intelligences, as well as the skill sets of others, widely promoted by the core of STEAM philosophy
- A framework which can fit in a variety of school models and missions
- Taking different forms in the curricular designs to teach the subject matter
- A structure which promotes deeper understanding, application, and transference of knowledge ACROSS all subjects of STEAM
- A model which intentionally focusses on the “whole-learner” with a living-curriculum

- “A framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is functional.”
- An inter-classroom model where ALL career and field relevant subjects are recognized, where ALL students individually and collaboratively contribute, and each student at individual learning levels is encouraged to contribute collaboratively in teams

Using the established “pyramid below,” BCCLC middle school students are taught to understand that they learn holistically, but, still will engage the STEAM subject matter as individual fields of study. For example, student learn that “Science” includes the study of the natural world and its processes, but will learn the role of mathematics in the natural world as well as how humans interpret the world around them through the different Arts.

BCCLC Middle School STEAM courses structure opportunities for students to genuinely investigate their skills, interests, natural dispositions, and intellectual talents by means including:

- Investigating the educational discipline fields as true areas of interest
- Identifying skill sets and potential career opportunities through a “Research and Development” process established in many disciplines and organizations
- Evaluating their points of interest in the different “Content Specific” specific fields identified in the bottom pyramid tier below, but use of portfolios they generate as they learn these content areas
- Analyzing local career path opportunities, as well as more globally in these content areas
- Investigating and charting developments in these content areas in their various fields as seen through a historical context, a current context, and potential future contexts as these content areas themselves adapt to the future
- Scrutinizing their own skills and interests in realistic educational and career opportunities in these content areas, and the real skills needed to achieve working in such fields

### **Universal Design for Learning UDL**

The middle grades utilize the UDL framework that support a true differentiated instruction approach. UDL promotes the use of flexible learning environments and instructional environments. The purpose of this is to accommodate a wide range of individual learning differences. The 3 main elements are as follows:

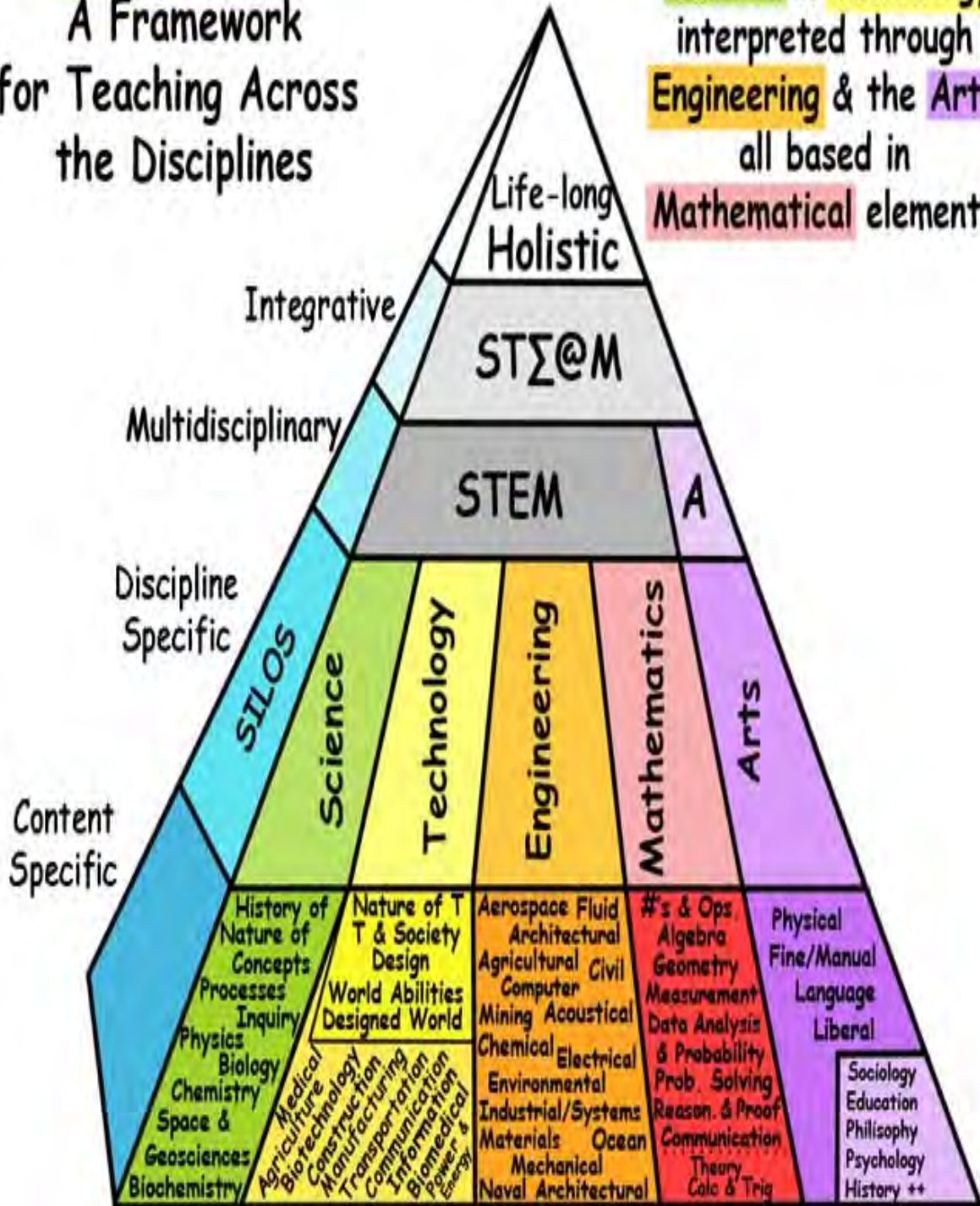
- *Multiple means of representation* provide various ways for students to acquire information
- *Multiple means of expression* address the students as whole learners with multiple intelligences, and provide students multiple techniques to demonstrate what they know
- *Multiple means of engagement* employ students interests to motivate them to absorb what they learn

# STΣ@M:

A Framework  
for Teaching Across  
the Disciplines

STΣ@M =

Science & Technology  
interpreted through  
Engineering & the Arts,  
all based in  
Mathematical elements.



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## **Educational Program Goals, Measures, and Related Data for 6<sup>th</sup>-8<sup>th</sup> Grades**

### **GOAL 1:**

To deliver the STEAM subjects blended together in the courses so students see the relationships between Science, Technology, Engineering, the Arts, and Math.

#### **GOAL 1 MEASURES and DATA (Evidence of Implementation):**

- ✓ Common planning processes for staff to plan and develop curriculum and mapping together
- ✓ Meeting minutes show staff create and track these cross-curriculum documents and lesson plans
- ✓ Scope and Sequence Templates: These show the curricula in terms of instructional focus and the interconnectivity of subject areas, allowing for adjustments in the depth and pace at which subject matter is delivered
- ✓ Curriculum maps: The curricula for each subject area is represented for each course which will be offered from the 5 Disciplines of STEAM
- ✓ Cross-Curriculum Mapping documents-standards and concepts covered in each discipline/subject area
- ✓ Through collaboration, staff members check for pacing, and delivery of content, meaning they regularly address the amount of content taught, and check for adherence to the Scope and Sequence Templates and the Curriculum Mapping; the data is the determinations if material is being covered, and pacing is taking place according to the templates
- ✓ Lesson Plans demonstrate a usage of content blended across disciplines
- ✓ Curriculum-based measures demonstrate students are receiving and acquiring skills as the 5 disciplines relate to and influent each other
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition

### **GOAL 2:**

To provide students multiple learning experiences as “whole learners,” which address their different learning styles.

#### **GOAL 2 MEASURES and DATA: (Evidence of Implementation):**

- ✓ Multiple Intelligences: lesson plans, activities, and products are designed taking into consideration the following abilities or modalities: Linguistic, Logical-Mathematical,

Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intra-personal and Inter-personal, Naturalistic, and Existential

- ✓ Information about students' learning approaches are shared and documented between teachers
- ✓ Minutes from meetings about record reviews
- ✓ Standardized test scores and formative assessment data reviews to help staff to understand the level of each student.
- ✓ Student Learning Style Inventory: These are given to students to determine which strategies will work best for each student
- ✓ Interest inventories, given to determine real-world situations that interest them. This information is used to design assignments and projects.
- ✓ Pre-tests before units and lessons assess their knowledge and skill level for the content. To write the pre-test, a list of the objectives of what students should meet is made, as well as items to measure each objective.
- ✓ File folders, kept for each student with pertinent information compiled and accessible
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition
- ✓ Data from an RTI model show: instruction and interventions are matched to student needs
- ✓ Data from continuous monitoring of progress show students' individual learning needs and what to address

### **GOAL 3:**

To ensure each student at individual learning levels contributes collaboratively in teams through project-based learning and cooperative learning groups

GOAL 3 MEASURES and DATA (Evidence of Implementation):

- ✓ Project-based learning and Cooperative Learning processes is documented in weekly student group learning logs
- ✓ Activities that blend academic and social learning experiences are evaluated for effectiveness
- ✓ Measure the implementation of meta cognitive strategies which encourage students to individually and collectively connect their learning, interact with text, ask questions, and present information
- ✓ Compilation of Student Portfolios
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition
- ✓ Rubric designed to measure the function and roles of team collaboration projects shows students are proficient in acquiring and demonstrating skills through group learning

### **GOAL 4**

To utilize community and regional businesses and agencies to reinforce the application of students' skills in the fields of Science, Technology, Engineering, Arts, and Mathematics

**GOAL 4 MEASURES and DATA (Evidence of Implementation):**

- ✓ a communication process with local businesses, including industrial companies, technology companies, and engineering companies and practitioners is developed and recorded
- ✓ A strategic plan is developed to include these entities in the curriculum of the middle school grades, including school site visits and instruction of students, and site visit of the students to the places of operation
- ✓ Portfolios for each student tracking the range of exposure to these industry companies measures by the STEAM courses
- ✓ a reporting process is developed and tracked between parents, staff, and board members of the students exposure to industry entities tied to STEAM courses and disciplines
- ✓ Portfolios demonstrate each student has been instructed by a minimum number of industry entities, as well as have visited their sites
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition and applicable skills due to "field" exposure
- ✓ Through a STEAM driven rubric system, students demonstrate proficiency in applying knowledge and skills in theoretical contexts at school, and "field experiences"

**The STEAM Program as it Affects Other Schools**

BCCLC will provide a middle school program specifically offering classes and focuses in Engineering, Arts, and other areas. One goal of the program is to offer classes and projects in the sub-categories which are NOT offered at other area schools. While we do not directly compete with any course offered at ISTCS, or other area middle schools, we can address some specific course work which will be different and additional compared to what other area schools offer. We do not feel we will encroach upon area schools, including ISTCS, but instead do exactly what charter schools are supposed to do: offer additional choices in programs, courses, and curricula, and, be competitive in these.

We will do what STEAM schools through the United States do, provide a broad range of focuses not often included in middle schools. We intend to follow the trends of other STEAM schools and integrate the 5 areas with each other. One unique aspect of our program is the integration of the 5 core areas within individual courses.

For example, as the STEAM pyramid demonstrates, the Engineering courses which can be taught in this model are more unique than traditional middle schools, and even charter schools. While ISTCS has a Science focus, a technology focus, and an esteemed program in some of the arts, BCCLC will grow its STEAM program to provide competitive choices and a broad range of information. Further, our middle school program is provided with the specific intent to gear students towards career options, and use the early secondary years to focus students on how school courses identify career options and prepare students for such. This is a focus and process unique to our area at the middle level. As stated on the STEAMedu website, this program

approaches “Science & Technology interpreted *through* Engineering & the Arts, all based in Mathematical elements.” As we follow this process through training and integration, we are again unique to other middle schools in our area.

As we become certified as a STEAM program, we will be the only STEAM middle school in the Rocky Mountain West. According to STEAMedu, there are no other schools of this nature in the several state area.

Further, our intent is preparing our middle school students to advance to the STEM program of Bingham Academy, with a specific focus in Engineering. Our middle school students will be inclined to move into Bingham Academy due to the schema and scaffolding they receive in the BCCLC STEAM program.

### ***How Special Education and Other Special Needs Will Be Met***

Blackfoot Charter Community Learning Center adheres to The *Idaho Special Education Manual*, and has adopt and implement all special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the State of Idaho Special Education Manual.

As required by state and federal statutes, students attending Blackfoot Charter Community Learning Center who are identified as disadvantaged to the extent that they may require Title I or Section 504 services or requiring other accommodations will receive those services at or through Blackfoot Charter Community Learning Center or at an alternate site.

### ***Special Education Services***

BCCLC provides personnel, physical facilities, funding, and contractual arrangements to ensure that students with disabilities attending the charter school receive special education and services as requirements in IDEA 2004 and outlined on the students’ IEPs. All special education personnel meet highly qualified standards.

BCCLC also conducts a yearly Child Find activity as outlined in the Idaho Special Education Manual and focuses on:

Step 1. Locating students: The school will establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.

Step 2. The school shall ensure that staff and the school’s constituents are informed of the availability of special education services.

Step 3. A screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. This screening will be an

informal, organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

For all special education students, BCCLC will develop, review, and revise IEPs in accordance with state and federal laws. BCCLC has implemented the IDEA 2004 discipline procedures; and assure protection of student and parent rights.

BCCLC ensures access to charter school programs, as required by the ADA. This plan includes the actual location of students within the classrooms, and settings within the classrooms to permit access by students with disabilities. The school will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students

BCCLC also includes a comprehensive professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school.

#### *Nondiscriminatory enrollment procedures*

BCCLC will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally established eligibility criterion for such services. Enrollment described elsewhere in this Charter petition, is consistent with the mission of BCCLC and civil rights requirements.

#### *LRE Requirements*

Blackfoot Charter Community Learning Center will provide special education and related services to eligible BCCLC students in the Least Restrictive Environment (LRE) in accordance with the Idaho Special Education Manual and as identified on each student's IEP. In many cases, the LRE will be specified as BCCLC. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

LRE decisions are made individually for each student. The IEP team shall considers the following when determining the LRE in which the IEP can be implemented:

1. Based on student's IEP: The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
2. Age Appropriate Peers: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

3. School of Attendance: A student with a disability shall be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.
4. Harmful Effects: Consideration shall be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
5. Accommodations and/or Adaptations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.
6. Participation in Nonacademic and Extracurricular Services and Activities:
  - a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.
  - b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

### *Gifted and Talented program*

Gifted/talented children are those students who are identified as possessing 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 who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

BCCLC has a written plan for its gifted and talented students; this is updated annually and includes the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation

BCCLC screens all students to ensure they have an opportunity to be considered for the program. Identification of gifted and talented students is based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts,

and the students themselves.

## LEP Students

Blackfoot Charter Community Learning Center conforms to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. The school uses a home language survey. In addition, the “Woodcock Munoz” test will determine the student’s eligibility and language level – L1, L2, and L3. The “Woodcock Munoz” test is used as a pre-post test to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the BCCLC LEP program according to state and federal guidelines. LEP services may be provided on-site or contracted out.

In our society, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented, LEP, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The Charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through, but not limited to, the following: clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, and remediation, tutoring and pullout classes. Transportation will be provided as needed and required.

## Dual Enrollment

BCCLC students will be allowed to participate in dual enrollment with other public schools as required by Idaho Code 33-203. Dual enrollment will be subject to school district procedures as allowed in Idaho Code 33-203 (1). State funding of a dually enrolled student will be limited to the extent of the student’s participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents.

## TAB 4

### MEASURABLE STUDENT EDUCATIONAL STANDARDS

#### Measurable Student Educational Standards

BCCLC will seek to accomplish the following goals:

1. In the core subject areas of Math, Reading, Language Arts, and Science 80% of students will earn a grade of satisfactory or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
2. 90% of students in grades K-3 will demonstrate reading competency by scoring proficient on the end of year (Spring) Idaho Reading Indicator (IRI).
3. 85% of third-fifth graders will score proficient or above on the Idaho Standard Achievement Test (ISAT).
4. 85% of fifth graders will achieve a score of satisfactory or above on the Direct Writing Assessment (DWA).
5. 85% of fourth graders will achieve a score of satisfactory or above on the Direct Math Assessment (DMA).
6. Students continuously enrolled at BCCLC from the beginning of each academic year will demonstrate academic improvement through the following:
7. 80% of students in grades 3-5 will show at least one year's growth on the ISAT.

#### Methods for Measuring Student Progress

To ensure a consistent and comprehensive evaluation procedure, assessment rubrics will be developed for each of these standards. These will include specific and objective evaluation criteria. As teachers are hired, they will be included in the development of these rubrics in order to provide for their input, ownership, and buy-in.

The goal for every teacher at BCCLC will be to challenge each student to maximize his or her academic growth.

Method for measuring student progress will include, but not be limited to:

Standard 1:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.



- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- Assessment rubrics used for projects, individualized assignments, and other portfolio-type assignments.
- The BCCLC goal is for eighty-five percent (85%) of students to improve their personal scores from the previous test, on each of the standardized assessments.

The following criteria will also be considered in measuring student daily and classroom progress. *Communication Skills.* Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

*Thinking and Reasoning Skills.* Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

*Social Responsibility and Skills.* Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

*Expanding and Integrating Knowledge.* Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information, knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

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

### **Provisions by Which Students Will Receive Standardized Testing**

Under the direction of the School Test Coordinator, the following standardized testing will be conducted in strict accordance with and at the specified intervals mandated by the State of Idaho:

- Idaho Standards Achievement Test– Grades 3,4,5
- Direct Writing Assessment (State) – Grades 5
- Direct Math Assessment (State) – Grades 4
- 

Additionally any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

### **Accreditation**

BCCLC will apply to the State Department of Education for accreditation, as required in IDAPA 08.02.02.140. In compliance with Idaho State Board of Education Rules BCCLC will complete the state accreditation process. During its initial year of operation under the Idaho Public Charter School Commission, the school will complete an accreditation self-assessment. Additionally the

school will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school's administration and board of directors. This team will be empowered to recommend revision of goals as necessary and provide regular reports on implementation of the plan to the Board of Directors.

BCCLC will also develop a Continuous School Improvement based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

Throughout the accreditation and strategic planning process, BCCLC will comply with all provisions of NCLB. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required by NCLB.

Accreditation reports outlining the attainment of standards will be submitted as requested, to both the charting agency and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education.

Copies of all annual reports including accreditation reports, financial audits, school reports cards, testing results, and all other federal, state and local reports will be given to the accrediting agency, state officials, and federal agencies. Parents and the public in general will also be provided with report information, where appropriate.

### **Improvement Planning**

BCCLC will also develop a Continuous School Improvement Plan based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

The Board of Directors of Blackfoot Charter Community Learning Center will provide consultation to the Director regarding ongoing plans for the school. The PAC will also work with the Board of Directors on school improvement.

If it were ever determined that, based on student performance, the school was in need of improving performance, the director and the Board of Directors would meet both internally and with outside experts, such as the Idaho Charter School Network, to develop a comprehensive plan for improving performance. BCCLC is committed to a school where student success is our top priority.

In such circumstances, school officials would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student learning. These processes may include the amount of time spent on critical subjects, the teaching method employed, the textbooks and other learning materials utilized, and the integration of core subjects.

## TAB 5: GOVERNANCE STRUCTURE

### *Governance Structure*

Blackfoot Charter Community Learning Center, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Blackfoot Charter Community Learning Center shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

### *Founders*

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school. Classified staff and teachers' children may not be given the founders' preference, except in such cases where the staff member qualifies as a founder on other grounds. To qualify as a founder, one must:

- A. have been directly involved in the initial development of the charter petition, or
- B. made a significant contribution to the development or establishment of BCCLC as defined by the Board.

The Charter School Founders comprise several committees that assist in the establishment of the school. The Founders elect the initial Board of Directors, write the Charter petition, recruit candidates for the position of school Director, and establish a preliminary operating budget. Following the election of the Board of Directors, the function of the founders is to serve as a data-gathering resource and to provide input and advice to the Board of Directors.

After election, the Board of Directors becomes the Governing Body for BCCLC. Officers shall be established as set forth in the corporate bylaws. The function of the Board can be described as policy making, evaluating, and directing the financial means by which the educational program is conducted.

### *Initial Terms*

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

- (Seat One) - 1 years
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

a. *Initial Formation*

The Board of Directors of Blackfoot Charter Community Learning Center will consist of five (5) members, four (4) of whom may be parents at the Charter School.

A State of Idaho criminal background check on the Chair of the Board of Directors will be provided to the Idaho State Charter School Commission prior to the opening of the school.

b. *Selection and Replacement*

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

c. *Powers and Limitations*

Blackfoot Charter Community Learning Center will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Blackfoot Charter Community Learning Center acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho State Charter Commission to control the Charter School. Blackfoot Charter Community Learning Center commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Director..

Blackfoot Charter Community Learning Center will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity. Blackfoot Charter Community Learning Center will not contractually bind the Idaho Public Charter School Commission with any third party.

d. *Relationship between Board of Directors and School Administration*

The relationship of the Board of Directors to the BCCLC' administration will be as follows:

*Director.* The Director will be empowered to provide educational direction, administration, and on-site day-to-day operation as well as certain decisions concerning but not limited to:

- Implementing the vision and mission of the school
- Providing instructional materials and supplies
- allocating resource
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support

- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- resolving employment and personnel issues
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- functioning as commission/board liaison
- supervising budget and financial records
- supplying annual reports to the Idaho State Charter School Commission

*Standing Committees and Ancillary Support Personnel.* Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Director. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

*e. Teacher/Parent Decision Making*

The Board of Directors of Blackfoot Charter Community Learning Center will provide consultation to the Director regarding ongoing plans for the school. The PAC will also work with the Board of Directors on school improvement.

Parents of students who attend Blackfoot Charter Community Learning Center will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children’s personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will provide information necessary to ensure proper placement of students.
2. Parents will be encouraged to attend all parent teacher conferences.
3. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child’s response to classroom atmosphere, and parents’ perception of learning environment.
4. Parents will be encouraged to be involved in the Parent Activity Committee and to volunteer

for school projects, programs, committees, and to work specifically with students who are challenged academically.

5. Parents will be encouraged to provide an appropriate learning environment at home for study.

6. Parents will be encouraged to volunteer as tutors and assist in other ways as need dictates.

### **Process to Ensure Parental Involvement**

As described earlier, parents of students who attend Blackfoot Charter Community Learning Center will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- \* Parents will receive a student/parent handbook at registration.
- \* Parents will be encouraged to attend two parent teacher conferences per year.
- \* Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- \* Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- \* Parents will be encouraged to provide an appropriate learning environment at home for study.

### **Complaint Process**

Blackfoot Charter Community Learning Center's procedures for a complaint process for parents/guardians and the public will be similar to that of local school district's, with the ultimate authority residing with the Board of Directors of the Blackfoot Charter Community Learning Center.

### **Public Access**

Blackfoot Charter Community Learning Center's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Blackfoot Charter Community Learning Center gives permission for public inspection.

## Public Conduct for Safe Schools

Blackfoot Charter Community Learning Center's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with The Idaho Board of Education Thoroughness Standard a. "A safe environment conducive to learning is provided".

## **Annual financial and Programmatic Operations Audits**

An annual financial audit will be conducted after the completion of each charter school year. Programmatic Operations audits will be conducted as mandated by state requirements as outlined in:

- I.C. 33-5205(4)(k)
- I.C. 33-5206(7)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

## **Dispute Resolution**

The Public Charter School Commission and the Governing Board of Idaho Science and Technology 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 for notice of defect and submission of a corrective action plan.



## TAB 6: EMPLOYEES OF THE CHARTER SCHOOL

### Employee Qualifications

Blackfoot Charter Community Learning Center's full-time and part-time staff, including both classified and non-certificated individuals, will meet or exceed qualifications required by state law and meet the No Child Left Behind, Highly Qualified Teacher requirements.(NCLB). Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Blackfoot Charter Community Learning Center as outlined within this petition. The Director will make recommendations to the Board of Directors for approval of instructional staff.

Blackfoot Charter Community Learning Center reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. BCCLC reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. A thorough screening process will be used for temporary personnel to assure the safety of students and personnel. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

### *Background Checks*

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

### *Targeted Staff Size*

Blackfoot Charter Community Learning Center will make every effort to keep class size small by employing one core area teacher per every 20 students. In all cases, BCCLC may employ additional staff for technical education, music, foreign language, , and physical education. The following positions are anticipated for the initial year of operation, anticipating a student population of approximately 170. If more students are enrolled, these position numbers will be adjusted accordingly:

Director	1.0 FTE
General Education	6.5FTE
Special Education	.5 FTE
Certificated staff	8 FTE
Admin. Assistant	1.0 FTE
Business Manager	0.5 FTE
Custodian/maint.	1.0 FTE
Paraeducators	4.0 FTE
Classified	6.5 FTE

BCCLC's goal is to grow to 100 students per grade over the next several years. Additional certificated and classified staff will be added as needed. Projections for the coming year will be determined by the number of students in the lottery, as outlined under Tab 7.

### **Health and Safety Procedures**

Blackfoot Charter Community Learning Center will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization before being enrolled at the Blackfoot Charter Community Learning Center or have an exemption signed by a parent or legal guardian.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Blackfoot Charter Community Learning Center's insurance carriers and at a minimum address the above and the following items:
  - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - Policies relating to preventing contact with blood-borne pathogens.
  - A policy requiring that all staff receive training in emergency response, including appropriate "first responder" training.
  - Policies relating to the administration of prescription drugs and other medicine.
  - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

6. BCCLC will develop a policy regarding intern usage and comply with all requirements set forth in the Children's Internet Protection Act.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

### **Employee Benefits and Provisions**

All employees will participate in the following programs and benefits: group health insurance, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. Accumulation of sick leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

#### *Professional Opportunities*

Faculty at Blackfoot Charter Community Learning Center will work in an environment where they have opportunities to work with other faculty to align subject areas. The Director will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.

### **Transfer Rights**

The transfer rights of any BCCLC employee choosing to return to any non-charter school after employment at BCCLC will be dependent upon the receiving school district from which an employee might transfer. BCCLC claims no transfer rights. The Board for BCCLC will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance during their tenure here.

### **Collective Bargaining**

Blackfoot Charter Community Learning Center's staff shall be a separate unit for purposes of collective bargaining.

### **Written Employment Contracts**

All certificated staff will be required to sign a written contract with Blackfoot Charter Community Learning Center. Contracts will be in the standard form as recommended by the Idaho Department of Education and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at [www.sde.idaho.gov/EducatorResources/docs/Contracts](http://www.sde.idaho.gov/EducatorResources/docs/Contracts).

A copy of all teacher contracts and certificates for all certified teachers/staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

## *Experience for Salary Schedule*

Certified teachers at Blackfoot Charter Community Learning Center shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Blackfoot Charter Community Learning Center certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.

### **Certification for Teachers, 6<sup>th</sup>-8<sup>th</sup> Grade**

BCCLC Middle School's full-time and part-time instructional staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code 33-5205(3)(g) and will be Highly Qualified in the teacher positions that require it. Instructional staff shall carry secondary (6-12) certifications and/or elementary certifications (K-8) with middle level, content-specific endorsements as required to maintain Highly Qualified Status.

### **Student Discipline for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Students**

Middle Grade students are expected to be the leaders and models of respect and conduct for the lower grades. Teachers and administration will address all discipline issues through the lenses of and using tools of character education and student collaborative teams. Student are taught and reminded that poor behavior, misconduct, and lack of fulfilling responsibilities influence other people directly. Thus, the middle grade approach to discipline focusses on addressing discipline issues and shaping the attitudes of students using elements including the following:

1. Character Education
  - Respect for the adults, classmates, and collaborative team members
  - How does this behavior demonstrate leadership and example to adults, peers, and younger students?
  - Fulfilling all assignments and being responsible for one's own responsibilities
  - How does the lack of responsibility in these influence the adults' abilities, peers' abilities, and those of the collaborative team in which they are a member?
2. Models including but not limited to "Love and Logic"
  - Students are addressed using "Love and Logic tools" including *Teaching with Love and Logic*, *Creating a Love and Logic School Culture*, *Schoolwide Discipline without the Loopholes*, *How to Teach Without Getting Punched*

If the discipline issues for 6<sup>th</sup>-8<sup>th</sup> grade students advance beyond the above mentioned stages, as determined by the administration, the administration will adhere to the established policies as approved by the Board, as stated in the current Staff and Student Handbook. The policies and procedures to be followed as dictated by the current 2014-2015 BCCLC Handbook include procedures for:

- Suspension
- Expulsion from BCCLC

- Expulsion from any other school district or state
- Re-Admittance
- Truancy
- Tardies
- Habitual Absences
- Incurribleness
- Determination by the board of trustees that a student is disruptive of school discipline or instructional effectiveness,
- Students whose behaviors are detrimental to the health and safety of the other students and the staff

## TAB 7: ADMISSION PROCEDURES

### Admission Procedures

Blackfoot Charter Community Learning Center will follow the model admission procedure identified by the Idaho State Board of Education.

No student will be denied admission based on ethnicity, creed, gender, or disability, nor place of residence within the State of Idaho. No out of state students will be allowed to attend the charter school. Open enrollment will be obtained through public notification and continued efforts to attract interested families.

Admission tests will not be required; however, assessments can be administered to determine the individual instruction program. There will be no tuition charge. BCCLC may assess a fee only for voluntary extra-curricular activities, after school programs, and /or items or services that exceed program or class requirements.

#### *Enrollment Deadline.*

Each year ISTCS will establish an enrollment admissions deadline that will coincide with the Board of Director's March meeting. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

#### *Requests for Admission.*

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend BCCLC. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery as described below shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline shall be permitted in the lottery. Only written requests for admission shall be considered. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

#### *Admission Preferences*

ISTCS will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code,

for students returning to ISTCS, students of founders, siblings of students already selected to attend ISTCS, and those in the primary attendance area.

Admission preferences for initial BCCLC enrollment of students shall be as follows:

- a. First, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school.
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the attendance area.
- d. Fourth, to children of employees
- d. Fifth, by lottery.

#### *Proposed Attendance List for Lottery*

Each year BCCLC will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student 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 “E” for children of employees.

#### *Lottery Process*

If the capacity of BCCLC is insufficient to enroll all prospective students, then the school will determine the students who will be offered admission by conducting a fair and equitable lottery. This lottery will be conducted as follows:

- a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card or other similar but equal media. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
- b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.
- c. If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter “C” shall be written on such index card. If the name of the

person selected resides in the attendance area, then the letter “D” shall be written on the card.

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

e. With regard to the founder’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B.” When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founders preference.

f. After all index cards have been selected for each grade, the cards shall be sorted for each grade level in accordance with the following procedure: All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

A computer generated lottery may be held provided it is programmed to replicate this process as described.

#### *Final Selection List*

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

#### *Notification and Acceptance*

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of



a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person 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.

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from the public 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.

#### *Subsequent School Years*

The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

#### **Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment**

Disciplinary Procedures, including suspension, expulsion, and reenrollment will conform to Idaho code 33-205. A copy of the Student/Parent Handbook is contained in Appendix B.

Students at the Charter Learning Center are expected to conform to ordinary standards of common decency, courtesy, and honesty. They will be required to demonstrate that conformity in their dress, language, work habits, and interactions with other students and staff. Failure to meet the standards will result in disciplinary action.

We believe that the purposes of the school's discipline policy should be to maintain an orderly classroom atmosphere, in which learning can best be accomplished, and to assist students in acquiring self-control. To that end we want disciplinary action to be appropriate, impartial, consistent, and immediate.

Teachers will always bear the major responsibility for disciplining students. Often that will involve no more than calling the student's attention to an inappropriate behavior, indicating its unacceptability, instructing on correct behavior in the situation, and stating that failure to demonstrate the correct behavior will in future incur some form of punishment. Depending upon

the severity of the infraction of the frequency of its repetition, that punishment might be exclusion from a pleasurable activity, or a requirement for compensatory action, or short-term physical isolation from the classroom. If the teacher is unable to affect correction of the behavior, the student may be referred to the school director for more formal discipline which will involve contacting parents. Due process procedures will be followed, including the procedures for disciplining students with disabilities as outlined in the Idaho Special Education Manual dated September 1999, Chapter 7, Section 13.

Any student behavior which reasonably would be considered dangerous or threatening to the student, or to other students, staff, or their property or property of the school, will be dealt with immediately by the school director. At the least, the student will be temporarily removed from the class, until the director decides when his or her return is appropriate. Parents of the student will be notified of the behavior, and of any immediate action taken. Parents and the director, in consultation, will determine if any additional corrective measures are necessary. If no agreement can be reached between them, either party may bring the issue before the Board of Directors retains the right to suspend or to dismiss the child from the school after the appropriate due process procedures have been completed.

The School may expel any student found in possession of a weapon, or involved any activity involving illegal drugs or alcoholic beverage, or who physically threatens any other person at the School.

The School will comply with all rules and statutes relative to Safe and Drug-Free Schools. Expulsions will be referred to the Blackfoot Charter Community Learning Center Board of Directors for a hearing and review according to the right of due process. Students will only be re-enrolled by approval of the Board of Directors.

The procedure for suspension, expelling and re-enrollment of students will follow the law specified in Idaho Code 33-205. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

- Step 1: Parent/Guardian Incident Notification Procedure (Written and/or Verbal).
- Step 2: Peer Mediation and/or Director Intervention in addition to Step 1.
- Step 3: Suspension with parental notification - 3 days. Readmission after a conference with student, parents and team or its designee(s).
- Step 4: Suspension with parental notification - 5 days. Readmission after a hearing within five school days with the board of directors.
- Step 5: Expulsion until next calendar break/ semester/ rest of year. Hearing within five days with the Board of Directors.
- Step 6: Readmission after meeting with the Board of Directors, at parents' request.  
The charter school Board of Directors will have the right to deny enrollment for disciplinary reasons.

## **Provisions to handle Students using or Suspected of being Under the Influence of Alcohol/Controlled substances**

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, ISTCS will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of ISTCS that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation and if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

This policy includes provisions for anonymity in that when a student voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in I.C. 33-210.

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The administrator or a designee should communicate all available information to the police and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

## **Public Charter School Attendance Alternative**

Because Idaho Science and Technology 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 existing school districts. Students located within the Charter School attendance area would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Idaho Science and Technology Charter School.

## **Attendance Requirements**

### *School Attendance Philosophy*

Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are educational benefits and success in school.

- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

Habitual Truant: Any ISTCS pupil who, in the judgment of the Board of Directors, repeatedly has violated the established attendance regulations or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared an habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act and dealt with accordingly.

### **Denial of School Attendance**

In Accordance with Idaho Code 33-205, the ISTCS Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in is state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled of denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the

school superintendent may extend the temporary suspension an additional ten (10) schools days. Provided, that on a finding by the board of directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils; health, welfare or safety, the board may extend the temporary suspension for an additional five (5) schools days. Prior to suspending any student, the administrator or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the administrator who suspended him upon such reasonable conditions as said administrator may prescribe. The board of directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by the ISTCS administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

#### *Excused Absences*

Absences from school with the knowledge and approval of a student's parents/guardian are excused absences, but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardian must be received within 48 hours of the last day of the absence, except for school approved activity absences.

#### *Make-up Work*

Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

#### *Tardies*

A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis; however excessive and habitual tardies can lead to a loss of class credit.

#### *Attendance Requirements*

Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

#### *Notification of Absences and Discipline.*

Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Director may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

### *Grounds for an Appeal.*

Those students who have valid reasons to believe that all or parts of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

### *Attendance Appeal Process.*

If a parent/guardian wishes to appeal a failing grade or denial of promotion to the next grade due to the attendance requirement, trancies, or the number of tardies, the following policy applies:

- \* The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- \* The appeal process starts with the Director. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- \* In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

### **Process for Public Notification of Enrollment Opportunities**

As outlined in the following sections, Idaho Science and Technology Charter School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

ISTCS will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, other forms of public media. The focus will be to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho code 33-5205.

Idaho Science and Technology Charter School's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203.

<u>BCCLC PROJECTED GROWTH TO CAPACITY</u>										<u>TOTAL</u>	<u>K-6th</u>	<u>7th-8th</u>
	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>-</u>		
<u>2015-16</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>13</u>	<u>12</u>	<u>490</u>	<u>465</u>	<u>25</u>
<u>2016-17</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>13</u>	<u>568</u>	<u>510</u>	<u>58</u>
<u>2017-18</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>645</u>	<u>555</u>	<u>90</u>
<u>2018-19</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>690</u>	<u>580</u>	<u>110</u>
<u>2019-20</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>735</u>	<u>605</u>	<u>130</u>
<u>2020-21</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>760</u>	<u>630</u>	<u>130</u>
<u>2021-22</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>785</u>	<u>630</u>	<u>155</u>
<u>2022-23</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>810</u>	<u>630</u>	<u>180</u>

## **TAB 8: BUSINESS PLAN**

### **Business Description**

Blackfoot Charter Community Learning Center, Incorporated, is organized exclusively for educational purposes within the meaning of IRS Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). When approved by the Commission, BCCLC will function as an independent LEA and as such, receive federal funding directly. All federal funding will be handled in accordance with authorizing legislation.

### **Marketing Plan**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Blackfoot Charter Community Learning Center shall be the boundaries of the Blackfoot, Snake River, and Firth School Districts located in Bingham County, Idaho.

Blackfoot Charter Community Learning Center will actively recruit students for enrollment using, but not limited to the following methods:

- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Gazette
- Holding public forums within each sending district's boundaries
- Posting advertising materials in English and Spanish in prominent locations (i.e. the library, the community notice board, at City Hall).
- News releases and articles

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho code 33-5205.

### **Management Plan**

The Director in coordination with the Charter School Board of Directors will determine the day-to-day operations of Blackfoot Charter Community Learning Center. Refer to Appendix C for the job description and qualifications for Director of the Blackfoot Charter Community Learning Center.

Administrative services will be provided by the Blackfoot Charter Community Learning Center Director supplemented by other contracted services as needed. Annual programmatic and



financial audits will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Director will also serve as the liaison between the Blackfoot Charter Community Learning Center and its Board of Directors, the Charter Commission, and parents. Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

### **Resumes of Directors**

See Appendix D.

### **Financial Plan**

While the Director of Blackfoot Charter Community Learning Center will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. Blackfoot Charter Community Learning Center will follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

The budget for Blackfoot Charter Community Learning Center will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

### **Revenues**

Estimates of funding sources will include state allocations as based on

- the Support Unit Calculation Template for Charter Schools
- Salary Based Apportionment Template for Charter Schools
- state allocations for pupil transportation
- state allocations for technology
- state lottery
- Federal start-up grants
- private grants
- business partnerships
- donations.

As soon as possible BCCLC will notify the Idaho Department of Education's Bureau of Special Populations, in writing, of its intend to applying for federal Title I and Title IV-B funds. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include but not be limited to a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students. Federal funds for

Title I, Title IV-B, and the child nutrition program will be calculated through the prescribed formulae.

#### Expenditures

- Purchasing Process

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. Blackfoot Charter Community Learning Center's Director will determine procedures for procuring goods and services with approval of the Board of Directors.

- Payroll Processing

Blackfoot Charter Community Learning Center's Business Manager will process its payroll in accordance with applicable Idaho codes.

#### Reports and Audits

Blackfoot Charter Community Learning Center will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Blackfoot Charter Community Learning Center Director will provide a monthly cash-flow to the Board of Directors that details revenues and expenditures for the previous month.

#### **Startup Budget**

Since BCCLC has been in operation since 1999, A copy of the 2009-2010 budget is included in Appendix E.

#### **Transportation Services**

Transportation services will be offered to all students residing more than one and one half miles from the school. Bus services will be contracted out in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code 33-1510. The transportation bidding process will begin no later than January 31, 2009. The bid will be awarded no later than April 30, 2009. No bids or contracts will be let until after the charter is granted.

School transportation provided by charter school functioning as LEAs, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments reflect an 85% reimbursement for the previous year's "allowable" transportation costs. This percentage will be adjusted to reflect legislative changes as they occur.

Transportation costs included in the Estimated Budget are based on actual costs incurred by Blackfoot Charter Community Learning Center, since this school also contracts its services and the attendance areas and student numbers are similar. A copy of the BCCLC Busing contract is included in Appendix O.

## **School Lunch Program**

Blackfoot Charter Community Learning Center participates in the National Child Nutrition Program as per Idaho code 33-1015. The school currently contracts with the Blackfoot School District for its food service needs. This arrangement will continue for at least the 2010-2011 school year, at which time BCCLC may contract with Idaho Science and Technology Charter for food services.

### *Free and Reduced Lunch*

Free and reduced price lunches will be available to qualifying students. The BCCLC Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with federal policy and guidance from the Idaho State Department of Education.

## **TAB 10: BUSINESS ARRANGEMENTS AND PARTNERSHIPS**

At the current time, BCCLC has established business arrangements for the following:

- Teton Stage Lines for daily student transportation services
- Bingham Memorial Hospital for occupational and speech therapy services
- Idaho Science and Technology Charter School for psychological testing and counseling services
- Idaho Science and Technology Charter School for partial student transportation services
- Blackfoot School District for primary student transportation and food services
- Southeastern District Health Department for health screening and related educational services
- Volunteers in Service to America (VISTA) for Literacy development activities

In addition, the following partnerships have been established:

- The Gables Assisted Living Center partnership provides opportunities for our students to participate in community service.
- Our partnership with the Blackfoot Community Center provides a wide variety of after school programs for students.
- Ball Brothers Music partnership to sponsor student participation in the First Lego League robotic competition

### *Additional Information from Petitioners*

The charter school will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. ISTCS will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347)

### *Termination and Dissolution of Assets*

In cases of termination or non-renewal, the Chair of the Board of Directors of Blackfoot Charter Community Learning Center is responsible for the dissolution of the business and affairs of the school. Blackfoot Charter Community Learning Center will fully cooperate with the Chartering agency for the dissolution process. If the chartering agency chooses not to assume these, then the board of directors will dispose of school property and satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution. Remaining assets will be distributed to the authorizing agency.

School administrative and clerical personnel will ensure that parents are notified of the schools dissolution and that all records of students will be immediately transferred to the district receiving those students. This transfer will occur through the normal channels used by the school and the districts to exchange student files and information. This may include hand delivery to the district office or mail/ parcel delivery services.

APPENDIX A

SIGNATURES OF QUALIFIED ELECTORS

APPENDIX B

STUDENT/PARENT HANDBOOK

APPEXDIX C

DIRECTOR QUALIFICATION

## DIRECTOR JOB DESCRIPTION

**Position Title:** BCCLC Director

**Reports to:** Board of Director

**Supervises:** Directly or indirectly, all employees of the charter school

### **Performance Responsibilities:**

1. Coordinates the total educational and operational programs of the Charter School and provides leadership in their development and improvement.
2. Represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.
3. Attends and participates in meetings of the Board of Directors and its committees, except when his/her employment or salary is under consideration or when there is an executive meeting.
4. Advises the Board of Directors on the need for new and/or revised rules and policies; exercises the power to carry out such rules and policies after the Board approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.
5. Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or the expenditure of substantial sums.
6. Supervises the preparation of the annual operating budget recommendations and implements the Board-approved budget. Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.
7. Maintains adequate records for the Charter School, including a system of financial accounts, business and property records, personnel, school population, and scholastic records. Acts as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance with the Bylaws of the Charter School corporation, and will be Board-approved.
8. Prepares and submits to the Board of Directors recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
9. Coordinates the supervision and evaluation of all employees and recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of employees as provided by law and the policies of the Charter School.
10. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Charter School.
11. Represents the Charter School in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.
12. Keeps the Charter School community informed about modern educational practices, educational trends, and the policies, practices, and problems.
13. Supervises, either directly or through delegation, all activities of the Charter School according to the policies of the Board of Directors.
14. With Board of Directors' approval, keeps informed of changes, developments, and research in education by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.



15. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.
16. Recommends to the Board of Directors for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Charter School.
17. Make recommendations to the Board of Directors regarding building and facility changes.
18. Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.
19. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.
20. Performs such other tasks as may, from time to time, be assigned by the Board of Directors.
21. Prepares an annual report to be delivered to the Boise School District in compliance with the terms of the Charter School Petition.

**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.  
 BCCLC Charter Renewal Exhibit J

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

**TAB 1**

**ARTICLES OF INCORPORATION**

I

The name of the corporation is Blackfoot Charter Community Learning Center, Incorporated.

II

The corporation is a subordinate corporation created under the authority of the Blackfoot School District Board of Trustees, County of Bingham, State of Idaho.

III

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote the Blackfoot Charter Community Learning Center, an Idaho Public Charter School.

IV

The name and address of the corporation's initial agent for service of process are:

Fred Higley  
10 North University  
Blackfoot, Idaho 83221

V

The corporation shall dissolve whenever the corporation's Charter is surrendered to, taken away by, or revoked by the Idaho Public Charter School Commission.

VI

In the event of the dissolution of the Corporation for any reason, any assets of the Corporation remaining after compliance with applicable provisions of the Idaho Nonprofit Corporation Act will be distributed by the Corporation to the Idaho Public Charter School Commission.



### ARTICLES OF INCORPORATION (Non-Profit)

**FILED**

To the Secretary of State of the State of Idaho  
The undersigned, in order to form a Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation:

Article 1: The name of the corporation shall be: Blackfoot Charter Community Learning Center, INCORPORATED

Article 2: The purpose for which the corporation is organized is: to manage, operate, guide direct, and promote an Idaho Public Charter School.

Article 3: The street address of the registered office is: 10 North University  
and the registered agent at such address is: Fred Higley

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the directors are: FRED HIGLEY, 10 N. UNIVERSITY, BLACKFOOT ID 83221

Article 5: The name and address of the incorporator(s): Fred Higley, 10 North University Blackfoot, Idaho 83221

Article 6: The mailing address of the corporation shall be: 10 North University Blackfoot, Idaho, 83221

Article 7: The corporation (  does  does not ) have voting members.  
(check one)

Article 8: Upon dissolution the assets shall be distributed to the Blackfoot School District  
270 E. Bridge, Blackfoot, Idaho 83221

Signature of all incorporators:  
Fred Higley  
Fred Higley Initial agent

Customer Acct #  
Please prepay services

Secretary of State use only  
IDHO SECRETARY OF STATE  
01/19/1999 09:00  
CR: 176 CT: 189742 DR: 179614  
L P 38.00 = 38.00 INC HOND N 2  
C127211

*See page 43 of Charter.*

## BYLAWS

Blackfoot Charter Community  
Learning Center  
BYLAWS  
OF  
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INCORPORATED  
An Idaho Nonprofit Public Corporation

### ARTICLE 1 OFFICES

The corporation's principal office shall be fixed and located at such place within the attendance boundaries of the Blackfoot School District in the County of Bingham, 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 such attendance boundaries in the County of Bingham, State of Idaho.

### ARTICLE 2 PURPOSE

The specific and general purposes of the corporation are to establish, manage, and operate a public charter school and provide an educational program for elementary age students.

### ARTICLE 3 NO MEMBERS

#### Section 3.1 No Members

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

#### Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, 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 originate and take part in the discussion or any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws: some or all of a members rights, set forth in the Idaho Nonprofit Corporation Act, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 30-3-34.

The Board may also, but without establishing memberships, create an advisory council or honorary board, or such other auxiliary groups as it deems appropriate to advise and support the corporation.

## ARTICLE 4 DIRECTORS

### Section 4.1 General Powers

Subject to the limitations of the Idaho Nonprofit Corporation Act, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The number of Directors constituting the Board of the Corporation shall be five (5) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

### Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are consistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations, which are consistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make, and use a corporate seal, and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's, and other evidences of debt and securities;
- e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- i. To conduct an annual meeting of the Stakeholders of the Corporation, as described in the Charter granted to the corporation by the Idaho Public Charter School Commission (the "Commission"); as used herein, "Stakeholders" means all pupils then attending Blackfoot Charter Community Learning Center, the parents and guardians of such pupils, all employees of Blackfoot Charter Community Learning Center, and such other persons and entities as the Board determines to be stakeholders of the corporation; and
- j. To carry out such other duties as are described in the Charter.

#### Section 4.3 Number, Election, and Term of Directors

- a. The authorized number of directors shall be five (5).
- b. Three of the Directors shall be elected at the Annual Stakeholders' meeting, and such Directors may be elected for up to three (3) two (2) year terms. Each person who was elected as a Director by virtue of being a parent, with one or more children attending Blackfoot Charter Community Learning Center, shall automatically be deemed to have resigned from, and be removed from, the Board at any time when their children no longer attends Blackfoot Charter Community Learning Center. Two of the Directors shall be appointed by the Board of Directors. Nominations for appointment come from board members and are based on individual skills and school needs. Nominees are invited to attend a board meeting at which time they may ask and answer questions to and from the board. Appointments are finalized by a vote of existing board members.

#### Section 4.4 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office, but only with the written consent of the designating person. Removal of a director for one or more of the reasons listed in Section 4.5.b may be initiated by any member of the Board or by a majority vote petition of the Stakeholder's. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board of Directors shall be taken in public.

#### Section 4.5 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 Public Corporation Act, or to be declared of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board of Directors in any calendar year.
- c. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a majority of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.
- d. 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 4.6 Place of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting, by resolution of the Board.



#### Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

#### Section 4.8 Regular Meetings

Regular meetings of the Board, including the annual meeting, shall be held in accordance with Idaho open meeting laws. Proper notice must be posted including dates, times and places as may be from time to time fixed by the Board.

#### Section 4.9 Special Meetings

Special meetings of the Board for any purpose (s) may be called at any time by the Chairman of the Board, or the Secretary. Notice of special meetings must comply with Idaho open meeting laws.

#### Section 4.10 Requirements Applicable to Meetings

Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Idaho Nonprofit Corporation Act.

#### Section 4.11 Quorum and Voting

A Quorum consisting of three or more Directors must be assembled to vote and conduct business.

#### Section 4.12 Waiver of notice

Notice of a meeting must be given to any director. A director may waive such notice by submitting a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

#### Section 4.13 Adjournment

A majority of the directors present, whether or not a quorum is present, may adjourn any directors' meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment.

#### Section 4.14 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 4.15 Fees and Compensation

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the directors and officers of the corporation as described in the charter in the conduct of the corporation's business.

#### Section 4.16 Restriction of Interested Directors

In order to avoid any conflict of interest, not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is:

- a. any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding, any reasonable compensation paid to a director as a director; and
- b. any brother, sister, ancestor, descendant, spouse, brother-in-law, • sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation

#### Section 4.17 Standard of Care

- a. A director shall perform all duties of a director, including duties as a member of any committee of the board on which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation, and with such care, including the duty to make a reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a director, the director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
  1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
  2. Legal counsel, independent accountants, or other persons as to matters that the director believes to be within such, person's professional or expert competence; or
  3. A committee of the Board upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- c. The Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

## ARTICLE 5

## OFFICERS

### Section 5.1 Officers

The officers of the corporation shall be a Chairman of the Board, Vice Chairman, Secretary, and a Chief Financial Officer (Treasurer). The corporation may also have, at the discretion of the Board, other officers as may be elected or appointed in accordance with the provisions of Section 5.3. 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.

### Section 5.2 Election

The officers of the corporation, except such officers as may be elected or appointed in accordance with the provisions of Section ~~5.3~~ 4.3.j or Section 5.6, shall be chosen at the annual meeting of the Board, by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

### Section 5.3 Subordinate

The Board may elect or appoint other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

### Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal.

### Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

### Section 5.6 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.

### Section 5.7 Charter Director

The Charter Director, as defined herein, functions separately from the Board Chairman, and is the school administrator. The Charter Director is subject to the control of the Board, but provides general supervision of the business of the corporation. In the absence of the Chairman of the Board, or if there is none, the Vice Chairman shall preside at all meetings of the board. The Charter Director 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 by the board.

#### Section 5.8 Assistant Charter Director

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

#### Section 5.9 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 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. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- 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 other duties as may be prescribed from time to time by the Board.

#### Section 5.10 Chief Financial Officer (Treasurer)

- a. The Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.
- b. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name of and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Board of Directors, upon request, an account of all transactions as Chief Financial Officer, and of the financial condition of the corporation. The Chief Financial Officer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers, and perform in such other duties as may be prescribed from time to time by the Board.

### ARTICLE 6 COMMITTEES

#### Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such

Board committees shall be by majority vote of the Directors then in office, and the chairperson of such Board committees shall be appointed by chairman of the Board, unless otherwise provided in these Bylaws or by the laws of the State of Idaho, each committee shall have all of the authority of the board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board, or on any committee which has the authority of the Board;
- b. Fix compensation of Directors for serving on the Board or any committee;
- c. Amend or repeal Bylaws, or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board which by its express terms is not so amendable or reparable;
- e. Appoint committees of the Board, or the members thereof;
- f. Approve any action for which the Idaho Nonprofit Public Corporation Act requires the approval of the Board.

#### Section 6.2 Meetings and Action of Board Committees

The Board shall have the power to prescribe the manner in which proceedings of any such board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held, and taken in accordance with, the provisions of Article 4 of these Bylaws, which concern meetings of the Board, with such changes in those provisions as required by this Article 6, and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the governing of any Board committee, not inconsistent with the provisions of these Bylaws.

#### Section 6.3 Other Committees

The Charter Director, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The Charter Director shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns, or is removed from the committee.

Meetings of a committee may be called by the Charter Director, the chairperson of the committee, or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee secretary keeps minutes of its proceedings, and shall report periodically to the Board. A committee may take action by majority vote.

Any member of a committee may resign at any time by giving written notice to the chairperson of the committee, or to the Board Chair. Such resignation, which may or may not be made

contingent upon formal acceptance, shall take effect upon the date of receipt, or at any later time specified in the notice.

## ARTICLE 7 SELF-DEALING TRANSACTIONS

### Section 7.1 Definition

Self-dealing transaction means a transaction to which the corporation is a party, and in which one or more of the Directors ("interested Director(s)") has a material financial interest. Any self-dealing action wherein a conflict of interest, as defined in Section 8.54, is created, or potentially could be created, must be handled within the parameters of Section 8.54.

### Section 7.2 Corporate Loans and Advances

The corporation shall not make any loan of money or property to, or guarantee the obligation of, any Director or officer, provided; however, that the corporation may advance money to a Director or officer of the corporation, or any subsidiary, for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, if, in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

## ARTICLE 8 OTHER PROVISIONS

### Section 8.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other written instrument, and any assignment or endorsement thereof, executed, or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Charter Director, or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s), and in such manner and as from time to time, shall be determined by the Board, and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

### Section 8.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the Idaho Nonprofit Corporation Act and in the Idaho Unincorporated Nonprofit Associations Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only, and are not intended to limit or define the scope or effect of any provision.

### Section 8.3 Fiscal Year

The fiscal year of the corporation shall begin on July 1, and end on June 30.

### Section 8.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board, or a committee thereof, for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion, or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon, and where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflicts in interest; and
- b. Corrective and disciplinary actions with respect to transgressions of such policies. For the purposes of this Section 8.4, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a Director, trustee, or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

#### Section 8.5 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

### ARTICLE 9 INDEMNIFICATION OF AGENTS OF THE CORPORATION; PURCHASE OF LIABILITY INSURANCE

#### Section 9.1 Indemnification of Agents

- a. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 30-3-88 of the Idaho Nonprofit Corporation Act, or an action brought by the Attorney General of Idaho or a person granted relater status by the Attorney General of Idaho for any breach of duty relating to assets held in charitable trust) by reason of that fact that such person is or was an agent this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

- b. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in subsection a. or b. of this Section 9.12 or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.
- c. Except as provided in subsection b. of this Section 9.1, or any indemnification under Section 9.2 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection a. of this Section 9.1 by:
  1. A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or  
The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation..

#### Section 9.2 Purchase of Liability Insurance

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for violation of Section 30-3-88 of the Idaho Nonprofit Corporation Act.

#### Section 9.3 Non applicability to Fiduciaries of Employee Benefit Plans

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9.1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by law.

## ARTICLE 10 AMENDMENTS

#### Section 10.1 Bylaws

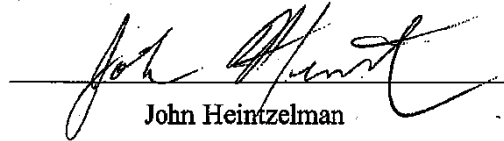
These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.



**CERTIFICATE OF BYLAWS**

I certify that I am the authorized agent of Blackfoot Charter Community Learning Center, Incorporated, an Idaho nonprofit corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation, IN WITNESS WHEREOF, I have signed my name to this certificate on:

March 18, 2010.

  
John Heintzelman

## Appendix E: Board Roster

Blackfoot Charter Community Learning Center  
February 13, 2014

<b>Board Member</b>	<b>Office</b>	<b>Term (MM/YY – MM/YY)</b>	<b>E-mail</b>	<b>Phone</b>
Kendall Murdock	Chairman	08/13-09/15	<a href="mailto:kendallmurdock@hotmail.com">kendallmurdock@hotmail.com</a>	208-680-0388
Lisa Patrick	Vice-Chair	08/12-09/16	<a href="mailto:patrlisa@isu.edu">patrlisa@isu.edu</a>	208-541-0498
Emily Hansen	Secretary / Treasurer	07/11 – 09/15	<a href="mailto:Mle_hk@yahoo.com">Mle_hk@yahoo.com</a>	208-785-9991
Wendy Hopley	Member	08/14-09/16	<a href="mailto:tim28wendy@msn.com">tim28wendy@msn.com</a>	208-681-8288
Kenneth Ashcraft	Member	08/14-09/16	<a href="mailto:kenneth.ashcraft@gmail.com">kenneth.ashcraft@gmail.com</a>	208-982-5033

## **Appendix F: School Performance Framework**

# BLACKFOOT CHARTER COMMUNITY LEARNING CENTER [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>	To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.</li> <li>Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.</li> </ul>		
<b>School Location</b>	Address: 2801 Hunters Loop, Blackfoot ID 83221	<b>School Phone</b>	208-782-044
<b>Surrounding District</b>	Blackfoot School District #55		
<b>Opening Year</b>	2000		
<b>Current Term</b>	February 13, 2014 - June 30, 2019		
<b>Grades Served</b>	K-8		
<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>				

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

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

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			BCCLC has opted out of including Mission-Specific Goals.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

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		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0				
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			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.

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%			55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%	0%	0%	31% - 54%	NA	61% - 79%	0%	46% - 64%	0%
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

**ACADEMIC K-8**

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

<b>INDICATOR 1: STATE PROFICIENCY COMPARISON</b>																				
<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 - 15 percentage points lower than the state average. <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 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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	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 - 15 percentage points lower than the state average. <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 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																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			



ACADEMIC K-8

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate</b></p> <p><b>Comparison to District</b></p>	<p><b>Do math 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>The district average will be determined using the same grade set as is served by the public charter school.</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></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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	15 - 29	0																		
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		0																		
<p><b>Notes</b></p>	<p>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 schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>																			
<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate</b></p> <p><b>Comparison to District</b></p>	<p><b>Do ELA 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>The district average will be determined using the same grade set as is served by the public charter school.</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></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																		
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		0																		
<p><b>Notes</b></p>	<p>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 schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>																			

ACADEMIC K-8

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

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

OPERATIONAL

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

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<p><b>Measure 2a</b></p> <p><b>Financial Reporting and Compliance</b></p> <p><b>Is the school meeting financial reporting and compliance 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 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>				25	
				15	
				0	0
<p><b>Measure 2b</b></p> <p><b>GAAP</b></p> <p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <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>				25	
				15	
				0	0
<p><b>Measure 2c</b></p> <p><b>Enrollment Variance</b></p> <p><b>Is the school successfully enrolling the projected number of students?</b></p> <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>				25	
				15	
				0	0

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING																	
<p><b>Measure 3a</b></p> <p><b>Governance Requirements</b></p>	<p><b>Is the school complying with governance 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 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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p><b>Measure 3b</b></p> <p><b>Board Oversight</b></p>	<p><b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	

OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<p>0</p>
<p>Measure 3e Credentialing &amp; Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<p>0</p>

OPERATIONAL

		Result	Points Possible	Points Earned
<b>Measure 3f</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<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.		25	
	<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.		15	
	<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.		0	
Notes				0
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
<b>Measure 4a</b> <b>Transportation</b>	<b>Is the school complying with transportation requirements?</b>			
	<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.		25	
	<b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<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.		0	
Notes				0
<b>Measure 4b</b> <b>Public Transparency</b>	<b>Is the school complying with facilities requirements?</b>			
	<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.		25	
	<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.		15	
	<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.		0	
Notes				0



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

FINANCIAL

INDICATOR 2: SUSTAINABILITY			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 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.			50 30 0	0
Notes					
<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.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0			50 30 0	0
Notes					
<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>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.			50 30 0	0
Notes					
<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  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1			50 0	0
Notes					

## **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**

Blackfoot Charter Community Learning Center  
February 13, 2014

Blackfoot Charter Community Learning Center will comply with the enrollment procedures established in Idaho Statute and Administrative Rule, as well as the provisions of the approved charter regarding student enrollment.

**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

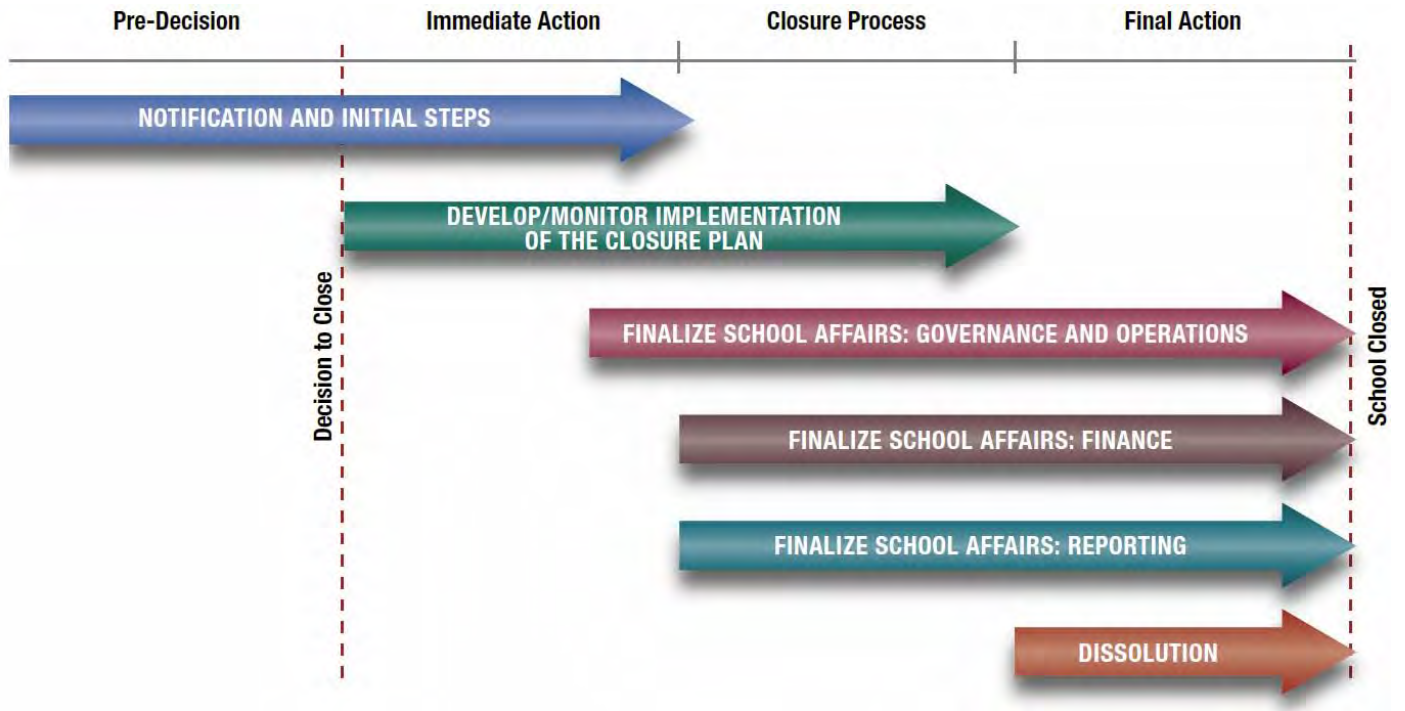
<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<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>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>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>Reassignment of students and transfer of student records.</li> <li>Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>Notification to entities doing business with the school.</li> <li>The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>Sale, dissolution, or return of assets.</li> <li>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>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. 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>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. 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>

Application for Charter Renewal

***Blackfoot Charter Community Learning Center***

2801 Hunters Loop and 1350 Parkway Drive, Suite 30

Blackfoot, Idaho 83221



Renewal Process Contact Person:

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Date of Application Approval by School Board: December 10, 2018

Application Submission Date: December 12, 2018

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## Executive Summary

### School's Mission and Key Design Elements

The mission of the Blackfoot Charter Community Learning Center is to know each student well enough to challenge and meet their individual academic and developmental needs. This will be accomplished through a goal-driven environment that utilizes small groups, interactive technology, and brain-based learning. These are supported by a high level of teacher collaboration and professional development. The mission of the BCCLC Middle School is to know each student well enough to challenge their individual academic abilities in a STEAM education model.

Key design elements include ability grouping students in each grade for reading, language, and math. Teachers utilize data to build the student groups and to keep the groups fluid based on student performance. Grade level teams meet weekly to discuss the groups and the data. Middle school teachers use interim data in the areas of language arts and math.

BCCLC also meets students' individual academic needs by providing intervention time, GATE, and Drop Everything. During intervention time, students have the opportunity to receive instruction in math and reading, and during Drop Everything, students have the opportunity to expand their knowledge in areas of their interest, including sports and art. At the middle school level, students are given the opportunity to participate in Advanced Opportunities utilizing IDLA classes. Fifteen students participating in this program have earned, in total, twenty-three high school credits.

Another key design is using brain-based learning strategies to help students when acquiring new skill information. Brain-based activities are provided by paraprofessionals to help students learn sight words, track with their eyes for consistent reading patterns, and learn marching patterns to strengthen the connectors for the left and right brain. BCCLC is also meeting students' developmental needs with a full-time school counselor at both the elementary and middle school levels as well as a strong Special Education Department consisting of Sped teachers, paras, and speech pathologists.

## Major Successes and Challenges

Major successes include: Recruiting, supporting, and retaining highly effective staff; implementing distinctive instructional practices as outlined in the charter; differentiated learning practices; small group instruction in classrooms utilizing aides and parent volunteers; awareness of student learning and achievement by viewing qualitative and quantitative data at three levels: Teacher, administration, and Board of Directors; and consistently increasing enrollment during the current performance certificate term.

Challenges include: Consistently raising student end of year assessment scores; aligning a comprehensive and cohesive Tier I curriculum in ELA and Mathematics that horizontally and vertically align with a contiguous scope and sequence; and engaging students in higher-level thinking opportunities that include teacher or student questioning or instructional strategies that promote such thinking.

## School's Responses to Central Questions

1. Currently, the school has 44% academic points. Overall, the school is making progress toward academic success by utilizing assessment data to determine depth of knowledge and implementing intervention strategies to benefit struggling students.
2. The school has 100% operational points. Consistent, significant growth has been made over the past 5 years. Leadership is strong, and the school complies with applicable laws and regulations.
3. At 58% financial points, we are currently transitioning between retiring and incoming business managers, and further developing internal controls.
4. Plans for the next performance certificate term include increasing student outcomes, aligning curriculum, developing a strategic plan, and further developing a fiscal plan.

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Candra Risa, School Board Chair

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Date

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Debbie Steele, Administrator

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Date

---

Fred Ball, Administrator

---

Date

## Application Narrative

### Academic Success

#### Kindergarten

As evidenced in **Exhibit 1, IRI Results 2015-2017**, over the past three years, the percentage of students in kindergarten attaining a benchmark rating (3) in the spring Idaho Reading Indicator assessment were significantly higher than the State of Idaho average. During the 2017-18 school year, 85.7% of our kindergarten students, 81 out of 95, attained benchmark rating (3) on the Idaho Reading Indicator. In addition to the core subjects, our students begin in kindergarten learning brain-based activities to strengthen the connectors between the left and right brain. Students are given a comprehensive assessment three times during the year. Parents bring their child to the assessment and are then given the results immediately as well as a plan for learning. They also begin in kindergarten to learn a second language, Spanish. Every student in every class is exposed to some Spanish curriculum throughout the day.

#### First Grade

**Exhibit 1** also shows that first grade students at BCCLC exceed State of Idaho average in 2015-16 and 2016-17. Although they were lower than State of Idaho average in the 2017-18 school year, BCCLC first grade students increased from 51.6% in the fall to 54.7% attaining benchmark rating (3). We noted that we had an influx of students new to our school after the lottery and prior to the first day of school that had not participated in our kindergarten program. We also noted that our goal that students in grades K-3 will meet or exceed state targets on the spring Idaho Reading Indicator had not been satisfactorily met. As a result, the State Department of Education WIDA Division was contacted and training was scheduled for September 14, 2018, that would offer 72 Go To ELA Strategies that teachers in grades K-8 could learn and implement in their classrooms to create a more interactive learning environment for struggling readers. Teachers have also participated in professional development training on Unpacking Test Scores, Standards Based Grading, Assessments, and Data for Interventions. The list of **Professional Development Courses and attendees is evidenced in Exhibit 2.**



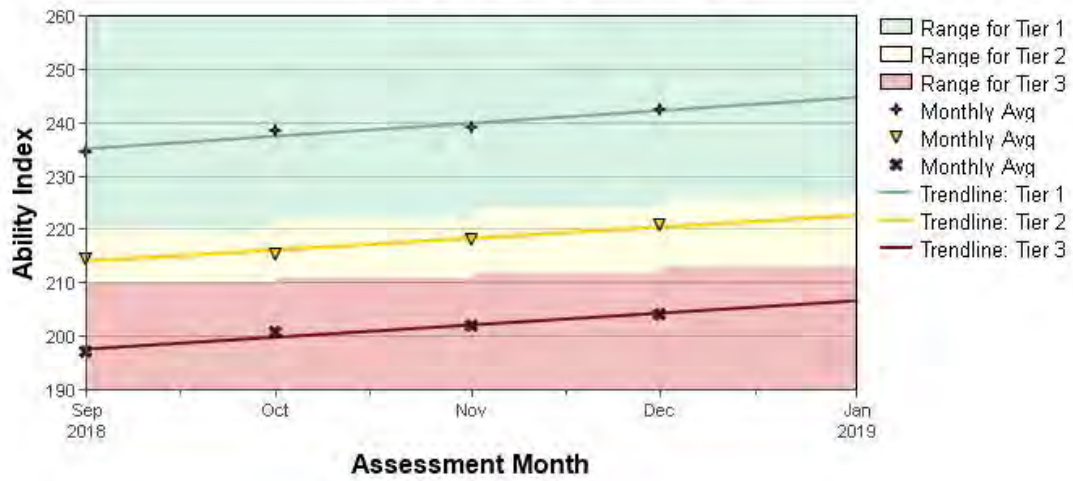
## Second Grade



Second grade students have focused extensively on building a city. They worked through the planning process, attended a Blackfoot City Council Meeting, wrote a reflection on the City Project, and in the end, built a city that was displayed for students and parents. The mayor of Blackfoot attended the ribbon cutting ceremony and presented students with a key to the city. This second grade project met 32 of the Idaho Core Standards for Second Grade.

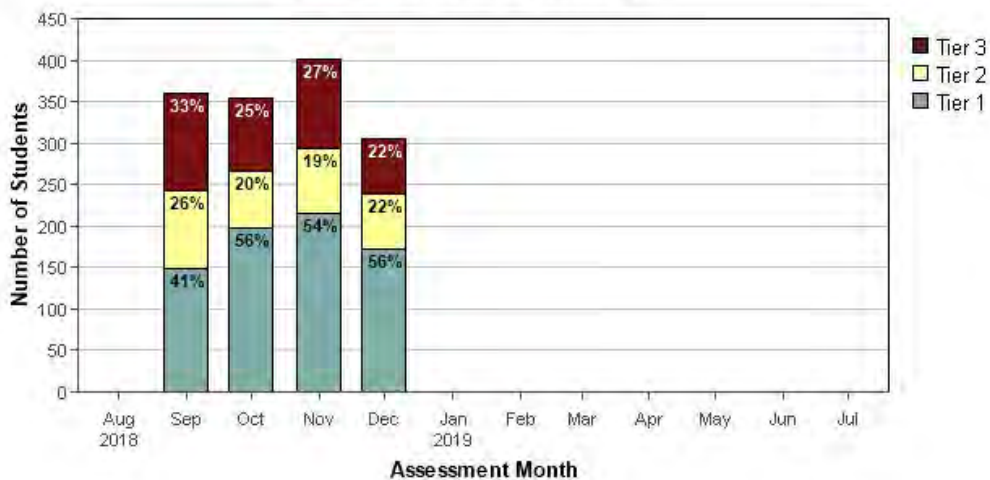
Although the City Project meets numerous Core Standards, we recognize that second and third grade State of Idaho IRI scores have exceeded BCCLC for the past three years. As a result of this discovery, BCCLC staff has embraced the opportunity to utilize the IStation assessments provided by the State. As evidenced by the table below taken from the IStation Skill Growth by Tier, students have been making progress in each Tier from August to December, and the trend line continues to climb as a projection for January.

### 2nd Grade - Overall Reading



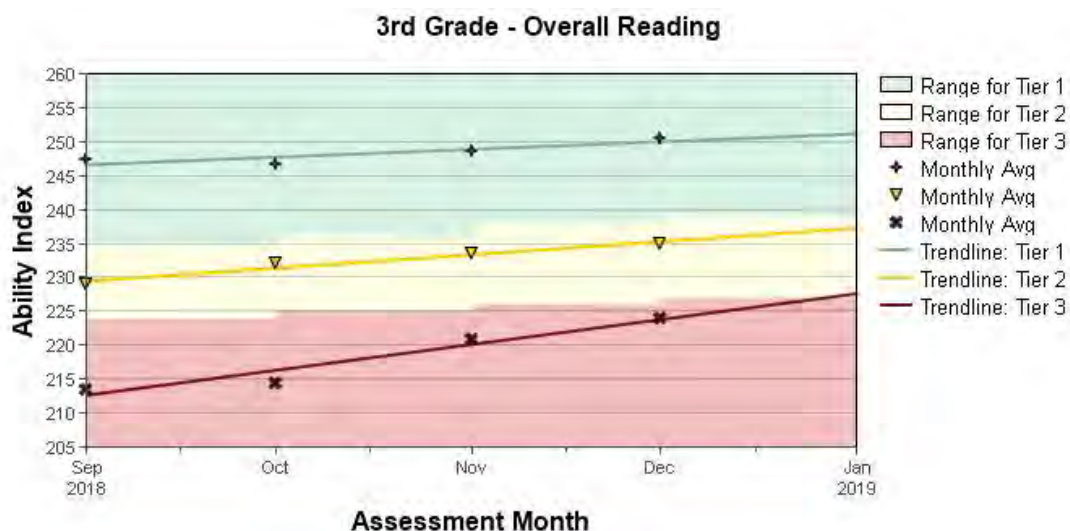
BCCLC has purchased the complete ELA IStation Reading Program and have been consistently utilizing it since September. The table below shows student growth since the inception of IStation. The table shows that students in all grades have consistently higher percentages in Tier 1 than in Tiers 2 and 3. Overall, the percentage of students in Tiers 2 and 3 have decreased over the past four months.

### All Grades - Overall Reading



## Third Grade

**Exhibit 3, BCCLC Middle School ISAT Scores**, illustrates BCCLC ISAT scores compared to the State of Idaho for the past three years. As evidenced, third grade ISAT scores exceeded the State of Idaho in 2016 and 2017. However, in 2018, the State of Idaho exceeded BCCLC. As evidenced in **Exhibits 4 and 5**, third grade ISAT Summative results indicated students of the two experienced teachers in third grade attained 52% (ELA), 50% (MATH) and 51% (ELA), 51% (MATH) proficiency. However, students of the two teachers new to third grade attained 31% (ELA), 36% (MATH) and 24% (ELA), 38% (MATH) proficiency. The challenge is that teachers new to the school have not yet learned the most effective methods that have been used by our experienced teachers to help students succeed. Third grade teachers collaborated as a team discussing the Summative ISAT results to determine practices and strategies that had worked and to develop a plan for the 2018-19 school year that would better prepare students for upcoming ISATs. The team decided to administer the Comprehensive Interim Assessment prior to October 1, 2018, and to view the results as a team. The data will then be used to determine a starting point for student instruction. Additionally, a self-evaluation was administered during staff meeting to determine professional development training that would be most advantageous to all teachers. Teachers in the third grade have also been utilizing IStation since its inception into BCCLC to identify students needing critical interventions and determining which skills need to be addressed and practiced.

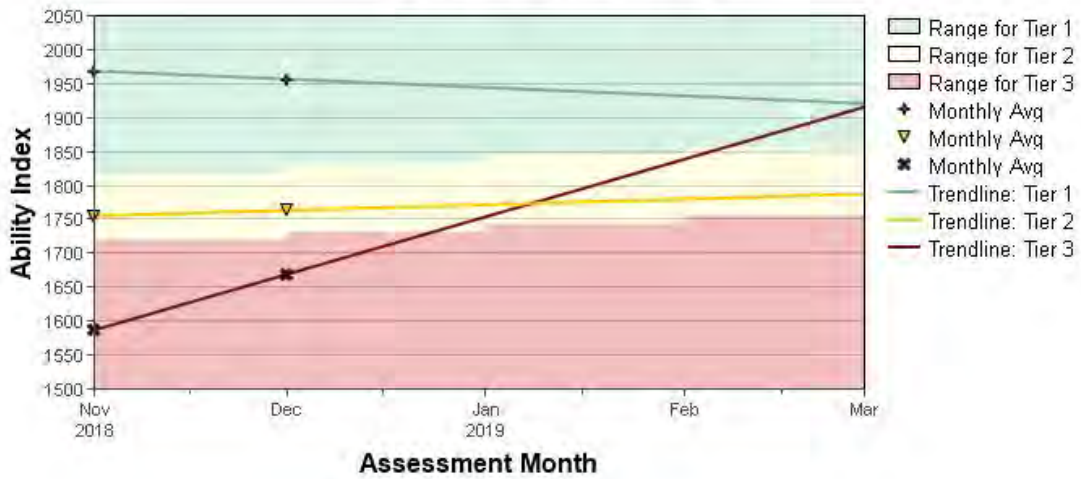


## Fourth Grade

**Exhibit 3** also illustrates that although student scores decreased from 2016 to 2017, students improved by 10% from 2017 to 2018 in ELA and 4% in Math. These scores were lower than the State of Idaho. Further break-down was conducted as evidenced in Exhibits 5 and 6. Fourth grade ISAT summative results indicated students of the two teachers with the most experience at BCCLC attained 68% (ELA), 65% (MATH) and 64% (ELA), 56% (MATH) proficiency. Students of our first year teacher attained 42% (ELA), 29% (MATH) proficient. However, students of the teacher new to our school with 6 years previous experience, only attained 11% (ELA), 7% (MATH) proficient. We also noted that all students in this teacher's classes decreased in test scores from the 2016-17 summative results. Many measures were used to assist the new teachers. Our new teacher with 6 years experience at another district was observed by administration, peers, and the Idaho Coaching Network coaches. This teacher was given the opportunity to participate in the Idaho Coaching Network, was coached by the fourth grade team, was coached by administration, attended the Teaching Mathematical Thinking (TMT) class offered through Idaho State University, and utilized coaches from the Idaho State University Mathematics Department, with no marked improvement. This teacher failed to administer the required interim assessments, and ultimately, the contract for this teacher was not renewed for the 2018-19 school year.

IStation has been implemented for fourth grade as a measurable assessment to determine student need and to identify students needing critical intervention. Based on the table below, it appears Tier 3 students are making significant growth after only one month of utilizing IStation. The trend line shows Tier 3 student will be meeting Tier 1 students by March if they continue to make consistent progress.

### 4th Grade - Overall Reading



Fourth grade students were given hands-on experiences in Idaho History through guest speakers, field trips to the Fort Hall Replica, Craters of the Moon, and Krupp Hollow Rendezvous.



## Fifth Grade

Student ISAT scores are compared to the State of Idaho average for fifth through eighth grades in **Exhibit 3**. Fifth grade has made significant progress each year since 2016 in ELA as they work towards meeting the State of Idaho average. In 2018, they are 2 percentage points below the State average where in 2016 they were 24 percentage points below. Also evidenced in **Exhibit 3**, fifth grade math scores, although dramatically below State average last year, have exceeded the State of Idaho average in 2018 by 7 percentage points. Science scores have also increased dramatically (17 percentage points) from 2017 to 2018.

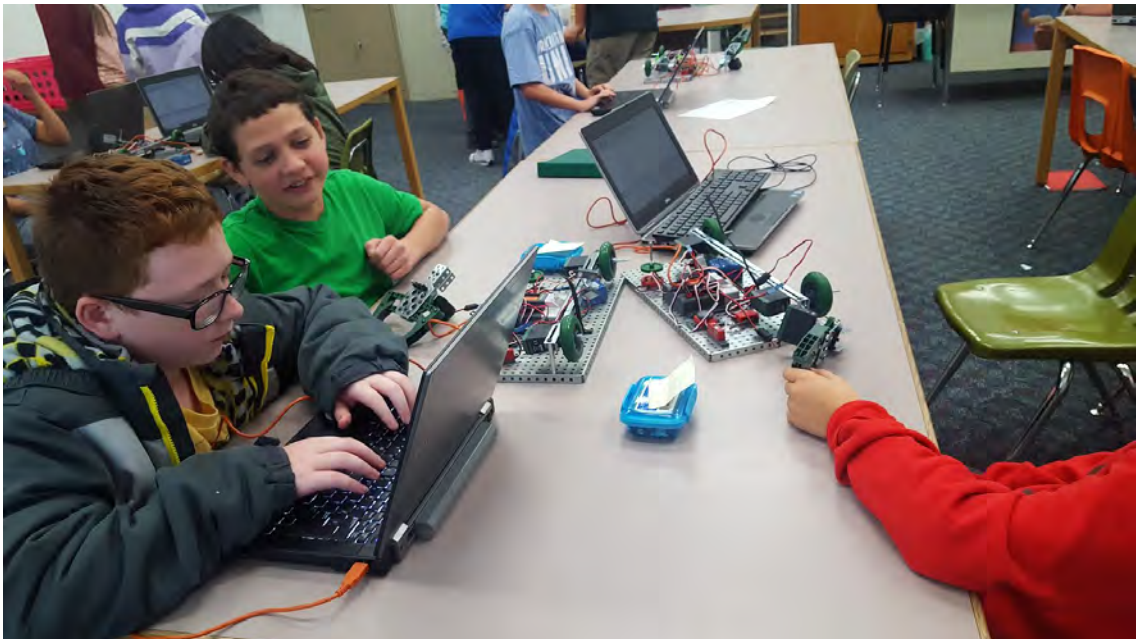


## Sixth Grade

Students in sixth grade made growth of 6 percentage points from 20107 to 2018 in ELA. Although their Math scores remained the same from 2017 to 2018, they are 7 percentage points higher than they were in 2016.

## Seventh Grade

Seventh grade students have shown significant growth (25 percentage points in ELA and 21 percentage points in Math) from 2016 to 2018. They also increased by 7 percentage points in Science. These students are also learning skills in coding as evidenced in the picture below.



## Eighth Grade

Although eighth grade students decreased in ELA scores from 2016 to 2017, they are beginning to show some progress from 2017 to 2018. Students in grades 5-8 are utilizing EZ CBM for ELA, Front Row Education (FRECKLE) for ELA and Math, and Formative Loop for Mathematics for assessing and reporting student growth.

## Increasing Student Outcomes

Blackfoot Charter Community Learning Center has been concerned for several years about improving student outcomes on the end of year standardized tests. This has prompted numerous discussions among staff, administration, the Department of Education, and the Charter Commission. Each year, we take additional steps to align our student outcomes with the State of Idaho average. This year is no exception. Our professional development theme for this year is, “How can aligning standards and curriculum improve student outcomes?” We are focusing on visiting assessment data often to determine students needing critical interventions.

IStation, provided by the State Department of Education, has been a tremendous help to track student progress, align vocabulary vertically and horizontally, and provide the reporting necessary for RTI. Additionally, third through eighth grades are utilizing the interim assessments for benchmarks throughout the year to determine depth of knowledge and to create a scope and sequence for instruction.

## Classroom Observations

Classroom observations for the first half of this school year are focused on the student learners. The Eleot app (Effective Learning Environments Observation Tool), has been used at BCCLC since October, 2018, followed by a discussion with the teacher to determine the following:

### A. Equitable Learning

1. To what extent are learners engaged in differentiated learning opportunities and/or activities that meet their needs?
2. To what extent do learners have equal access to classroom discussions, activities, resources, technology, and support?
3. Are learners treated in a fair, clear, and consistent manner?
4. Do learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions?

### B. High Expectations

1. To what extent do learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher?



2. Do learners engage in activities and learning that are challenging but attainable?
3. Can learners demonstrate and/or are able to describe high quality work?
4. Do learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking?
5. Are learners taking responsibility for and are they self-directed in their learning?

C. Supportive Learning

1. Do learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful?
2. To what extent do learners take risks in learning (without fear of negative feedback)?
3. Are learners supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks?
4. Do learners demonstrate a congenial and supportive relationship with their teacher?

D. Active Learning

1. Do the learners' discussions/dialogues/exchanges with each other and the teacher predominate?
2. Are learners making connections from content to real-life experiences?
3. Are learners actively engaged in the learning activities?
4. Do learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments?

E. Progress Monitoring

1. To what extent do learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored?
2. Do learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work?
3. To what extent do learners demonstrate and/or verbalize understanding of the lesson/content?
4. How well do learners understand and/or are able to explain how their work is assessed?

F. Well-Managed Learning

1. Do learners speak and interact respectfully with teacher(s) and each other?
2. To what extent do learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and do they work well with others?
3. Are learners transitioning smoothly and efficiently from one activity to another?
4. Are learners using class time purposefully with minimal wasted time or disruptions?

G. Digital Learning

1. Do learners use digital tools/technology to gather, evaluate, and/or use information for learning?
2. Do learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning?
3. To what extent do learners use digital tools/technology to communicate and/or work collaboratively for learning?

BCCLC utilizes standards based grading, see **Exhibit 6, Redacted Report Card**, and teachers write lesson plans and curriculum based on standards for their grade level. Although teachers collaborate on lessons, there is not a comprehensive or cohesive Tier I curriculum in either ELA or Mathematics that horizontally and vertically align with a contiguous scope and sequence. Teachers have requested that curriculum be more horizontally and vertically aligned, therefore, an Alignment Team has been developed consisting of one teacher from each grade level. The team will begin meeting after Christmas break to begin working on ELA alignment followed by Math. The team will take minutes at the meetings and share them with administration, and administration will attend the meetings as invited to help brainstorm, answer questions, and approve curriculum and assessments.

## Organizationally Sound School

The population at BCCLC has grown steadily since it was founded in 2000. **Exhibit 7, BCCLC Enrollment by Grade**, shows our growth over the past five years. Student enrollment in 2013 was 300 students. By 2018, due to the continued support of parents, staff, students, and all other stakeholders, we have increased to 653 students, added grades 7 and 8, and moved students in grades 5-8 to another location to accommodate the growth.

As evidenced in **Exhibit 8, Student Demographics**, the student population has become consistently more diverse each year since 2015. Our non-white population has increased by 6.21%. Limited English Proficiency students have increased by 4%. Due to this increase, BCCLC has worked diligently to provide access and equity for all students including accelerated, remediation, and ELLs. The school team completed a full-day training on September 14, 2018 (see Exhibit 2) where they learned strategies to use with EL students in the general education classroom. The school has a Spanish teacher (former ESL teachers) and an elementary principal which provide support and guidance as part of the EL program at the school. The school is part of the State's EL Consortium.

Special Needs has fluctuated over the past four years. From 2015 to 2016, BCCLC had an increase of 2.49% in the special needs department, from 7.69% to 10.18%. As a result, our special education teacher worked diligently with the BCCLC staff to thoroughly train them in the RTI process, acquiring the necessary data, tracking intervention strategies over time, adding additional interventions, and reporting on student progress. As a result, for the past two years, our special needs department has remained at a consistent 9% of the student population. Students in this department are engaged in lessons targeting core academic skills and are also given inclusion into the general education classroom for the majority of their day.

As our student population has grown, the number of students receiving free and reduced lunch has also increased. Since 2015, our impoverished population has increased 9.4%. The addition of an elementary counselor and a middle school counselor has been vital to our school as they help provide academic and emotional support for all students. At their encouragement, we keep healthy snacks in the office for any student that needs nourishment in addition to the meals and snacks provided during the school day. Additionally, counseling support groups have been implemented to assist student in developing coping skills.

As evidenced in **Exhibit 9, the Leadership Team Agenda**, the teachers serve on a leadership team and all staff are given multiple opportunities to provide input. The leadership team changes members at every term so that numerous teachers have an opportunity to be in a leadership role. Additionally, an alignment team has just been established and will begin holding meetings in

January, 2019 to align the assessments and curriculum for the school both horizontally and vertically.

In reference to the Pre-Renewal Site Visit Report dated October 9, 2018, page 10, Stakeholders noted the following two issues that will need to be addressed soon: 1) Succession plan for the director and 2) working with a construction manager to build a new facility. To address number 1, a hiring committee was established in October consisting of two BCCLC board members, two Bingham Academy board members, the elementary administrator, and a former mayor and business manager. The position was advertised throughout the country and numerous candidates responded. The position closed on November 30 with the stipulation that it could be reopened if no viable candidate was found. A rubric was created to compare and contrast the qualifications of each candidate. Telephone interviews have been scheduled, which will be followed by face-to-face interviews with the top candidates. A determination will be made no later than February to give adequate training time to the selected candidate.

To address number 2, a CMGC (Construction Manager General Contractor) was hired after an extensive interview process to oversee the building project. A construction committee was formed consisting of two teacher representatives, two administrators, one parent, two board members, the business manager, the program manager, the estimator, and the architect. This committee meets as needed to determine the needs of the school, to review options, and to ensure the building of the new school remains within the budgetary parameters. Pre-construction will be completed in four phases, and construction of the facility will be completed in three phases to decrease costs. Tentatively, ground will break in spring 2019.

## Fiscally Sound, Viable Organization

In reference to the Pre-Renewal Site Visit Report dated October 9, 2018, page 2, regarding board minutes and reporting on the financial position of the school. It states, "It is unclear if the business manager presents a spreadsheet for review, or if he gives a verbal report." At each and every board meeting that I have attended for the past four years (I have missed two), the business manager distributes a packet to each board member that contains a Budget Projection Worksheet listing all revenue and expenses, a Balance Sheet Accounts Balance, and a copy of the Check Register detailing every expense by Reference Number, Vendor, Amount, Date, and Description. A copy of the May, 2018 packet is included as **Exhibit 10, Financial Packet**. He then puts a spreadsheet on the Smart Board at which time it is reviewed in detail. Board members are given an opportunity to ask questions and make comments.

Referencing the question on page 13, “Does the school’s board provide appropriate academic oversight?”, the details indicate, “It was not clear how the board is presented with student achievement data”, the SWIP (Schoolwide Improvement Plan) was completed in September, 2018, reported to the board at the board meeting on September 20, 2018, and submitted to the State of Idaho Department of Education. Although this school has not been identified for Comprehensive Support and Improvement, this task had been assigned for ESSA compliance only. The SWIP, **Exhibit 13, Schoolwide Improvement Plan**, details the past year’s student scores on the IRI and the ISAT Summative results, notes that our goal that students in grades K-3 will meet or exceed state targets has not been satisfactorily met, and offers a narrative of the measures that are being taken to increase those student **scores**, namely utilizing IRI (IStation) scores, interim and summative ISAT scores, Aimsweb scores, Front Row Education assessments, and Dibbles to determine student depth of knowledge and to propose intervention strategies and professional development training such as 72 Go To Strategies presented by the State Department of Education WIDA Division, attending TMT (Teaching Mathematical Thinking) offered through Idaho State University, and participating in the Idaho Coaching Network. The SWIP also details the SMART Goals for BCCLC that states, “80% of students in grades K-3 will master benchmarks in reading; 60% of students in grades 3-8 will attain proficient level on ISAT Summative ELA assessments; and 57% of students in grades 3-8 will attain proficient level on ISAT Summative Math assessments”. The intervention strategies listed on the SWIP include, “Students in grades K-3 will participate in I-Station practice assessments at least monthly to increase DOK; Students in grades 3-8 will participate in ISAT Interim assessments at least 3 times per year in ELA to assess student DOK; and Students in grades 3-8 will participate in ISAT Interim assessments at least 3 times per year in Math to assess student DOK.”

In reference to the question, “Has the school’s board developed a strategic plan?” on page 13, a recommendation was made to the board at the BCCLC Board Meeting on December 10, 2018, that they update the 2013 strategic plan for the BCCLC Facility with the assistance of the administrative team, see **Exhibit 14, BCCLC December 10, 2018, Meeting Board Minutes**.

In reference to the question, “Does the school maintain appropriate internal controls and procedures?” on page 14, the retiring business manager stated there was not currently a P.O. or requisition process in place. However, I have been the Curriculum Director since 2012 along with my other duties. As such, I order all curriculum, elementary supplies, student supplies, and building supplies for the elementary school. **Exhibit 11, 2018-19 K-4 Operating Costs Excel Spreadsheet** illustrates the budgeted amount (taken from school board minutes) for the categories Student Supplies, Snacks, Elementary Supplies, Curriculum, Professional Development, and Building Supplies. This is a working document that shows the date the items were purchased, the vendor used, the Purchase Order, the payment method, the amount, and a running total of the remaining budget. Additionally, as shown in **Exhibit 12, 2018-19 Expenses, Term 1**, an Excel

spreadsheet is created for each term within the fiscal year that explains where each item ordered has been distributed. Although I have used this method since 2012, it has only been the past two years that I have moved to utilizing Google Sheets. These sheets are shared with the secretary, the director, and the business manager so we are all up to date on the expenditures of the school.

## School's Plan for Next Performance Certificate Term

Moving forward, the plan for the Blackfoot Charter Community Learning Center (BCCLC), is to glance backward at our prior experiences to determine our strengths, our weaknesses, and to create a plan of action for stronger outcomes, academically, organizationally, and fiscally. We are appreciative of the support we have received from the community over the past 18 years, and recognize that our growth is solely based on that support.

We recognize that we have dedicated staff that put the students first, taking the time to know each student individually so they are better able to meet each student's needs both academically and emotionally. Our goal has been and will continue to be that students in grades K-8 will meet or exceed state targets on Idaho State Achievement Standards assessments in reading and math. We recognize that our student outcomes are not where we would like them to be (yet). Our plan is to:

1. Utilize the resources we have been given by the State and continue to make adjustments and improvements as needed for the safety, security, and academic success of the students;
2. Collaborate with the Alignment Team, Leadership Team, and RTI Team that have been assembled to determine the depth of knowledge, strengths and weaknesses of the school culture, and current and future needs of the school;
3. Fully develop a set of horizontally and vertically aligned assessments, curriculum, and scope and sequence that will track student growth and assist students in meeting our goal;
4. Develop a written Strategic Plan that outlines our academic, organizational, and fiscal goals and the strategies to carry out the plan as we move towards constructing a permanent facility that will adequately house our student population;
5. Develop a stronger bond among our students, staff, and stakeholders utilizing open communication, respect, and trust;

6. Utilize the expertise of our board of directors, administrators, business manager, school counselors, stakeholders, and students, as well as our community resources to further develop our checks and balances system for reporting academically, organizationally, and fiscally to the appropriate entities.
7. The incoming business manager has requested that a budget be developed wherein expenses will be monitored each term, and adjustments made as needed. Since the balance of funds are distributed in July, at the completion of the current fiscal year, the recommendation was made to order the majority of curriculum and supplies at that time. If the board approves this change, it will be implemented immediately.
8. **Exhibit 13, BCCLC December 10, 2018 Meeting Board Minutes**, shows evidence that the Blackfoot Charter Community Learning Center Application for Charter Renewal was reviewed, discussed, and approved by the board prior to submission to the Charter Commission.

## Exhibits

Exhibit 1, IRI Results 2015-17



## Exhibit 2, Professional Development 2018-19

Exhibit 3, BCCLC Middle School ISAT Scores

Exhibit 4, ISAT Summative ELA/Literacy and Math Grade 3

Exhibit 5, ISAT Summative ELA/Literacy and Math Grade 4

Exhibit 6, Redacted Report Card

## Exhibit 7, BCCLC Enrollment by Grade

## Exhibit 8, Student Demographics

## Exhibit 9, Leadership Team Agenda



Exhibit 10, Financial Packet

Exhibit 11, 2018-19 K-4 Operating Costs

Exhibit 12, 2018-19 Expenses, Term 1

## Exhibit 13, Schoolwide Improvement Plan

Exhibit 14, BCCLC December 10, 2018, Meeting Board Minutes

Exhibits

Exhibit 1, IRI Results 2015-17

Exhibit 1, IRI Results 2015-17

	Blackfoot Charter Community Learning Center Elementary			State of Idaho		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Kindergarten	% Threes 89.70%	% Threes 50.00%	% Threes 36.10%	% Threes 52.20%	% Threes 51.40%	% Threes 49.80%
Fall	% Twos 14.30%	% Twos 27.50%	% Twos 36.10%	% Twos 26.80%	% Twos 26.50%	% Twos 26.90%
Spring	% Ones 11.90%	% Ones 22.50%	% Ones 27.80%	% Ones 21.10%	% Ones 22.10%	% Ones 23.20%
First Grade	% Threes 73.80%	% Threes 67.50%	% Threes 51.60%	% Threes 62.6%	% Threes 62.40%	% Threes 63.20%
Fall	% Twos 14.30%	% Twos 24.10%	% Twos 30.80%	% Twos 21.60%	% Twos 21.00%	% Twos 20.60%
Spring	% Ones 11.90%	% Ones 9.20%	% Ones 25.60%	% Ones 17.70%	% Ones 17.70%	% Ones 17.50%
Second Grade	% Threes 66.20%	% Threes 55.80%	% Threes 49.50%	% Threes 55.40%	% Threes 55.90%	% Threes 54.20%
Fall	% Twos 17.60%	% Twos 16.30%	% Twos 30.00%	% Twos 23.70%	% Twos 23.30%	% Twos 23.40%
Spring	% Ones 16.20%	% Ones 30.00%	% Ones 19.10%	% Ones 15.10%	% Ones 15.40%	% Ones 14.50%
Third Grade	% Threes 67.20%	% Threes 54.70%	% Threes 49.40%	% Threes 63.90%	% Threes 64.60%	% Threes 65.50%
Fall	% Twos 17.20%	% Twos 20.30%	% Twos 19.50%	% Twos 21.40%	% Twos 21.00%	% Twos 20.00%
Spring	% Ones 15.60%	% Ones 25.00%	% Ones 25.40%	% Ones 14.50%	% Ones 14.40%	% Ones 14.50%

\* Comparison of BCCLC to State of Idaho. boxes around the higher score for each year  
 \* Coordinating colors compare same students from year to year

Exhibit 2, Professional Development 2018-19



### Exhibit 2, Professional Development 2018-2019

Name	08-13-18 Procedures Annual Calendar	08-14-18 Danielson P.L.P.	08-15-18 Trauma Informed Classrooms	08-16-18 Standards Based Grading	08-24-18 Assessments	09-07-18 Self-Evaluations	09-14-18 Go To Instructional Strategies	09-21-18 Unpacking Test Scores and Freckle Training	10-05-18 Gatekeeper Training	10-19-18 Data for Interventions	11-2-18 Impero, Smart Board	11-30-18 School Quality Evidence
Debbie Steele	X	X	X	X	X	X	X	X	X	X	X	X
Rebecca Starr	X	X	X	X	X	X	X	X	X	X	X	X
Diane Dodds	X	X	X	X	X	X	X	X	X	X	X	X
Mary Spiker	X	X	X	X	X	X	X	X	X	X	X	X
Jennie Liya	X	X	X	X	X	X	X	X	X	X	X	X
Tia Lowe	X	X	X	X	X	X	X	X	X	X	X	X
Tammy Gundersen	X	X	X	X	X	X	X	X	X	X	X	X
Angie Miller	X	X	X	X	X	X	X	X	X	X	X	X
Susan Brown	X	X	X	X	X	X	X	X	X	X	X	X
Ashley Schaffner	X	X	X	X	X	X	X	X	X	X	X	X
Katrina Elliott	X	X	X	X	X	X	X	X	X	X	X	X
Emily Davie	X	X	X	X	X	X	X	X	X	X	X	X
Jennifer Ferguson	X	X	X	X	X	X	X	X	X	X	X	X
Tiffany Hansen	X	X	X	X	X	X	X	X	X	X	X	X
Diane Sherwood	X	X	X	X	X	X	X	X	X	X	X	X
Patti Wheatley	X	X	X	X	X	X	X	X	X	X	X	X
Kim Adams	X	X	X	X	X	X	X	X	X	X	X	X
Jennifer Thompson	X	X	X	X	X	X	X	X	X	X	X	X
Britani Barnus	X	X	X	X	X	X	X	X	X	X	X	X
Carnilia Polish	X	X	X	X	X	X	X	X	X	X	X	X
Krystal Murdock	X	X	X	X	X	X	X	X	X	X	X	X
Pam Shawver	X	X	X	X	X	X	X	X	X	X	X	X
Joceelyn Hoge	X	X	X	X	X	X	X	X	X	X	X	X
Josh Argueta	X	X	X	X	X	X	X	X	X	X	X	X
Isabel Hernandez	X	X	X	X	X	X	X	X	X	X	X	X
Heldi Pendlebury	X	X	X	X	X	X	X	X	X	X	X	X
Michelle Nugent	X	X	X	X	X	X	X	X	X	X	X	X
Michelle Bewley	X	X	X	X	X	X	X	X	X	X	X	X
Tonya Houston	X	X	X	X	X	X	X	X	X	X	X	X
Sandy Munoz	X	X	X	X	X	X	X	X	X	X	X	X
Amara Watt	X	X	X	X	X	X	X	X	X	X	X	X
Amber Andersen	X	X	X	X	X	X	X	X	X	X	X	X
Mary Blackner	X	X	X	X	X	X	X	X	X	X	X	X
Carolee Jensen	X	X	X	X	X	X	X	X	X	X	X	X
Kim Davis	X	X	X	X	X	X	X	X	X	X	X	X
Lauri Aubrey	X	X	X	X	X	X	X	X	X	X	X	X
Jenny Wells	X	X	X	X	X	X	X	X	X	X	X	X
Jeanette Barnus	X	X	X	X	X	X	X	X	X	X	X	X
Hannah Ellsworth	X	X	X	X	X	X	X	X	X	X	X	X

Exhibit 3, BCCLC Middle School ISAT Scores

### Exhibit 3, BCCLC Middle School ISAT Scores

	BCCLC Middle School ISAT Scores			State of Idaho		
	2016	2017	2018	2016	2017	2018
<b>Grade 3</b>						
ELA	63	53	40	49	47	50
Math	44	56	44	52	50	52
<b>Grade 4</b>						
ELA	42	37	47	50	48	50
Math	38	37	41	47	47	48
<b>Grade 5</b>						
ELA	30	39	53	54	54	55
Math	30	21	49	40	42	42
Science		44	61		66	65
<b>Grade 6</b>						
ELA	26	27	33	51	51	54
Math	9	15	15	39	40	44
<b>Grade 7</b>						
ELA	19	41	44	53	54	54
Math	19	27	41	42	42	44
Science		32	39		53	51
<b>Grade 8</b>						
ELA	50	21	30	54	52	54
Math	20	25	27	38	39	40

Exhibit 4, ISAT Summative ELA/Literacy and Math Grade 3



## Student Performance in Each Achievement Level

How did my school perform overall in ELA/Literacy?

Test: ISAT Summative ELA/Literacy Grade 3  
 Year: 2017-2018  
 Name: BLACKFOOT CHARTER COMMUNITY

Legend: Achievement Levels  
 %Level 1    %Level 2    %Level 3    %Level 4

### Performance on the ISAT Summative ELA/Literacy Grade 3 Test: BLACKFOOT CHARTER COMMUNITY, 2017-2018

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	21886	2428±1	50	24 25   25 26
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER (477)	73	2401±12	40	45 15   19 21
BLACKFOOT CHARTER COMMUNITY (477_1294)	73	2401±12	40	45 15   19 21
Adams, Kim	42	2418±16	52	35 12   26 26
Ball, Diana	2	2591±24	100	100
Barrus, Britani	1	2615*	100	100
Murdock, Krystal	1	2567*	100	100
Sherwood, Diane	37	2368±14	24	59 16   14 11
Thompson, Jennifer	42	2384±14	31	57 17   14 17
Wheatley, Patricia	47	2419±13	51	38 11   28 23

Based on data from the ISAT Summative, 2017-2018 administration.

Report Generated: 12/8/2018 7:26:15 AM PST

\*Standard error is not defined for groups of one student.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be available after the testing window has closed and hand scoring portion results for all students have been received.



## Student Performance in Each Achievement Level

How did my school perform overall in Mathematics?

**Test:** ISAT Summative Mathematics Grade 3  
**Year:** 2017-2018  
**Name:** BLACKFOOT CHARTER COMMUNITY

Legend: Achievement Levels  
 %Level 1    %Level 2    %Level 3    %Level 4

### Performance on the ISAT Summative Mathematics Grade 3 Test: BLACKFOOT CHARTER COMMUNITY, 2017-2018

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	22096	2437±1	52	24 24 31 22
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER (477)	73	2421±9	44	29 27 32 12
BLACKFOOT CHARTER COMMUNITY (477_1294)	73	2421±9	44	29 27 32 12
Adams, Kim	42	2428±12	50	19 31 38 12
Ball, Diana	2	2568±27	100	100
Barrus, Britani	1	2595*	100	100
Murdock, Krystal	1	2541*	100	100
Sherwood, Diane	37	2409±13	38	41 22 30 8
Thompson, Jennifer	42	2402±12	36	40 24 26 10
Wheatley, Patricia	47	2431±10	51	21 28 38 13

Based on data from the ISAT Summative, 2017-2018 administration.

Report Generated: 12/8/2018 7:31:14 AM PST

\*Standard error is not defined for groups of one student.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be available after the testing window has closed and hand scoring portion results for all students have been received.

Exhibit 5, ISAT Summative ELA/Literacy and Math Grade 4



## Student Performance in Each Achievement Level

How did my school perform overall in ELA/Literacy?

Test: ISAT Summative ELA/Literacy Grade 4

Year: 2017-2018

Name: BLACKFOOT CHARTER COMMUNITY

Legend: Achievement Levels

%Level 1    %Level 2    %Level 3    %Level 4

### Performance on the ISAT Summative ELA/Literacy Grade 4 Test: BLACKFOOT CHARTER COMMUNITY, 2017-2018

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	22643	2467±1	50	23 21 25 25
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER (477)	74	2451±12	47	36 16 23 24
BLACKFOOT CHARTER COMMUNITY (477_1294)	74	2451±12	47	36 16 23 24
Ball, Diana	34	2507±14	68	12 21 24 44
Barrus, Britani	31	2435±19	42	45 13 26 16
Murdock, Krystal	36	2493±13	64	14 22 33 31
Parker, Benjamin	28	2365±15	11	79 11 11

Based on data from the ISAT Summative, 2017-2018 administration.

Report Generated: 12/8/2018 7:31:46 AM PST

\*Standard error is not defined for groups of one student.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be available after the testing window has closed and hand scoring portion results for all students have been received.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.





## Student Performance in Each Achievement Level

How did my school perform overall in Mathematics?

**Test:** ISAT Summative Mathematics Grade 4  
**Year:** 2017-2018  
**Name:** BLACKFOOT CHARTER COMMUNITY

Legend: Achievement Levels  
 %Level 1    %Level 2    %Level 3    %Level 4

### Performance on the ISAT Summative Mathematics Grade 4 Test: BLACKFOOT CHARTER COMMUNITY, 2017-2018

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	20205	2478±1	48	21 31   28 20
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER (477)	74	2457±10	41	31 28   22 19
BLACKFOOT CHARTER COMMUNITY (477_1294)	74	2457±10	41	31 28   22 19
Ball, Diana	34	2507±12	65	12 24   29 35
Barrus, Britani	31	2435±15	29	42 29   16 13
Murdock, Krystal	36	2494±10	56	11 33   33 22
Parker, Benjamin	28	2390±13	7	61 32   4 4

Based on data from the ISAT Summative, 2017-2018 administration.

Report Generated: 12/8/2018 7:32:17 AM PST

\*Standard error is not defined for groups of one student.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be available after the testing window has closed and hand scoring portion results for all students have been received.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

Exhibit 6, Redacted Report Card



**Blackfoot Charter Elementary School**  
 2801 Hunters Loop  
 Blackfoot, ID 83221  
 Phone: (208) 782-0744  
 Fax: (208)782-1330  
 bces.getalma.com  
 BCCLC.com



2018/2019 ACADEMIC YEAR TRIMESTER 1  
 REPORT CARD

ATTENDANCE	T1
ABSENT (EXCUSED)	1
ABSENT (UNEXCUSED)	2
LATE (EXCUSED)	0
LATE (UNEXCUSED)	0

PASS/FAIL CLASSES	T1
<b>Science</b> <small>Kimberly Adams</small>	<b>PASS</b>
<b>Social Studies</b> <small>Jennifer Thompson</small>	<b>PASS</b>

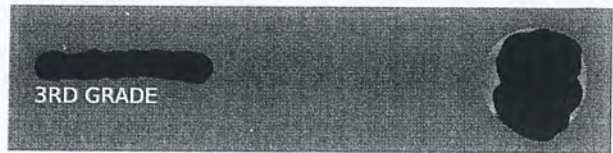
SCORING KEY

N/A: Please see the attached Progress Report.

STANDARDS BASED CLASSES	T1	T2	T3
<b>Homeroom</b> <small>Kimberly Adams</small>			
<b>Reading</b> <small>Kimberly Adams</small>			
1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	3		
1b: Form and use regular and irregular plural nouns.	3		
1c: Use abstract nouns (e.g., childhood).	3		
1d: Form and use regular and irregular verbs.	3		
1e: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	3		
2a: Capitalize appropriate words in titles.	3		



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 BCCLC.com



2018/2019 ACADEMIC YEAR TRIMESTER 1  
 REPORT CARD

STANDARDS BASED CLASSES

T1 T2 T3

2c: Use commas and quotation marks in dialogue.	2		
2e: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	2		
4a: Use sentence-level context as a clue to the meaning of a word or phrase.	3		
4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	3		
4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	3		
3a: Identify and know the meaning of the most common prefixes and derivational suffixes.	3		
3c: Decode multisyllable words.	3		
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3		
Determine the main idea of a text; recount the key details and explain how they support the main idea.	3		
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	2		
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	2		
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	1		
Distinguish their own point of view from that of the author of a text.	2		
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3		
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3		
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	2		
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3		
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	2		
Distinguish their own point of view from that of the narrator or those of the characters.	3		
<b>Mathematics</b> Kimberly Adams			
Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	3		



**Blackfoot Charter  
Elementary School**  
 2801 Hunters Loop  
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**2018/2019 ACADEMIC YEAR TRIMESTER 1  
REPORT CARD**

STANDARDS BASED CLASSES

T1 T2 T3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	1		
Use place value understanding to round whole numbers to the nearest 10 or 100.	3		
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3		
Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	1		
Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	3		
<b>Writing</b> Kimberly Adams			
Write opinion pieces on topics or texts, supporting a point of view with reasons.	3		
1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	3		
1b: Provide reasons that support the opinion.	3		
1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	3		
1d: Provide a concluding statement or section.	3		
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3		
2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	3		
2b: Develop the topic with facts, definitions, and details.	3		
2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	3		
2d: Provide a concluding statement or section.	3		
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	2		
3a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	2		
3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	2		
3c: Use temporal words and phrases to signal event order.	2		
3d: Provide a sense of closure.	2		

Exhibit 7, BCCLC Enrollment by Grade

Exhibit 7, BCCLC Enrollment by grade										
School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	64	62	62	43	45	24				300
2014-15	63	63	63	63	44	40				336
2015-16	90	90	65	65	65	45	45	13	12	490
2016-17	87	89	81	69	65	59	40	39	25	554
2017-18	98	91	90	74	76	49	51	39	30	598
2018-19	100	95	87	87	65	62	56	55	46	653

Exhibit 8, Student Demographics



**Exhibit 8, Student Demographics for Blackfoot Charter Community Learning Center**

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Year</b>				
<b>Non-White</b>	14.79%	16.57%	19%	21%
<b>Limited English Proficiency</b>	0%	2%	2%	4%
<b>Special Needs</b>	7.69%	10.18%	9%	9%
<b>Free and Reduced Lunch</b>	42.60%	44.31%	51%	52%

Exhibit 9, Leadership Team Agenda

Exhibit 9  
Leadership Team Agenda  
November 6, 2018

Debbie

- Staff Meeting Thursday afternoon at 3:30 pm. It will be short, but we have to complete some items for Accreditation. We will do that instead of working on our Professional Learning Plans.
- During my Inter-Agency Meeting, I learned that the Bingham Crisis Center could use some clothing and canned food. How would teams feel about doing a canned food drive?
- The giving tree was a huge success last year. Can we do it again? One family per classroom. I learned from my mistakes last year. I will have families come to the school on a Friday to pick up their gifts. It took Krista and I two full days to deliver last year. Ideas? Suggestions?
- Grades due on November 16 at 5 pm. No staff meeting that day.
- No staff meeting on November 23 for Thanksgiving Break
- No school November 19-23
- Christmas party details- whole district? Del Monte meats to cater? December 7th or 6th
- Christmas Program details

Ashley

- How to do RTI paperwork
- Meetings once a week for Friday meetings
- Angie will be my replacement for 2nd term
- Use 4th grade room for BBL on Nov. 15- yes!!
- Nyellie WIDA tested? Unsure please get with Debbie
- Pop tabs PAC doing them
- What time do we meet for leadership meeting- 3:15 preferably

Katrina

- I-ready?????
- Playground rubber

Kim

- Fire drills
- Can we talk to custodians about GATE kids- they need to be going in and out of the building
- My team decision for PD Fridays
- Any news on istation math? Also we need a training on it- we did an on demand test but it went directly into practice afterward without stopping them- it says ISIP in progress while testing
- Third grade Christmas in east commons-December 19 1:45-3. Kindergarten will be finished with play by then.

- We are requesting military pictures from all students and staff for Christmas program. Jenny will be handing out papers to send home with students

Krystal

- Hunters Ed update
- Britani will replace 2nd term
- Testing accommodations with IEPs

Diane

- Walking to bus, behind Miller's room?
- 

**Action Items**

- 3rd and 4th grade surveys need to be done before next Thursday. Debbie has to send the link to each student email. Braden Bowcut still needs an email address. Remind teachers to do teacher survey (email from Dr. Ball)
- Charge one can of food for next year's harvest carnival
- PAC newsletter- Bingham Crisis Center needs food and clothing
- Nominate families for giving tree and let Debbie know
- Talk to teams about ornament for tree. Class ornament?
- Talk to team about Christmas party. Dec 6th or 7th?
- Talk to Leandra about using her barn for party
- Have Jenny send out proof for Christmas program program for teachers to double check
- Debbie is reading with students tomorrow
- In class library week of December 17 due to programs in the lunchroom
- Debbie will check with middle school about hunters Ed. Can they go over there at 2:30 until 3:30?

Exhibit 10, Financial Packet

**BCCLC FY19 Budget Projection Worksheet**

ACCOUNT NUMBER	ACCOUNT NAME	31.2 units
<u>GENERAL FUND</u>		
100-320000-000-000-0	Budget Balance Carry Forward	37,780
100-415000-000-000-0	Earnings on Investment	400
100-419200-000-000-0	Contributions/Grants Received	
100-419900-000-000-0	Other Local Revenue	3,000
100-431100-000-000-0	Base State Support Program	2,661,048
100-431200-000-000-0	Transportation Support	
100-431800-000-000-0	State Benefit Apportionment	342,254
100-437000-000-000-0	Idaho State Lottery Revenue	39,040
100-439000-000-000-0	Other State Revenue	227,430
	State Building Fund	240,500
100-442000-000-000-0	Federal Revenue	263,879
	return on real estate	
100-451000-000-000-0	Loan Proceeds	
	<b>TOTAL REVENUES</b>	<b>3,815,331</b>

ACCOUNT NUMBER	ACCOUNT NAME	2017-2018
100-512100-000-000-0	Salaries Elementary School	1,743,851
100-512103-000-000-0	Substitute Salaries	20,100
100-512200-000-000-0	Employee Benefits	471,854
100-512203-000-000-0	Substitutes Benefits	4,979
100-512300-000-000-0	Travel/Purchased Service	54,178
100-512400-000-000-0	Supplies-Elementary School	35,000
100-512460-000-000-0	Software Licensing Elementary	25,000
100-512450-000-000-0	Elementary Curriculum Supplies	27,000
100-512490-000-000-0	Furniture Equipment	18,000
100-512500-000-000-0	Computer Equipment	28,000
	<b>Total</b>	<b>2,427,962</b>

100-521100-000-000-0	Salaries - Exceptional Child	32,000
100-521200-000-000-0	Benefits - Exceptional Child	11,000
100-521300-000-000-0	Purchase Service - Exceptional Chi	13,360
100-521400-000-000-0	Supplies - Exceptional Child	
	<b>Total</b>	<b>56,360</b>

100-641100-000-000-0	Salaries - Administration	238,000
100-641200-000-000-0	Benefits - Administration	64,260
100-641300-000-000-0	Purchase Service - Administration	16,000
100-641350-000-000-0	Purchase Service IT Support	24,000
100-641400-000-000-0	Supplies - Administration	400
100-641500-000-000-0	Equipment-School Administration	
100-641700-000-000-0	Property/Liability Insurance	11,670
	<b>Total</b>	<b>354,330</b>

100-651100-000-000-0	Salaries - Business Operations	76,700
----------------------	--------------------------------	--------

100-651200-000-000-0	Benefits - Business Operations	15,120
100-651300-000-000-0	Purchase Service - Business Opera	7,400
100-651400-000-000-0	Supplies - Business Operations	1,600
100-651500-000-000-0	Equipment - Business Operations	1,400
	<b>Total</b>	<u>102,220</u>

100-661100-000-000-0	Salaries - Building Care	24,000
100-661200-000-000-0	Benefits - Building Care	2,600
100-661300-000-000-0	Purchase Service - Building Care	33,000
100-661400-000-000-0	Supplies - Building Care	7,100
100-661500-000-000-0	Capital Objects	
100-664300-000-000-0	Purchase Service - Buildings	78,000
100-664310-000-000-0	Purchase Service - Utilities	51,200
100-664321-000-000-0	Building Rental	53,250
100-664400-000-000-0	Supplies - Building	56,000
100-665300-000-000-0	Maintenance - Ground Purchases	700
100-655400-000-000-0	Maintenance - Ground Supplies	1,200
100-667300-000-000-0	Security Program	
100-667400-000-000-0	Supplies - Security Program	
100-667500-000-000-0	Equipment - Security Program	
	<b>Total Building Care</b>	<u>307,050</u>

100-681100-000-000-0	Salaries - Pupil Transportation	
100-681200-000-000-0	Benefits - Pupil Transportation	
100-681300-000-000-0	2nd yr bus expense	
100-681310-000-000-0	Purchase Service Training	
100-681350-000-000-0	Purchase Service Travel	25,000
100-681400-000-000-0	Pupil - Transportation Supplies	
100-681410-000-000-0	Transportation Fuel for Buses	
100-681500-000-000-0	Capital Objects	5,000
	<b>Total Transportation</b>	<u>30,000</u>

100-810800-000-000-0	Transfer to Other Funds	
100-911600-000-000-0	Facility Debt Service	291,720
100-950000-000-000-0	Contingency Reserve	
	<b>Total</b>	<u>291,720</u>
	<b>TOTAL EXPENDITURES</b>	<u>3,569,642</u>
	<b>BALANCE</b>	<u>245,689</u>

Title I	\$	103,460
Title II	\$	19,786
Title IV	\$	10,000
LEP	\$	2,633
Rural	\$	28,000
<u>IDEA</u>	<u>\$</u>	<u>100,000</u>
TOTAL	\$	263,879

BCCLC FY18 Budget Projection Worksheet		2017-2018
ACCOUNT NUMBER	ACCOUNT NAME	28.50
<u>GENERAL FUND</u>		
100-320000-000-000-0	Budget Balance Carry Forward	37,780
100-415000-000-000-0	Earnings on Investment	400
100-419200-000-000-0	Contributions/Grants Received	
100-419900-000-000-0	Other Local Revenue	3,000
100-431100-000-000-0	Base State Support Program	2,304,894
100-431200-000-000-0	Transportation Support	
100-431800-000-000-0	State Benefit Apportionment	297,627
100-437000-000-000-0	Idaho State Lottery Revenue	39,040
100-439000-000-000-0	Other State Revenue	189,303
	State Building Fund	211,485
100-442000-000-000-0	Federal Revenue	201,772
	return on real estate	
100-451000-000-000-0	Loan Proceeds	
<b>TOTAL REVENUES</b>		<u>3,285,301</u>

3480783  
195,482

ACCOUNT NUMBER	ACCOUNT NAME	2017-2018
100-512100-000-000-0	Salaries Elementary School	1,598,762
100-512103-000-000-0	Substitute Salaries	16,100
100-512200-000-000-0	Employee Benefits	444,110
100-512203-000-000-0	Substitutes Benefits	2,499
100-512300-000-000-0	Travel/Purchased Service	8,700
100-512400-000-000-0	Supplies-Elementary School	25,000
100-512460-000-000-0	Software Licensing Elementary	32,100
100-512450-000-000-0	Elementary Curriculum Supplies	41,000
100-512490-000-000-0	Furniture Equipment	-
100-512500-000-000-0	Computer Equipment	38,800
<b>Total</b>		<u>2,207,071</u>
100-521100-000-000-0	Salaries - Exceptional Child	32,000
100-521200-000-000-0	Benefits - Exceptional Child	11,000
100-521300-000-000-0	Purchase Service - Exceptional Chi	13,360
100-521400-000-000-0	Supplies - Exceptional Child	
<b>Total</b>		<u>56,360</u>
100-641100-000-000-0	Salaries - Administration	218,206
100-641200-000-000-0	Benefits - Administration	56,250
100-641300-000-000-0	Purchase Service - Administration	700
100-641350-000-000-0	Purchase Service IT Support	24,000
100-641400-000-000-0	Supplies - Administration	400
100-641500-000-000-0	Equipment-School Administration	
100-641700-000-000-0	Property/Liability Insurance	5,540
<b>Total</b>		<u>305,096</u>



100-651100-000-000-0	Salaries - Business Operations	48,000
100-651200-000-000-0	Benefits - Business Operations	8,100
100-651300-000-000-0	Purchase Service - Business Opera	5,500
100-651400-000-000-0	Supplies - Business Operations	1,600
100-651500-000-000-0	Equipment - Business Operations	1,400
	insurance	8,300
	<b>Total</b>	<u>72,900</u>

100-661100-000-000-0	Salaries - Building Care	7,000
100-661200-000-000-0	Benefits - Building Care	1,750
100-661300-000-000-0	Purchase Service - Building Care	61,000
100-661400-000-000-0	Supplies - Building Care	6,600
100-661500-000-000-0	Capital Objects	
100-664300-000-000-0	Purchase Service - Buildings	121,318
100-664310-000-000-0	Purchase Service - Utilities	51,200
100-664321-000-000-0	Building Rental	53,250
100-664400-000-000-0	Supplies - Building	58,900
100-665300-000-000-0	Maintenance - Ground Purchases	700
100-655400-000-000-0	Maintenance - Ground Supplies	1,200
100-667300-000-000-0	Security Program	
100-667400-000-000-0	Supplies - Security Program	
100-667500-000-000-0	Equipment - Security Program	
	<b>Total Building Care</b>	<u>362,918</u>

100-681100-000-000-0	Salaries - Pupil Transportation	
100-681200-000-000-0	Benefits - Pupil Transportation	
100-681300-000-000-0	2nd yr bus expense	
100-681310-000-000-0	Purchase Service Training	
100-681350-000-000-0	Purchase Service Travel	25,000
100-681400-000-000-0	Pupil - Transportation Supplies	
100-681410-000-000-0	Transportation Fuel for Buses	
100-681500-000-000-0	Capital Objects	5,000
	<b>Total Transportation</b>	<u>30,000</u>

100-810800-000-000-0	Transfer to Other Funds	
100-911600-000-000-0	Facility Debt Service	173,352
100-950000-000-000-0	Contingency Reserve	
	<b>Total</b>	<u>173,352</u>

445305  
271,953

**TOTAL EXPENDITURES** 3,207,697

**BALANCE** 77,604

Title I	\$	78,618
Title II	\$	15,574

Title IV-A	\$	10,000	
LEP	\$	2,735	
Rural	\$	28,000	
IDEA	\$	79,138	
TOTAL	\$	214,065	

BCCLC FY18 Budget Projection Worksheet		2017-2018	2017-2018
		29.90 units	28.84
ACCOUNT NUMBER	ACCOUNT NAME		Revised
<b>GENERAL FUND</b>			
100-320000-000-000-0	Budget Balance Carry Forward	89,114	\$ 89,114.00
100-415000-000-000-0	Earnings on Investment	400	\$ 400.00
100-419200-000-000-0	Contributions/Grants Received		
100-419900-000-000-0	Other Local Revenue	3,000	\$ 118,000.00
100-431100-000-000-0	Base State Support Program	2,418,117	\$ 2,342,109.00
100-431200-000-000-0	Transportation Support		\$ -
100-431800-000-000-0	State Benefit Apportionment	307,001	\$ 297,961.08
100-437000-000-000-0	Idaho State Lottery Revenue	39,040	\$ 34,796.00
100-439000-000-000-0	Other State Revenue	194,849	\$ 194,849.00
	State Building Fund	221,490	\$ 239,762.00
100-442000-000-000-0	Federal Revenue	214,796	\$ 214,796.00
	return on real estate		
100-451000-000-000-0	Loan Proceeds		
<b>TOTAL REVENUES</b>		<b>3,487,807</b>	<b>\$ 3,531,787.08</b>

ACCOUNT NUMBER	ACCOUNT NAME	2017-2018	2017-2019
100-512100-000-000-0	Salaries Elementary School	1,629,262	1807917
100-512103-000-000-0	Substitute Salaries	16,100	50912
100-512200-000-000-0	Employee Benefits	452,110	456746
100-512203-000-000-0	Substitutes Benefits	2,499	5715
100-512300-000-000-0	Travel/Purchased Service	8,700	38000 ?
100-512400-000-000-0	Supplies-Elementary School	25,000	45000
100-512460-000-000-0	Software Licensing Elementary	32,100	24000
100-512450-000-000-0	Elementary Curriculum Supplies	41,000	25000
100-512490-000-000-0	Furniture Equipment	-	10000
100-512500-000-000-0	Computer Equipment	38,800	29000
<b>Total</b>		<b>2,245,571</b>	<b>2,492,290</b>
100-521100-000-000-0	Salaries - Exceptional Child	32,000	32,000
100-521200-000-000-0	Benefits - Exceptional Child	11,000	11,000
100-521300-000-000-0	Purchase Service - Exceptional Child	13,360	13,360
100-521400-000-000-0	Supplies - Exceptional Child		
<b>Total</b>		<b>56,360</b>	<b>56,360</b>
100-641100-000-000-0	Salaries - Administration	188,706	178500
100-641200-000-000-0	Benefits - Administration	48,250	27830
100-641300-000-000-0	Purchase Service - Administration	700	18000
100-641350-000-000-0	Purchase Service IT Support	24,000	24000
100-641400-000-000-0	Supplies - Administration	400	400
100-641500-000-000-0	Equipment-School Administration		
100-641700-000-000-0	Property/Liability Insurance	5,540	10056
<b>Total</b>		<b>267,596</b>	<b>258,786</b>
100-651100-000-000-0	Salaries - Business Operations	48,000	56000
100-651200-000-000-0	Benefits - Business Operations	8,100	9000
100-651300-000-000-0	Purchase Service - Business Operations	5,500	8000
100-651400-000-000-0	Supplies - Business Operations	1,600	1700

100-651500-000-000-0	Equipment - Business Operations insurance	1,400	1000
		8,300	5000
	<b>Total</b>	<u>72,900</u>	<u>80,700</u>
100-661100-000-000-0	Salaries - Building Care	7,000	18500
100-661200-000-000-0	Benefits - Building Care	1,750	1800
100-661300-000-000-0	Purchase Service - Building Care	61,000	25000
100-661400-000-000-0	Supplies - Building Care	6,600	8000
100-661500-000-000-0	Capital Objects		18500
100-664300-000-000-0	Purchase Service - Buildings	101,318	21000
100-664310-000-000-0	Purchase Service - Utilities	51,200	50000
100-664321-000-000-0	Building Rental	53,250	54000
100-664400-000-000-0	Supplies - Building	58,900	6500
	Building Remodel	-	120000
100-665300-000-000-0	Maintenance - Ground Purchases	700	2100
100-655400-000-000-0	Maintenance - Ground Supplies	1,200	1100
100-667300-000-000-0	Security Program		
100-667400-000-000-0	Supplies - Security Program		
100-667500-000-000-0	Equipment - Security Program		
	Capital Assets		28000
	<b>Total Building Care</b>	<u>342,918</u>	<u>326,500</u>
100-681100-000-000-0	Salaries - Pupil Transportation		
100-681200-000-000-0	Benefits - Pupil Transportation		
100-681300-000-000-0	2nd yr bus expense		
100-681310-000-000-0	Purchase Service Training		
100-681350-000-000-0	Purchase Service Travel	25,000	25000
100-681400-000-000-0	Pupil - Transportation Supplies		
100-681410-000-000-0	Transportation Fuel for Buses		
100-681500-000-000-0	Capital Objects	5,000	14500
	<b>Total Transportation</b>	<u>30,000</u>	<u>39,500</u>
100-810800-000-000-0	Transfer to Other Funds		
100-911600-000-000-0	Facility Debt Service	-	
	Bank of Idaho	19,750	20850
	Bank of Idaho	22,520	25220
	Bank of Idaho	38,074	38,074
	Bank of Commerce	58,804	58,804
	USDA	31,512	31,512
	Anticipated Real Estate Loan	48,000	48,000
	Totals:	218,660	222,460
100-950000-000-000-0	Contingency Reserve		
	<b>Total</b>	<u>218,660</u>	<u>222,460</u>
	<b>TOTAL EXPENDITURES</b>	<u>3,234,005</u>	<u>3,476,596</u>
	<b>BALANCE</b>	<b>253,802</b>	<b>55,191</b>
	Balance Sheet Accounts		<b>25,000</b>
	<b>BALANCE</b>		<b>30,191</b>

\*\*\* CHECK REGISTER \*\*\* CHARTER LEARNING CENTER

(Fund/Pre: ALL; Refr #: 000000-999999; Dates: 00/00/00-99/99/99; Mo-Yr: 04-2018-04-2018; Bank Cd: 1; Over-99999999)

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
001369	VAR TECHNOLOGY FINANCE	2,663.48	04/04/18	Chromebook Rentals online Bill
01370	WOODBURY CORPORATION	4,500.00	04/10/18	Building Rental Middle School
01371	ALLIED BUSINESS SOLUTIONS INC.	1,885.92	04/13/18	Copier Lease Agreements
01372	CENTURY LINK	164.15	04/06/18	Telephone Expense Online Pay
01373	IDAHO POWER	6,230.18	04/06/18	Electric Utilities Middle School
01374	Debit Card Transaction	1,003.00	04/13/18	Transfer Cash to Credit 4676 PAC
001375	Credit Card Purchases	19.04	04/30/18	Credit 4676 PSC Purchases
001376	Credit Card Purchases	9.00	04/30/18	Credit 3214 & 7991 maint fees
001377	Credit Card Purchases	1,010.00	04/04/18	Reload Credit Card 7991
001378	Credit Card Purchases	5.99	04/09/18	Credit Amazon Teacher Supplies
001379	Credit Card Purchases	62.04	04/10/18	Credit 3214 Walmart ISAT treats
001380	Credit Card Purchases	336.00	04/11/18	Credit 3214 Knox Company Lockboxes
001381	Credit Card Purchases	50.00	04/10/18	Credit card Title II Conference Fe
001383*	Credit Card Purchases	72.24	04/10/18	Credit 3214 Nightlock Lockdown
001384	Credit Card Purchases	9.53	04/13/18	Credit 3214 Ridley's Toilet lever
001385	Credit Card Purchases	33.92	04/17/18	Credit Walmart Treats ISAT Testing
001386	Credit Card Purchases	16.42	04/18/18	Credit 3214 ISAT Testing meal
001387	Credit Card Purchases	30.93	04/23/18	Credit 3214 Really Good Stuff Supp
001388	Credit Card Purchases	13.77	04/03/18	Credit 7991 Roper Class Project
001389	Credit Card Purchases	11.53	04/03/18	Credit Ridley's Roper Class Projec
001390	Credit Card Purchases	3.99	04/02/18	Credit 7991Class Movie BCCLC
001391	Credit Card Purchases	14.42	04/03/18	Credit 7991 State of ID Title Tran
001393*	Credit Card Purchases	15.45	04/03/18	Credit 7991FUTP Grant Mentoring
001394	Credit Card Purchases	34.80	04/05/18	Credit 7991 Pizza Funds from bake
001395	Credit Card Purchases	25.80	04/06/18	Credit 7991 Pizza for Bake Sale
001396	Credit Card Purchases	60.81	04/06/18	Credit 7991 Walmart HR Supplies
001397	Credit Card Purchases	15.96	04/05/18	Credit 7991 Amazon Padlocks
001398	Credit Card Purchases	162.00	04/12/18	Credit 7991 Museum of ID Trip
001399	Credit Card Purchases	119.80	04/18/18	Credit 7991Amazon Testing Supplies
001400	Credit Card Purchases	15.99	04/24/18	Credit Amazon Chrome book Repair
001401	Credit Card Purchases	152.00	04/24/18	Credit 7991 Amazon Chrome book rep
001402	Credit Card Purchases	107.90	04/24/18	Credit 7991 Amazon Chromebook Rep
001403	Credit Card Purchases	19.07	04/24/18	Credit 7991 Office Supplies
001404	Credit Card Purchases	52.32	04/25/18	Credit 7991 FUTP Grant Expense
001406*	CBYTE COMPUTER SOLUTIONS	2,000.00	04/16/18	ACH CByte IT Services
001407	LELANDA B KNIFFEN	2,500.00	04/16/18	ACH Janitorial Services
001408	Diane Dodds HSA Account	204.65	04/16/18	ACH Diane Dodds HSA Deposit
001409	Jennifer A Wells HSA Account	370.00	04/16/18	ACH Jenny Wells HSA Deposit
001410	BANK OF IDAHO	1,737.46	04/09/18	Bank of Idaho Loan Payment
001411	BANK OF IDAHO	2,101.72	04/27/18	Bank of ID Loan Payment Online
01412	BANK OF IDAHO	3,247.79	04/27/18	Bank of ID Loan Payment Online
0423*	D.L. EVANS BANK	9,551.13	04/23/18	Online Payment Real Estate Loan
1424	BLACKFOOT CHARTER SCHOOL	12,707.91	04/16/18	EMPLOYER SHARE FICA - 042018
001425	PUBLIC EMPLOYEE RETIREMENT SYS	17,934.22	04/16/18	EMPLOYER SHARE PERSI - 042018
001428*	USDA	2,626.00	04/13/18	USDA Loan PAYMENT
001429	D.L. EVANS BANK	268.74	04/25/18	ACH New Checks Charges
015622*	ELECTRICAL WHOLESALE	55.81	04/04/18	Lite bulbs Elementary
015623	FIRE SERVICES OF IDAHO	10.00	04/04/18	Fire Extinguisher Gauge
015624	HOUGHTON MIFFLIN HARCOURT PUBL	372.90	04/04/18	Special Ed Test Materials
015625	KING LOCK	277.00	04/04/18	Locks and keys and master cylinder
015626	Bingham Academy	1,529.00	04/04/18	Pebble Creek Ski Event Middle Scho
015627	KREIGH PERKES	38.13	04/04/18	Reimburse for 18 Vollt battery
015629*	SCHOOL SPECIALTY INC	651.27	04/05/18	Student Supplies
015630	BRYSON SALES AND SERVICE INC.	2,000.00	04/05/18	Purchase of Used Bus
015631	CITY OF BLACKFOOT	799.96	04/12/18	Water Sewer and Garbage
015632	FIRE SERVICES OF IDAHO	35.00	04/12/18	Hydro Test
015633	ISB EDUCATIONAL SOLUTIONS	69.16	04/12/18	Medicaid Administration Fees
015634	Gem State Paper and Supply Com	983.84	04/12/18	Janitorial Supplies
015635	ACE HEATING INC.	320.00	04/12/18	Repair of Boiler
015636	Bank of Commerce	4,900.31	04/12/18	Bank of Commerce Loan
015637	SYRINGA NETWORKS	328.50	04/12/18	Internet Services
015638	IDHW BUREAU OF FINANCIAL SERVI	67.95	04/12/18	Medicaid Copay
015639	BRENDA FUNK	50.00	04/12/18	Stem Registration
015640	Ace Hardware (Ridley's)	317.45	04/12/18	Building Supplies Grade School
015641	BLACKFOOT SECURE STORAGE	336.00	04/12/18	Rental of Storage Space
015642	MEGAN PATTERSON	543.30	04/12/18	Day Care Services
015643	PRINT N SHIP	87.77	04/12/18	Postage Expense
015661*	CITY OF BLACKFOOT	325.00	04/14/18	Day Care Permit
015662	CRAIG GERARD	700.00	04/23/18	Stipend for Drone Conference
015663	Loid Sherwood	700.00	04/23/18	Stipend for Drone Conference
015664	AFLAC	683.98	04/25/18	Insurance Benefits payable
015665	ELECTRICAL WHOLESALE	10.66	04/25/18	Electrical Supplies
015666	FIRE SERVICES OF IDAHO	39.00	04/25/18	Annual Service of Fire Extinguishe
015667	Ameritas Life Insurance Vision	277.00	04/25/18	Vision Insurance Payable
015668	HOUGHTON MIFFLIN HARCOURT PUBL	189.09	04/25/18	Testing supplies Mangum
015669	INTERMOUNTAIN GAS	588.38	04/25/18	Gas Utilities MS
015670	ACN Communication Services	114.91	04/25/18	Telephone Expense
015671	SELECT HEALTH	7,599.78	04/25/18	Health Insurance Payables
015672	AMAZON.COM	217.94	04/25/18	Student Supplies
073	JOSTENS' MEMORY BOOK	0.00	04/25/18	** VOID **
074	AdvancedED	900.00	04/25/18	AdvancedED Improvement Network fee
015675	AMERITAS LIFE INSURANCE DENTAL	1,148.58	04/25/18	Dental Insurance Payable
015676	FAIRLEY FARONI	364.98	04/25/18	Reimburse for Conference
015677	ALYSON PAICE	17.26	04/25/18	Reimburse for Batteries
015678	SHERYL ROUND	252.49	04/25/18	Reimburse for School lunches
015679	IDAHO SCHOOL COUNSELOR ASSOC.	175.00	04/25/18	ASCA Workshop Registration
015680	JULIANNE GROOMS	18.88	04/25/18	Reimburse for Art Class
015681	1ST AID & CPR CERTIFICATION	80.00	04/25/18	Certification for Day Care Employe
***	TOTAL	102,353.35		

BALANCE PER BANK STATEMENT		17,359.21
DEPOSITS/CREDITS:		
1. DL Money Market	25,002.79	
2. Credit Card	1,308.67	
3. Petty Cash	200.00	
4. Line of Credit	27,000.00	
TOTAL OUTSTANDING RECEIPTS (DEP):	0.00	
SUB-TOTAL:	53,511.46	70,870.67
CHARGES/DEBITS:		
1.	0.00	
2.	0.00	
3.	0.00	
4.	0.00	
SUB-TOTAL:	0.00	70,870.67
TOTAL OUTSTANDING CHECKS:		97,775.69
TOTAL OUTSTANDING ADJ/JE:		0.00
<b>BANK BALANCE:</b>		<b>26,905.02CR</b>
CASH ACCOUNTS:		
100-111100-000-000-0		134,436.73CR
100-111200-000-000-0		0.00
100-111300-000-000-0		25,002.79
100-111400-000-000-0		1,308.67
100-111500-000-000-0		0.00
100-111600-000-000-0		0.00
100-111700-000-000-0		27,000.00
100-111800-000-000-0		200.00
100-419200-100-000-0		301.19
230-111100-000-000-0		0.00
245-111100-000-000-0		14,107.00
248-111100-000-000-0		2,305.52
251-111100-000-000-0		1,123.61
257-111100-000-000-0		1,044.80CR
258-111100-000-000-0		10,000.00
262-111100-000-000-0		37,797.22
271-111100-000-000-0		10,569.49CR
273-111100-000-000-0		0.00
420-111100-000-000-0		0.00
810-111100-000-000-0		0.00
910-111100-000-000-0		0.00
<b>BALANCE PER BOOKS:</b>		<b>26,905.02CR</b>

OUTSTANDING CHECKS:								
CHECK#	DATE	AMOUNT	CHECK#	DATE	AMOUNT	CHECK#	DATE	AMOUNT
001411	04/27/18	2,101.72	001412	04/27/18	3,247.79	001424	04/16/18	12,707.91
001425	04/16/18	17,934.22	015623	04/04/18	10.00	015624	04/04/18	372.90
015627	04/04/18	38.13	015629	04/05/18	651.27	015630	04/05/18	2,000.00
015631	04/12/18	799.96	015632	04/12/18	35.00	015633	04/12/18	69.16
015634	04/12/18	983.84	015635	04/12/18	320.00	015637	04/12/18	328.50
015638	04/12/18	67.95	015639	04/12/18	50.00	015640	04/12/18	317.45
015641	04/12/18	336.00	015643	04/12/18	87.77	015647	04/16/18	605.35
015652	04/16/18	3,595.22	015653	04/16/18	267.21	015655	04/16/18	28.57
015656	04/16/18	10,607.48	015657	04/16/18	10,243.06	015658	04/16/18	2,395.55

(Bank Code: 1 - Checking; Print: 05/17/18 11:52:43 AM)

CHECK#	DATE	AMOUNT	CHECK#	DATE	AMOUNT	CHECK#	DATE	AMOUNT
015659	04/16/18	10,348.75	015660	04/16/18	4,547.00	015664	04/25/18	683.98
015665	04/25/18	10.66	015666	04/25/18	39.00	015667	04/25/18	277.00
015668	04/25/18	189.09	015669	04/25/18	588.38	015670	04/25/18	114.91
015671	04/25/18	7,599.78	015672	04/25/18	217.94	015673	04/25/18	0.00
015674	04/25/18	900.00	015675	04/25/18	1,148.58	015676	04/25/18	364.98
015677	04/25/18	17.26	015678	04/25/18	252.49	015679	04/25/18	175.00
015680	04/25/18	18.88	015681	04/25/18	80.00			

<b>Revenue</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>
Cash Available 1st Mo.	\$ 19,136.76	\$ 399,554.33	\$ 193,103.90	\$ (29,638.00)	\$ 401,897.08	\$ 180,291.62
Local Revenue	\$ 9,942.29	\$ 4,863.73	\$ 5,374.97	\$ 3,325.56	\$ 500.00	\$ -
Grants/Contributions	6500	0	0	0	0	0
State Foundation	\$ 534,292.38	\$ -	\$ -	\$ 457,791.06	\$ -	\$ 70,955.20
Special Distributions	\$ 52,778.00	\$ 1,073.01	\$ 3,878.00	\$ 4,860.00	\$ 30,000.00	\$ -
Federal Funds	\$ 43,652.44	\$ -	\$ 80,287.20	\$ -	\$ 13,800.00	\$ -
Line of Credit						
<b>Cash in Bank</b>	<b>\$ 666,301.87</b>	<b>\$ 405,491.07</b>	<b>\$ 282,644.07</b>	<b>\$ 436,338.62</b>	<b>\$ 446,197.08</b>	<b>\$ 251,246.82</b>
<b>Expenses</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>
Salaries	\$ 164,872.61	\$ 165,564.83	\$ 164,172.64	\$ 169,817.10	\$ 148,981.15	\$ 56,295.79
Benefits	\$ 43,764.18	\$ 43,831.02	\$ 43,753.50	\$ 44,514.79	\$ 41,506.59	\$ -
Fixed Expenses	\$ 41,327.86	\$ 38,649.21	\$ 44,378.77	\$ 39,802.47	\$ 39,851.83	\$ 34,834.43
Variable Expenses	\$ 61,118.86	\$ 18,154.47	\$ 13,681.24	\$ 20,069.69	\$ 35,565.89	\$ 34,412.98
<b>Total Expenses</b>	<b>\$ 311,083.51</b>	<b>\$ 266,199.53</b>	<b>\$ 265,986.15</b>	<b>\$ 274,204.05</b>	<b>\$ 265,905.46</b>	<b>\$ 125,543.20</b>
<b>Net Balance</b>	<b>\$ 355,218.36</b>	<b>\$ 133,354.80</b>	<b>\$ (72,882.25)</b>	<b>\$ 401,897.08</b>	<b>\$ 180,291.62</b>	<b>\$ (20,194.55)</b>



Table with columns: ACCT #, ACCT NAME, BUDGETED, MTD ACTIVITY, YTD ACTIVITY, BALANCE, MTD%, YTD%. Rows include categories like EARNINGS ON INVESTMENT, SALARIES - ELEM SCHOOL, SALARIES - SECONDARY SCHOOL, SALARIES - EXCEPTIONAL CHILD PROG, SALARIES - BUSINESS OPERATIONS, and TOTAL REVENUES.

(Rprt: 01-MAIN REPORT Bdgtd Prep: 18/Prop Budget; Dates: 00/00/00-04/30/18; PRINT: 05/17/18 11:55:19 AM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
100-651400-000-000-0	SUPPLIES - BUSINESS OPERATION	1,600.00	0.00	1,552.09	47.91	0%	97%
100-651500-000-000-0	EQUIPMENT - BUSINESS OPERATION	1,400.00	0.00	0.00	1,400.00	0%	0%
00-651700-000-000-0	LIAB. INS. - BUSINESS OPERERATION	8,300.00	0.00	1,291.78CR	9,591.78	0%	15%
	<b>**TOTAL BUSINESS OPERATION</b>	<b>72,900.00</b>	<b>10,079.14</b>	<b>55,000.56</b>	<b>17,899.44</b>	<b>14%</b>	<b>75%</b>
100-661100-000-000-0	SALARIES - BUILDING CARE ELEMENT	12,000.00	1,584.26	15,784.01	( 3,784.01)	13%	132%
100-661200-000-000-0	BENEFITS - BUILDING CARE ELEMENTAR	1,750.00	148.75	1,481.56	268.44	9%	85%
100-661201-000-000-0	BUILDING BENS, NON RETIRE,FICA,MED	0.00	71.84	619.80	( 619.80)	0%	0%
100-661300-000-000-0	PURCH/SERV - BUILDING CARE ELEMEN	55,200.00	2,500.00	24,966.66	30,233.34	5%	45%
100-661350-000-000-0	PURCH/SERV - BUILDING CARE SECONDA	0.00	0.00	0.00	0.00	0%	0%
100-661400-000-000-0	SUPPLIES - BUILDING CARE ELEMEN	6,600.00	0.00	6,373.31	226.69	0%	97%
100-661425-000-000-0	SUPPLIES-BUILDING CARE SECONDARY	0.00	0.00	1,455.29	( 1,455.29)	0%	0%
100-661500-000-000-0	CAPITAL OBJECTS - ELEMENTARY	0.00	0.00	18,472.00	( 18,472.00)	0%	0%
100-662100-000-000-0	SALARIES - BUILDING CARE SECONDA	0.00	0.00	0.00	0.00	0%	0%
100-662200-000-000-0	SALARIES - BUILDING CARE SECONDARY	0.00	0.00	0.00	0.00	0%	0%
100-662300-000-000-0	PURCH/SERV - BUILDING CARE SECONDA	0.00	0.00	0.00	0.00	0%	0%
100-662400-000-000-0	SUPPLIES - BUILDING SECONDARY	0.00	0.00	0.00	0.00	0%	0%
100-662500-000-000-0	CAPITAL OBJECTS - SECONDARY	0.00	0.00	777.75CR	777.75	0%	0%
100-664300-000-000-0	PURCH/SERV-BUILDINGS ELEMEN	30,000.00	74.00	20,207.72	9,792.28	0%	67%
100-664310-000-000-0	PURCH/SERVICE - UTILITIES ELEMENTA	51,200.00	5,000.37	35,840.02	15,359.98	10%	70%
100-664320-000-000-0	PURCH/ SERV- UTILITIES SECONDARY	10,000.00	3,225.71	11,724.24	( 1,724.24)	32%	117%
100-664321-000-000-0	BUILDING RENTAL - SECONDARY	53,250.00	4,500.00	49,353.30	3,896.70	8%	93%
100-664400-000-000-0	SUPPLIES - BUILDING ELEMENTARY	7,500.00	764.04	5,784.05	1,715.95	10%	77%
100-664425-000-000-0	SUPPLIES - BUILDING SECONDARY	0.00	101.74	654.91	( 654.91)	0%	0%
100-664500-000-000-0	BUILDING REMODEL - ELEMENTARY	85,000.00	0.00	78,329.41	6,670.59	0%	92%
100-664525-000-000-0	BUILDING REMODEL - SECONDARY	45,000.00	277.00	40,052.11	4,947.89	1%	89%
100-665300-000-000-0	PURCH/SERV - GROUNDS MAINT ELEMENT	2,000.00	320.00	2,009.64	( 9.64)	16%	100%
100-665325-000-000-0	PURCH/SERV - GROUNDS MAINT SECONDA	0.00	0.00	0.00	0.00	0%	0%
100-665400-000-000-0	SUPPLIES - GROUNDS MAINT ELEMENTAR	2,000.00	0.00	925.84	1,074.16	0%	46%
100-665425-000-000-0	SUPPLIES - GROUNDS MAINT SECONDARY	0.00	0.00	0.00	0.00	0%	0%
100-667300-000-000-0	SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-667400-000-000-0	SUPPLIES - SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-667500-000-000-0	EQUIPMENT - SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-811500-000-000-0	CAPITAL ASSETS	0.00	0.00	27,953.14	27,953.14CR	0%	0%
	<b>**TOTAL BUILDINGS CARE/MAINTENANCE</b>	<b>361,500.00</b>	<b>18,567.71</b>	<b>341,209.26</b>	<b>20,290.74</b>	<b>5%</b>	<b>94%</b>
100-681100-000-000-0	PUPIL - TO SCHOOL TRANS - SALARIES	0.00	0.00	0.00	0.00	0%	0%
100-681200-000-000-0	PUPIL - TO SCHOOL TRANS - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-681210-050-000-0	PERSI - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681210-085-000-0	PERSI - 85%	0.00	0.00	0.00	0.00	0%	0%
100-681220-050-000-0	FICA - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681220-085-000-0	FICA - 85%	0.00	0.00	0.00	0.00	0%	0%
100-681350-000-000-0	Purchase Service Travel	25,000.00	14.42	37.42	24,962.58	0%	0%
100-681420-000-000-0	RADIO REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-683410-000-000-0	FUEL FOR SCHOOL CAR	0.00	0.00	0.00	0.00	0%	0%
100-681310-000-000-0	Purchase Service Training	0.00	0.00	48.00	( 48.00)	0%	0%
100-681400-000-000-0	PUPIL - TO SCHOOL TRANS. SUPPLIES	0.00	983.84	1,092.98	( 1,092.98)	0%	0%
100-681410-000-000-0	Transportation - Fuel	0.00	0.00	0.00	0.00	0%	0%
100-681420-050-000-0	OIL FOR BUSES - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681420-085-000-0	OIL FOR BUSES 85%	0.00	0.00	0.00	0.00	0%	0%
100-681428-000-000-0	RADIO REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-681428-010-000-0	RADIO SERVICE UTILITY	0.00	0.00	0.00	0.00	0%	0%
100-681500-000-000-0	CAPITAL OBJECTS	12,500.00	2,000.00	14,500.00	( 2,000.00)	16%	116%
	<b>**TOTAL TRANS PROGRAM</b>	<b>37,500.00</b>	<b>2,998.26</b>	<b>15,678.40</b>	<b>21,821.60</b>	<b>8%</b>	<b>42%</b>
100-810800-000-000-0	transfer to other Funds	0.00	0.00	0.00	0.00	0%	0%
100-911600-000-000-0	DEBT SERVICE PRINCIPAL	218,660.00	24,164.41	175,952.19	42,707.81	11%	80%
100-912600-000-000-0	Debt Service-Interest	0.00	0.00	0.00	0.00	0%	0%
100-950000-000-000-0	CONTINGENCY RESERVE	0.00	0.00	0.00	0.00	0%	0%
	<b>***TOTAL EXPENDITURES</b>	<b>3,259,787.00</b>	<b>259,980.68</b>	<b>2,755,886.79</b>	<b>503,900.21</b>	<b>8%</b>	<b>85%</b>

Exhibit 11, 2018-19 K-4 Operating Costs

**Exhibit 11, 2018-19 K-4 Operating Costs**

Student Supplies						Budget Amount
(400 students x \$50.00; although we have 480 enrolled, some bring their own supplies)						\$20,000.00
Date	Vendor	Description	P.O. #	Payment Method	Amount	
7-17-18	School Specialty	Card Stock		2216 Invoice	\$1,949.19	\$18,050.81
7-17-18	Amazon.Smile	Chipboard		2217 Corporate LOC	\$577.87	\$17,472.94
7-17-18	Amazon.Smile	Ziploc Bags		2218 Corporate LOC	\$26.70	\$17,446.24
7-17-18	Amazon.Smile	CD Cases		2219 Corporate LOC	\$28.90	\$17,417.34
7-17-18	Nicky's Folders	Class Communicators		2220 PO	\$525.00	\$16,892.34
7-17-18	School Specialty	Construction Paper		2221 Invoice	\$1,100.44	\$15,791.90
7-17-18	School Specialty	Kraft Paper Roll		2222 Invoice	\$161.46	\$15,630.44
8-6-18	Popp Binding	Coil Bindings		2234 Invoice	\$392.68	\$15,237.76
8-7-18	Walmart	3rd grade supplies		2238 Used credit 8360	\$49.00	\$15,188.76
8-7-18	WalMart	3rd grade supplies		2239 Used credit 8360	\$546.76	\$14,642.00
8-7-18	WalMart	3rd grade supplies		2240 Used credit 8360	\$1,201.35	\$13,440.65
8-13-18	WalMart	4th grade supplies	Randy Paid	Randy Paid	\$1,877.16	\$11,563.49
8-14-18	Diane Dodds	Kindergarten Supplies		Expense Claim	\$2,364.96	\$9,198.53
8-15-18	Target	2nd grade folders		2246 Used credit 8360	\$262.54	\$8,935.99
8-15-18	School Specialty	Crayons		2249 Will Invoice	\$323.44	\$8,612.55
8-16-18	School Specialty	K-4 Supplies		2250 Will Invoice	\$983.17	\$7,629.38
8-16-18	Amazon.Smile	Pencil Pouches 2nd gr		2251 Used credit 8329	\$153.44	\$7,475.94
8-20-18	School Specialty	Scissors, Highlighter et		2253 Will Invoice	\$1,474.17	\$6,001.77
8/20/18	Walmart	Astrobright/5 tab/Kindel		2255 used credit 8329	\$48.18	\$5,953.59
8-15-18	Walmart	Kindergarten Supplies		2258 Used credit 8329	\$80.41	\$5,873.18
11-1-18	School Specialty	Card Stock, etc, 4th gr		2300 Will Invoice	\$579.62	\$5,293.56
11-6-18	Amazon.Smile	All About Me Posters		2307 Used Credit 8329	\$112.70	\$5,180.86
11-6-18	<u>Walmart.com</u>	Glue, Comp. Notebook		2308 Used Credit 8329	\$289.01	\$4,891.85
10-18-18	WalMart	bandaid, ziploc, tennis		2309 Used Credit 8329	\$27.75	\$4,864.10
11-6-18	School Specialty	student supplies		2310 Will Invoice	\$430.35	\$4,433.75
11-12-18	School Specialty	Crayons Class Pack		2316 Will Invoice	\$178.85	\$4,254.90
11/21/18	School Specialty	erasers, stamp pad, pip		2320 Will Invoice	146.48	\$4,108.42
11/20/18	Walmart	color pencils, pipe clear		2325 credit card 3324	\$420.90	\$3,687.52
11/24/18	smile.amazon	wipes, cardstock, coil, li		2326 line of credit	\$726.89	\$2,960.63
11/21/18	smile.amazon	watercolor, wiggle eyes		2324 line of credit	\$620.06	\$2,340.57
11/21/18	amazon.Smile	dry eraser markers		2323 line of credit	\$58.56	\$2,282.01
11/21/18	smile.amazon	dry eraser markers		2321 line of credit	\$36.42	\$2,245.59
11/24/18	smile.amazon	kleenex		2328 line of credit	\$99.78	\$2,145.81
11/24/18	smile.amazon	dry eraser markers		2327 line of credit	\$43.74	\$2,102.07
11/24/18	School Specialty	beads, coffee filters, co		2329 will invoice	\$164.35	\$1,937.72
11/24/18	Steve Spangler	5 Snow		2330 cc 3324	\$15.99	\$1,921.73
11/26/18	School Specialty	construction paper, glu		2332 will invoice	\$88.13	\$1,833.60
11/27/18	smile.amazon	dry erase marker		2336 line of credit	\$108.80	\$1,724.80
11/27/18	smile.amazon	binding coils		2336 line of credit	\$16.78	\$1,708.02
	smile.amazon	sharpie, eraser, tape		2336 line of credit	\$52.07	\$1,655.95
11/29/18	smile.amazon	paint, pencils, binder di		2337 line of credit	\$225.03	\$1,430.92
11/30/18	smile.amazon	cardstock post it notes		2338 line of credit	\$82.24	\$1,348.68
11/30/18	school specialty	cardstock, erasers, pen		2339 will invoice	\$414.48	\$934.20

**Exhibit 11, 2018-19 K-4 Operating Costs**

						<b>Budget Amount</b>
<b>Snacks</b>						
<b>(400 students @ \$15.00, although we have 432, not all pay snack fee</b>						<b>\$6,000.00</b>
<b>Date</b>	<b>Vendor</b>	<b>Description</b>	<b>P.O. #</b>	<b>Payment Metho</b>	<b>Amount</b>	
8-17-18	Walmart	Snack Cards	22252	Credit 8360	\$1,800.00	\$4,200.00

**Exhibit 11, 2018-19 K-4 Operating Costs**

<b>Elementary Supplies</b>						<b>Budget Amount</b>
<b>(2017-18 Board Minutes Budgeted \$15,000 split between campuses)</b>						<b>\$7,500.00</b>
<b>Date</b>	<b>Vendor</b>	<b>Description</b>	<b>P.O. #</b>	<b>Payment Method</b>	<b>Amount</b>	
7-13-18	Amazon.Smile	Black Filing Cabinets Spiker & Thompson	2198	Corporate LOC	\$245.84	\$7,254.16
7-16-18	School Specialty	Office & Teacher Supplies	2201	Invoice	\$1,010.84	\$6,243.32
7-16-18	Amazon.Smile	Slot Punch Badge Hole Punch	2203	Credit 8329	\$10.99	\$6,232.33
7-16-18	WalMart	Office & Teacher Supplies	2204	Credit 8360	\$182.87	\$6,060.45
7-18-18	<a href="http://our.childhood.com">our.childhood.com</a>	Be the Nice Kid Poster	2232	Credit 8360	\$19.94	\$6,040.51
8-13-18	WalMart	Easel Board/GATE Cabinet	2244	Credit 8329	\$215.61	\$5,824.90
8/23/18	smile.amazon	first aid kit for castle	2261	credit 8329	\$34.99	\$5,789.91
9/6/18	smile.amazon	toner for shawver	2271	credit 8329	\$61.99	\$5,727.92
9/19/18	smile.amazon	pencil sharpener	2275	credit 8329	\$24.42	\$5,703.50
10/2/18	smile.amazon	Toner for office printer.	2283	credit 8329	\$80.95	\$5,622.55
9/29/18	Walmart	Picture Frames	2284	credit 8329	\$37.77	\$5,584.78
10-8-18	Amazon.Smile	Pencil Sharpener for Mrs. Brow	2285	Used credit 8329	\$12.49	\$5,572.29
10/9/18	walmart	cough drops/antacid	2290	8329	\$15.56	\$5,556.73
10/10/18	smile.amazon	toner for printer	2291	8329	\$150.56	\$5,406.17
10/17	Amazon.Smile	more stinking toner for printer	2294	8329	\$161.90	\$5,244.27
10/24	smile.amazon	hand sanitizer, wipes, marker, p	2297	8329	\$133.41	\$5,110.86
10/25	smile.amazon	candy for lunch clean up	2298	8329	\$24.91	\$5,085.95
11-6-18	Walmart	AA Batteries	2311	Used Snack Card	\$11.78	\$5,074.17
11/21/18	School Specialty	Sheet protectors	2320	will invoice	\$79.30	\$4,994.87
11/26	<a href="http://amazon.com">amazon.com</a>	batteries, brads tape files pens	2331	line of credit	\$282.75	\$4,712.12
11/26	School Specialty	envelopes	2332	will invoice	36.89	\$4,675.23
11-27-18	Cosco	Ink refill for Speech printer	2335	Deb pd cash	\$9.53	\$4,665.70
11/26	Diane Dodds Reimbu	Sheet protectors		Mrs. Dodds pd	\$275.39	\$4,390.31

**Exhibit 11, 2018-19 K-4 Operating Costs**

Curriculum		(2017-18 Board Minutes Budgeted Amount split between two campuses)				Budget Amount
Date	Vendor	Description	P.O. #	Payment Method	Amount	\$15,000.00
7-16-18	Teachers Pay Teachers	Reading Comprehension Year Long Bundle				
		Writing Through the Year Bundle, 1st Grade	2202	Credit 8360	\$202.09	\$14,797.91
7-17-18	School Specialty	Base Ten, Jump Ropes, Sentence Strips	2206	Invoice	\$518.65	\$14,279.26
7-17-18	Amazon.Smile	Doc Camera, Dice, Balls, Student Offices	2207	Corporated LOC	\$716.80	\$13,562.46
7-17-18	WalMart	Pom Poms, Curriculum Containers	2208	Credit 8329	\$216.61	\$13,345.85
7-17-18	Lakeshore Learning	Dominos, Plastic Coins, Linking Cubes, Unifix Cubes	2209	Credit 8329	\$224.12	\$13,121.73
7-17-18	Oriental Trading	Dice, Jumbo Dice	2210	Credit 8329	\$11.98	\$13,109.75
7-17-18	Really Good Stuff	Fraction Number Line, Tower Cubes, Banner, 3rd grade	2211	Invoice	\$69.92	\$13,039.83
7-17-18	Schools In	Classroom Reading Rug, 3rd Grade	2212	Purchase Order	\$223.51	\$12,816.32
7-17-18	Mountain Math/Language	3rd Grade Mountain Math Bulletin Board (4 classes)	2213	Purchase Order	\$767.60	\$12,048.72
		3rd Grade Mountain Language Bulletin Board (4 classes)				
7-17-18	Super Duper Publications	Arctic Chipper Game, Magnetic Wands, Granny's Candies for Speech/Special Education	2214	Purchase Order	\$139.84	\$11,908.88
7-17-18	Time for Kids	Subscription for 1 class of 24 students, 1st grade	2215	Invoice	\$118.80	\$11,790.08
7-18-18	Amazon.Smiles	Clothes Pins	2223	Corporate LOC	\$37.95	\$11,752.13
8-8-18	Amazon.Smiles	Pre-Decodable Take Home Books, Kindergarten	2242	Corporate LOC	\$87.22	\$11,664.91
8-13-18	Empowering Writers	Comprehensive Narrative Writing Guide - 3rd grade	2243	Invoice	\$113.85	\$11,551.06
8-15-18	Teachers Pay Teachers	ELA for 4th grade	2248	Used Credit 8360	\$233.21	\$11,317.85
8-27-18	Amazon.Smiles	Developing Assessment Capable Visible Learners - ALL	2264	Used credit 8329	\$35.12	\$11,282.73
8-27-18	Amazon.Smiles	SRA Language for Learning Presentation (Spanish)	2265	Used credit 8329	\$74.99	\$11,207.74
10/8/18	Teachers Pay Teachers	Counseling Materials for Groups Elementary	2288	Used Credit 8329	\$70.00	\$11,137.74
9-27-18	Costco	Ink Refill for Speech Department	2287	Used Credit 8360	\$9.53	\$11,128.21
10-9-18	Amazon.Smiles	Spanish Curriculum	2289	Used Credit 8329	\$61.82	\$11,066.39
10-16-18	Note Counselor LLC	Note Counselor Record Keeping Book	2293	Used Credit 8329	\$59.00	\$11,007.39
10-22-18	Teachers Pay Teachers	Third Grade RTI Math Progress Monitoring	2295	Used Credit 8329	\$16.00	\$10,991.39
10-31-2018	Amazon.Smiles	20 Headphones for Polish Computer Lab	2299	Used Credit 8329	\$357.80	\$10,633.59
11-1-18	Really Good Stuff	Audible Timer w/red indicator (Sherwood)	2301	Will invoice	\$48.90	\$10,584.69
11-1-18	Smile Amazon	Document camera for Polish	2302	Used Credit 8329	\$108.00	\$10,476.69
11-1-18	Popp Binding	Binding Coils for 4th Grade	2303	Will invoice	\$160.07	\$10,316.62
11-6-18	Amazon.Smiles	20 Headphones for 4th Grade	2306	Used Credit 8329	\$429.66	\$9,886.96
11-7-18	WalMart.Com	24 Mini Computer Mice for Kindergarten	2312	Used Credit 8329	\$83.76	\$9,803.20
11/26/18	School specialty	Cubes Snap	2332	will invoice	\$88.87	\$9,714.33
11/26/18	Smile Amazon	**Mrs. Polish**play doh, fraction tiles, ten blocks, pop cube	2333	line of credit	\$102.70	\$9,611.63
11/27/18	Teachers Pay Teachers	counseling/kindergarten/1st grade	2334		\$65.64	\$9,545.99
11/30/18	Smile amazon	crayons, cups, blocks, eye stickers, smart chart	2341	line of credit	\$309.92	\$9,236.07
11/30/18	school specialty	clips glitter cups	2342	will invoice	\$71.24	\$9,164.83
12/3/18	smile.amazon	books for spanish	2343	line of credit	\$84.43	\$9,080.40
12/5/18	smile.amazon	pom poms, dice coil	2344	cc3324	\$60.56	\$9,019.84

**Exhibit 11, 2018-19 K-4 Operating Costs**

Professional Development						
Date	Vendor	Description	P.O. #	Payment Method	Amount	Budget Amount
8-13-18	Wal-Mart	Salad Dressing for District Training	2267	Used Credit 8360	\$3.82	\$9,996.18
8-30-18	Teachers Pay Teachers	Behavior Plan Flow Charts & Tools	2268	Used Credit 8360	\$11.50	\$9,984.68
9-11-18	Amazon Smile	Post-It Super Sticky Easel Pad	2272	Used Credit 8360	\$45.56	\$9,939.12
9-5-18	Ridley's	Refreshments for Substitute Training	2273	Used Credit 8360	\$8.37	\$9,930.75
9-11-18	Wal-Mart	Supplies for Go To Strategies	2274	Used Snack Card	\$85.91	\$9,844.84
9-12-18	CostCo	Lunch for 39 Participants Go To Str	2276	Used Credit 8360	\$132.47	\$9,712.37
9-13-18	Wal-Mart	Paper products for Luncheon	2277	Used Credit 8360	\$15.85	\$9,696.52
9-14-18	Wal-Mart	Snacks for Go To Strategies	2279	Used Credit 8360	\$37.92	\$9,658.60
11-1-18	Wal-Mart	Breakfast for PD 11-2-18	2304	Used Credit 8329	\$42.54	\$9,616.06



**Exhibit 11, 2018-19 K-4 Operating Costs**

<b>Building Supplies</b>						<b>Budget Amount</b>
<b>(Board Minutes \$7,100 Budgeted 2017-18)</b>						<b>\$7,000.00</b>
<b>Date</b>	<b>Vendor</b>	<b>Description</b>	<b>P.O. #</b>	<b>Payment Method</b>	<b>Amount</b>	
7-13-18	Amazon.Smiles	Mini Blinds Room #9 East Campus	2199	Corporate LOC	\$13.77	\$6,986.23
7-16-18	Amazon.Smiles	Exit Signs w/Battery Backup (6)	2200	Credit 8329	\$204.99	\$6,781.24
7-18-18	Andersons Inc	Air Filters	2226	Credit 8329	\$130.38	\$6,650.86
7-18-18	Home Depot	Carpet Bar	2227	Credit 8329	\$63.84	\$6,587.02
7-18-18	Western Wholesale	Baroque, Square Edge	2228	Invoice	\$77.76	\$6,509.26
8-6-18	Amazon.Smiles	Projector for Barrus Classroom	2235	Corporate LOC	\$581.94	\$5,927.32
8-6-18	Amazon.Smiles	2 Computer Monitors for Debbie	2237	Corporate LOC	\$271.00	\$5,656.32
7-18-18	Wolverine Rubber	Playground Chips & Black Rubber	2231	Pay Invoice	\$1,069.90	\$4,586.42
8-7-18	Lowe's	4 Touchless Faucets hand-washing	2241	Credit 8329	\$1,112.76	\$3,473.66
9/5/18	smile.amazon	fan for bathroom (dodds)	2270	credit 8329	\$197.49	\$3,276.17
9/20/18	smile.amazon	document camera, 12 chargers, label	2278	credit 8329	\$291.49	\$2,984.68
9/25/18	smile.amazon	computer monitor	2281	credit 8329	\$104.94	\$2,879.74
10/22/18	smile.amazon	Clipboard Clips	2296	credit 8329	\$38.97	\$2,840.77
11-5-18	Amazon.Smiles	Vacuum belts 50 each	2305	Used Credit 8329	\$29.64	\$2,811.13
11-7-18	Amazon.Smiles	Power Supply	2313	Used Credit 8329	\$17.58	\$2,793.55
11-8-18	Nicky's Folders	Class Communicators 4th Grade	2314	Invoice	\$125.00	\$2,668.55
11/12/18	ebay	memory for computer	2317	cc3324	\$25.00	\$2,643.55
11-14-18	Wal Mart	computer monitor for Wheatley	2319	Credit 3324	\$88.31	\$2,555.24
12/10/18	smile.amazon	toner for office printer	2345	line of credit	\$298.95	\$2,256.29

Exhibit 12, 2018-19 Expenses, Term 1



Exhibit 13, Schoolwide Improvement Plan

## BLACKFOOT CHARTER COMMUNITY (1294)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

*Note: All tabs must be activated before they will print*

### Stakeholders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Debbie Steele	Principal	<input type="checkbox"/>
Candra Risa	Parent	<input type="checkbox"/>
Scott Chappell	Parent	<input type="checkbox"/>
Kim Adams	Teacher	<input type="checkbox"/>
Laurie Aubrey	Paraprofessional	<input type="checkbox"/>
Rebecca Starr	School Counselor	<input type="checkbox"/>
Pam Shawver	Special Education Teacher	<input type="checkbox"/>
Fred Ball	Principal	<input type="checkbox"/>
Krystal Murdock	Teacher	<input type="checkbox"/>

### Needs Assessment

School Leadership Team	<p>The school leadership team is comprised of the principal (chair), the school counselor, the Special Education teacher, the Spanish teacher, and one teacher from each grade level. The chair prepares an agenda in a google doc and shares it with each team member. Each team member then adds items of concern to the agenda. Every Tuesday at 3:30 pm, the team meets together to discuss each item on the agenda. The principal takes notes in bold typing on each item discussed, makes assignments, and notes action items. The team takes that information back to their teams for further discussion. The principal takes that information to the Admin meetings every week so the district is aware of the overall health of the school. The team utilizes IRI scores, interim and summative ISAT scores, AimsWeb scores, Front Row Education assessments, and Dibbles to determine student depth of knowledge and to propose intervention strategies and professional development topics. This information is shared with parents at the board meetings and through emails from teachers.</p>
School and Community	<p>The enrollment has steadily increased from the founding of the school in 2000 and over the past eighteen years to the</p>

point that we have moved students in grades 5-8 to a separate campus and are in the process of building a permanent building for the entire school to be at a single location. Ground will break in spring, 2019.

**Academic Achievement**

This school has not been identified for Comprehensive Support and Improvement. This task has been assigned for ESSA compliance only. During the 2017-18 school year, 85.57% of our kindergarten students, 81 out of 95, attained benchmark rating (3) on the Idaho Reading Indicator. Idaho Reading Indicator results indicate first grade students increased from 51.6% in the fall to 54.65% attaining benchmark rating (3). We noted that we had an influx of students new to our school after the lottery and prior to the first day of school that had not participated in our kindergarten program. We also noted that our goal that students in grades K-3 will meet or exceed state targets on the spring Idaho Reading Indicator had not been satisfactorily met. As a result, the State Department of Education WIDA Division was contacted and training was scheduled for September 14, 2018, that would offer 72 Go To ELA Strategies that teachers in grades K-8 could learn and implement in their classrooms to create a more interactive learning environment for struggling readers. Second grade IRI scores of 56.18% indicated an increase from first grade scores, and third grade IRI scores of 52.24% indicated a decrease from second grade. Third grade ISAT Summative results indicated students of the two experienced teachers in third grade attained 52% (ELA), 50% (MATH) and 51% (ELA), 51% (MATH) proficiency. However, students of the two teachers new to third grade attained 31% (ELA), 36% (MATH) and 24% (ELA), 38% (MATH) proficiency. The challenge is that teachers new to the school have not yet learned the most effective methods that have been used by our experienced teachers to help students succeed. Third grade teachers collaborated as a team with the Summative ISAT results to determine practices and strategies that had worked and to develop a plan for the 2018-19 school year that would better prepare students for upcoming ISATs. The team decided to administer the Comprehensive Interim Assessment prior to October 1, 2018, and to view the results as a team. The data will then be used to determine a starting point for student instruction. Additionally, a self-evaluation was administered during staff meeting to determine professional development training that would be most advantageous to all teachers. Fourth grade ISAT summative results indicated students of the two teachers with the most experience at BCCLC attained 68% (ELA), 65% (MATH) and 64% (ELA), 56% (MATH) proficiency. Students of our first year teacher attained 42% (ELA), 29% (MATH) proficient. However, students of the teacher new to our school with 6 years previous experience, only attained 11% (ELA), 7%

(MATH) proficient. We also noted that all students in this teacher's classes decreased in test scores from the 2016-17 summative results. Many measures were used to assist the new teachers. Our new teacher with 6 years experience at another district was observed by administration, peers, and the Idaho Coaching Network coaches. This teacher was given the opportunity to participate in the Idaho Coaching Network, was coached by the fourth grade team, was coached by administration, attended the Teaching Mathematical Thinking (TMT) class offered through Idaho State University, and utilized coaches from the Idaho State University Mathematics Department, with no marked improvement. This teacher failed to administer the required interim assessments, and ultimately, this teacher was asked to leave the school in April, 2018.

**Student Learning Needs**

As stated above, we noted that 85% of students in kindergarten obtained a benchmark 3 on the IRI, while 56% of first grade students obtained a benchmark of 3. While we realize we have a strong kindergarten team with an outstanding reputation, that we lose approximately 10% of our students at first grade and gain students from other districts, we have developed an RTI team that will focus on individual students, their scores and their needs, so teachers can utilize intervention strategies and chart their progress over four weeks before beginning a new strategy. Additionally, all teachers will be participating in numerous professional development training sessions to increase the number of intervention strategies available to them. Teachers are also in a mentoring program so they have some one-on-one peer feedback. Mentors observe practices in the classroom, focusing on professional noticing.

**Core Curriculum**

Kindergarten: Open Court Pre-Decodable Books, Open Court Decodable Books, Aims Web RCBM Reading Probes and Benchmarks, Fry's List for Sight Word Games, Letter Naming Activities, and Blending Activities. LEXIA Learning Computer Software, Reading Eggs Computer Software, and Education City Reading Computer Interactive Software are also utilized in small- and whole-group settings.

First Grade: Open Court comprehension and language arts, Open Court phonics lessons, Open Court decodable books, Sight Word Memory match game, Consonant Sound activities, Blending Board, Aims Web RCBM reading probes and benchmarks, Aims Web MAZE probes and benchmarks, additional Centers for rotation through practice of reading, writing, and phonics activities, Pullout of below basic and basic students for one on one practice with Read Naturally stories. LEXIA Learning Computer Software, Reading Eggs Computer Software, and Education City Reading Computer

	<p>Interactive Software are also utilized in small- and whole-group settings.</p> <p>Second Grade: Open Court comprehension and language arts, Vocabulary Game for each unit of study, Comprehension activities, Vocabulary review, Open Court comprehension skills. Reading Eggs Computer Software and Education City Reading Computer Interactive Software are also utilized in small- and whole-group settings.</p> <p>Third Grade: Open Court Mental Images, Building Background and Vocabulary, Spelling Patterns, reading passage with comprehension questions, Word study and phonics skills, Decoding words, using context clues, Finding the main idea in Open Court Decodables. Education City Reading Computer Interactive Software is also utilized in small- and whole-group settings.</p> <p>BCCLC is a STEM school. Therefore, teachers in grades 3-8 integrate literacy instruction in all content areas. The unit theme is used throughout the school day in all areas of instruction.</p>
<p><b>Core Instruction</b></p>	<p>Teachers at BCCLC assess students in the first weeks of school in the areas of reading fluency, comprehension, vocabulary, and math. Teachers divide students into three to four homogeneous groups according to ability. Teachers differentiate instruction to those groups with the aid of para professionals and parent helpers. Grades K-3 utilize the IRI, AimsWeb, Front Row Education, Lexia, and unit assessments in reading and math. Grades 4-8 utilize inquiry-based programs, Front Row Education, and the interim and summative ISAT assessments to determine student depth of knowledge. Students are instructed whole group, in small homogeneous groups, and pulled by the teacher for one-on-one practice.</p>
<p><b>Alignment of teaching and Learning</b></p>	<p>Teachers at BCCLC utilize Idaho Core Standards for content alignment across the grades. Teachers also meet in grade level teams at least weekly to collaborate on student depth of knowledge and content. Additionally, the leadership team meets weekly to take information back to the individual teams from the district and to share information throughout the school. Students are assessed frequently and moved from group to group or advanced in grades according to their depth of knowledge and mastery of the Idaho Core Standards. Every Friday is a professional development day utilized for teacher collaboration, team building, and training.</p>
<p><b>Universal Screening</b></p>	<p>All students are screened to identify who needs additional ELA and reading support through the IRI. The kindergarten screening is a comprehensive assessment given at three</p>



times during the year, aligned with Idaho Core Standards. Students attend a half-day kindergarten for those weeks. They are brought into the classroom individually in the afternoon where they have a one-on-one assessment with their teacher. ELA includes upper and lowercase letter names, sounds, recognize and generate rhymes, blend CVC words, segment CVC words, write CVC words as dictated, blend syllables, isolate a single sound in a word and change it to make a new word, sight word recognition. Math includes recognize and write numbers 0-20, count to 100 by 1's and 10's, count forward from a given number up to 100, addition and subtraction story problems using manipulatives, tens partners, understanding tens, decomposing and composing numbers within ten in different ways, fact fluency within five, recognize and describe two and three dimensional shapes. ELA also includes writing letters correctly, writing with capitals, spacing and punctuation. Following the assessment, the teacher meets with child and parents for a parent-teacher conference to discuss the student's depth of knowledge and to collaborate on school and home connections. K-3 also utilize AimsWeb and Front Row Education. Grades 4-8 use the ISAT interim assessment in both math and ELA plus Formative Loop for math and Easy-CBM for ELA, also FRECKLE (Front Row Education) in both areas plus in science.

**Tiered Instruction and Academic Interventions**

Academic interventions are provided in reading, writing, language arts, and math. Small groups of 4 to 5 students are push-in programs. However, certificated teachers initiate a pull-out program with students one-on-one for intensive interventions in reading during non-core classes. Fourth grade uses inquiry based math once a month as a whole grade level, and most of their reading units are inquiry based. For example they do a monthly themed math inquiry.

**Learning Time**

BCCLC is on a four-day week for a total of 144 days per year. The full-time counselors have organized an after-school program for students needing additional support with homework. Additionally, teachers utilize a pull-out program during their non-core class time daily to work one-on-one with students needing additional interventions and extensions. Students that qualify also participate in the GATE program, an accelerated program for gifted and talented students. This program meets weekly outside of the regular school day. Students in grades k-8 who have not yet met the benchmarks in reading and math participate in the pull-out program, while students that qualify using the Renzulli Scales are invited to participate in the GATE program. Summer school is also offered to students that have not mastered benchmarks in reading and math by the end of the school year. Summer school is offered for an

	<p>additional 36-72 hours in the summer depending on the needs of the students. Summer school is taught by certificated teachers with the aid of para professionals.</p>
<p><b>Non-Academic Student Needs</b></p>	<p>BCCLC has two on-site full time counselors that direct school wide programs and provides weekly classroom lessons on social/emotional/behavioral topics as well as crisis intervention and individual and group counseling as needed. Additionally, teacher mentors are assigned to each new teacher and any teacher requesting additional support. These mentor teachers observe in the classroom and offer support and resources to the requesting teachers as well as provide suggestions for appropriate professional development training as needed.</p>
<p><b>Well-rounded Education</b></p>	<p>All students in grades K-8 are enrolled in English Language Arts, reading, writing, science, computer, mathematics, art, social studies, music, health, and physical education. Fourth grade students participate in Idaho History. Additionally, all students in K-4 are enrolled in and participate in a Spanish class. Students in grades 5-8 also participate in technology, computer science, and career and technical education.</p>
<p><b>Additional Opportunities For Learning</b></p>	<p>Not applicable in elementary, middle school.</p>
<p><b>School Transitions</b></p>	<p>BCCLC elementary school works with Head Start, the Vaughn Hugie Center, and other State agencies to incorporate a smooth transition for students placed on an IEP. Additionally, all students entering kindergarten are invited to a greet the teacher day prior to the beginning of school where they can interact with and play games with their new teacher while parents are present . Parents are also invited to a back to school night prior to the beginning of school so parents can understand the procedures in the classroom. All fourth graders are bused over to the middle school at the end of the school year to learn the procedures of middle school and to have the opportunity to explore their new surroundings prior to the begining of the new school year. They are invited to meet the teachers and go on scavenger hunts to become familiar with their new environment. Students transitioning from 8th grade to 9th grade are given the same opportunity. Also, many students in the middle school take music classes on the high school campus, so many are familiar with the high school by the time they enroll.</p>
<p><b>Professional Development</b></p>	<p>As previously stated, teachers at BCCLC are given the opportunity to use mentor teachers to offer support and resources for improving their instruction. Those mentor teachers offer suggestions for professional development training that will be most beneficial to new and struggling teachers. Students participate in a four-day week so that the teachers and staff have each Friday to dedicate to professional development training. Teachers are encouraged</p>

to request professional development training they feel would benefit them and their colleagues. Administration then organizes the requested training so all can participate. Thus far, professional development training has included the following topics: Standards-Based Grading, ISAT Interim Assessments, I-Station Training, FRECKLE (Front Row Education), WIDA Go To Strategies conducted by the State of Idaho Department of Education (the entire district was invited to attend), I-Ready, Gatekeeper training, and TMT (Mathematical Thinking) classes offered by Idaho State University. While some of the professional development is offered at the building level for relativity to the specific grades, much training is district-wide. Sign-in sheets are completed for every professional development day to determine which teachers will get credit for attending. All staff is expected to attend professional development as part of their contract days.

**Family and Community Engagement**

District policy 4000-32 addresses the parental involvement policy. This policy is made available to the local community and is updated periodically to meet the changing needs of parents and the school. Annually, all parents are invited to a back to school night to inform parents of their Charter School's participation and to explain the requirements of ESSA and the right of the parents to be involved, to provide a description and explanation of the curriculum in use at the Charter School, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Additionally, all parents are invited to attend the Parent Activity Committee meetings held monthly to plan, review, and improve programs and the school-wide program plan.

**Recruitment and Retention of Effective Teachers**

One hundred percent of Blackfoot Charter elementary and middle school teachers are Idaho certified.

One teacher is certified in Social Studies for 6-12 for Idaho and 4-12 for Washington. She does not have her elementary endorsement yet and is working as a long term substitute at the 5th grade level. If we did not count her, then 22 of 22 K-4 teachers are certified and endorsed in their grade/subject area and 12 of 13 middle school teachers which would put BCCLC at  $34/35 = 97\%$

Strategies Blackfoot Charter uses to recruit effective teachers are to post open positions on School Spring as early as January if we know of a position that will be open, we annually attend teacher recruitment fairs at Idaho State University, the University of Utah, and Boise State University. We have also contacted the Education department at universities as far away as the University of Idaho in northern Idaho and asked them to post our open

positions on their social media sites to their upcoming graduates. For particularly high need subjects, we also offer a \$5000 signing bonus. In addition, to retain effective teachers, Blackfoot Charter has a highly supportive teaching environment, approachable administrators with an open door policy, offers a competitive salary and benefits, and provides ongoing professional development through the year planned in collaboration with teachers for areas of need. The schools offer a respectful atmosphere, a supportive board of directors, high levels of cleanliness, current technology for teachers and their students, qualified paraprofessionals at every grade level, well-lit climate controlled rooms, a certified counselor on each campus, and an active parent volunteer group.

Administrators of the Blackfoot Charter School District attend recruitment fairs in March and April of each year to recruit highly effective teachers. Additionally, our reputation draws teachers from many areas interested in our school. The procedures of the career ladder encourage teachers to participate in continuing education credits, and our mentoring program supports teachers so they want to stay.

**Coordination and Integration With Other Programs**

Our schoolwide Title I-A program is developed utilizing teachers and para professionals at each grade level to provide small-group practice for all students needing interventions or accelerations as indicated by measurable outcomes. Violence prevention programs are offered by the full-time counseling department for the district to all students, nutrition programs are taught by a certified teacher with a nutrition endorsement. All students have access to all programs offered through the district as we are a school-wide Title I school.

*Plan Components*

**1. Prioritized Needs:**

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
Students in grades 1-3 need to master benchmarks in reading.	80% of students in grades K-3 will master benchmarks in reading.	<input type="checkbox"/>
Students in grades 3-8 need to match state proficiency levels in English Language Arts	60% of students in grades 3-8 will attain proficient level on ISAT Summative ELA assessments.	<input type="checkbox"/>
Students in grades 3-8 need to match state proficiency levels in Math.	57% of students in grades 3-8 will attain proficient level on ISAT Summative Math assessments.	<input type="checkbox"/>

**2. Evidence-Based Interventions:**

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
Students in grades K-3 will participate in I-Station practice assessments at least monthly to increase DOK.	Strong Evidence ▼	I-Station was purchased by the State of Idaho Department of Education to assess reading knowledge and offer practice assessments with reports, graphs, and other usable data.	<input type="checkbox"/>
Students in grades 3-8 will participate in ISAT Interim assessments at least 3 times per year in ELA to assess student DOK.	Strong Evidence ▼	ISAT Interim ELA assessments provide reports, graphs, and drill-down lesson plans for increasing student DOK.	<input type="checkbox"/>
Students in grades 3-8 will participate in ISAT Interim assessments at least 3 times per year in Math to assess student DOK.	Strong Evidence ▼	ISAT Interim Math assessments provide reports, graphs, and drill-down lesson plans for increasing student DOK.	<input type="checkbox"/>

**3. Identify the resources needed to implement the above Intervention Strategies.**

Additional professional development training in I-Station assessments, reporting, and practice; additional professional development training in ISAT Interim Assessments, reports, and lesson design; leadership team involvement to assist in determining student depth of knowledge and implement further practice.

**4. Provide the URL where this plan will be publicly available:**

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://bcclc.com>

**5. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.** Discussion Topics

The data will be shared and discussed with the leadership team on a monthly basis. Guiding questions will be: 1) What areas do you see the greatest need? 2) How can we effectively prepare the students for success? 3) What interventions are being used in the classroom to help student achievement? 4) What assistance can we offer teachers to increase student knowledge?

*Assurance*

**ASSURANCE**

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e ) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
  - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

#### CIVIL RIGHTS

##### SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

#### DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    - 1. The dangers of drug abuse in the workplace;
    - 2. The grantee's policy of maintaining a drug-free workplace;
    - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
    - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
  - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    - 1. Abide by the terms of the statement; and
    - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
  - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
  - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director,



9/19/2018

Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

#### UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
  - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
  - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

#### CERTIFICATION

I, \_\_\_\_\_, superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

# COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

## NARRATIVE - TEMPLATE PART 1

School District	# 477	Name: Blackfoot Charter
Superintendent	Name: Fred Ball	Phone: 208-785-0381
	E-mail: <a href="mailto:fball@bcclc.com">fball@bcclc.com</a>	
Plan Contact	Name: Debbie Steele	Phone: 208-782-0744
	E-mail: <a href="mailto:dsteele@bcclc.com">dsteele@bcclc.com</a>	

**Instructions:** This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

### Mission and Vision - REQUIRED

#### Mission:

The mission of the Blackfoot Charter Community Learning Center is to know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.

#### Vision:

The vision for this school is that through teacher collaboration of innovative and evidence-based teaching practices, students will:

- Be able to read and demonstrate good comprehension of text in areas of the student's interest or professional field.
- demonstrate the ability to think critically, evaluate problem-solving strategies, and develop science-based and math-based solutions
- demonstrate the ability to evaluate, integrate, and apply appropriate information from various sources to create cohesive, persuasive argument
- be able to contribute appropriately in a class discussion

# COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

## NARRATIVE - TEMPLATE PART 1

**Instructions:** This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table (optional).

### Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	55%	47%
Female	45%	53%
White	82%	60%
Black/African American	1%	1%
Asian	1%	1%
Native American	2%	3%
Hispanic/Latino	12%	14%
Free/Reduced Lunch Program	50%	49%
Received Special Education (IEP Students)	5%	6%

**Instructions:** This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or the Continuous Improvement Plan, College and Career Advising Plan, and the Literacy Intervention Plan);
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

### Community Involvement – REQUIRED

Teachers met with 98% of parents during parent-teacher conferences to discuss individual student progress, offer home-to-school strategies, and inform parents of monthly Parent Activity Committee

# COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

## NARRATIVE - TEMPLATE PART 1

meetings and open board meetings. Parents were strongly encouraged to participate in the development of the Continuous Improvement Plan and to offer suggestions.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

<b>LITERACY INTERVENTION PROGRAM</b> <b>Literacy Program Summary - REQUIRED</b>
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All teachers in grades Kindergarten through third assess students the first week of school to determine literacy skill level. Students are then placed in reading groups with peers of equal skill level. An Individual Learning Plan is compiled for each student to chart progress and identify successful intervention strategies. Five to seven students work together in a group in grades kindergarten through fourth. All grades utilize Response to Intervention (RTI).

All students in grades kindergarten through third-grade at Blackfoot Charter Community Learning Center (BCCLC) utilize the nationally normed I-Station's indicators of progress to measure student growth and identify below grade level students. The Idaho Comprehensive Literacy Plan requires an assessment (I-Station) for all kindergarten through third-grade public school students to identify below grade level students. The curricula/programs listed below are used in each grade as a part of the RTI process in order to address students' skill development in the areas of phonemic awareness, decoding, fluency, and comprehension. Kindergarten: Open Court Pre-Decodable Books, Open Court Decodable Books, Fry's List for Sight Word Games, Letter Naming Activities, and Blending Activities. First Grade: Open Court comprehension and language arts, Open Court phonics lessons, Open Court decodable books, Sight Word Memory match game, Consonant Sound activities, Blending Board, additional Centers for rotation through practice of reading, writing, and phonics activities, Pullout of below basic and basic students for one on one practice with Read Naturally stories. Second Grade: Open Court comprehension and language arts, Vocabulary Game for each unit of study, Comprehension activities, Vocabulary review, Open Court comprehension skills. Third Grade: Open Court Mental Images, Building Background and Vocabulary, Spelling Patterns, reading passage with comprehension questions, Word study and phonics skills, Decoding words, using context clues, Finding the main idea in Open Court Decodables. Fourth Grade: Meaning of phrases, Student Literacy Circle – character elements; Reading Notebooks to analyze text structure; Monster games; Task cards; Reading Informational Text for comprehension, main idea, compare/contrast; Reading Literary Text for point of view with evidence, context clues, main point with evidence.

- A. Grades K-4 utilize Open Court Reading and Language Arts for their specific grade level. Additionally, grade level teams of teachers collaborate to identify additional resources appropriate for their students to enhance the Open Court instruction.

## COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

### NARRATIVE - TEMPLATE PART 1

- B. Grades 5-8 utilize Readworks.org as a source to align ELA standards to individual students. Additionally, teachers use News ELA as a means of teaching informational text as well as Open Court and Scholastic Scope for comprehension strategies and practice.
- C. Some curriculum overlaps from grade to grade; however, teachers collaborate as teams to determine the most effective curriculum for their students. For instance, K-4 all utilize the Open Court series designated for their grade level; K-1 utilize Pre-Decodables, Decodables, and phonics activities; 2-4 utilizes comprehension and skills task cards.
- D. Most interventions are facilitated during the school day, although teachers are always available before and after school to assist struggling students. BCCLC also offers an after-school program once a week so students can receive additional tutoring as needed. The Blackfoot Charter School District offers 36 summer school hours in addition to the intervention instruction embedded within the school day (see Program Summary above) for students grades K-4. The Idaho Comprehensive Literacy Plan requires 60 hours of additional instruction beyond the regular school day to kindergarten through third-grade who scored a Below Basic/1/Intensive on the Fall IRI and 30 hours of literacy intervention for students who score Basic/2/Strategic. Elementary teachers and para professionals team up to offer students 3 weeks of intensive intervention for 3 hours and 30 minutes per session at 4 sessions per week through the month of June. Teachers teach whole group while the paras pull students on an individual basis or in small groups to focus on reading strategies. The elementary teacher facilitates all interventions.
- E. The district supports this school in implementing the literacy intervention program through professional development. Students attend school Monday through Thursday. Teachers attend Professional Development training every Friday for the amount of time needed to complete beneficial courses. Professional Development hours include training in intervention strategies, differentiating instruction, assessing to determine skill level, Mathematical Thinking for Instruction, and tracking RTI. All teachers at BCCLC responsible for kindergarten through eighth-grade reading programs are required to complete the PRAXIS assessment that measures their knowledge of language structure and literacy prior to receiving certification in Idaho. They are also required to complete a TMT (Teaching Mathematical Thinking) class or equivalent. Intervention strategies are applied to small groups of students based on their ability level to strengthen areas of weakness. The Idaho Comprehensive Literacy Plan states that, "All pre-service teachers must pass the assessment that measures their knowledge of language structure and literacy before receiving their certificate."

# COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

## NARRATIVE - TEMPLATE PART 1

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved Idaho Comprehensive Literacy Plan. This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

### Comprehensive Literacy Plan Alignment - REQUIRED

1. Collaborative Leadership: The kindergarten team meets every Thursday from 7:30-8:20 am where they collaborate on weekly lesson plans, interventions, assessments, and enhanced programs for the kindergarten program. First grade team discuss ELA twice a week, depending on need. Main decisions are made on Friday morning at 8:30 am, and ELA is discussed and planned with para educators on Thursday mornings at 8 am. The second grade team meets every Thursday from 3:30-5:30 pm as does the fourth grade team. During the meetings, they create curriculum to meet the standards and help support each other in instructing students. The third grade team meets on Thursdays immediately after school as a team to discuss ELA and math. During their meetings, the team discusses the standards they are focusing on that week.

2. Developing Professional Educators: Professional development courses have been provided for all teachers in Love and Logic, Teaching Mathematical Thinking (TMT), Document Based Inquiry, Practical Strategies for Enhancing STEM Learning in your Classroom, Go-To Strategies Guiding Educators to Scaffold Content Language, Civilian Response to Active Shooter Events (CRASE), Front Row Education (FRECKLE), Danielson Evaluations – Individual Professional Learning Plan, Trauma Informed Classrooms, Standards Based Grading and Response to Intervention Strategies. Additionally, all teachers and administration meet each Friday to discuss the needs of individual students and collaborate on effective strategies and interventions.

3. Effective Instruction and Intervention: The first grade team uses I-Station scores and Open Court Phonics assessments to split the children into ELA groups to target their specific needs. With the help of 3 part-time para-educators and parent volunteers, students in are targeted (low, medium, and high) at their level in small groups for Reading, Phonics, and Writing. Also specifically targeted are the lowest 20-24 student in the afternoon with a certificated teacher and the highest 20-24 students in the afternoon with a parent volunteer. The second grade team of teachers provide small group interventions in reading daily with the help of a full-time para educator and parent volunteers. During team meetings, third grade looks at the verbs and content in the standards to make sure they understand and are instructing correctly. Third grade utilizes two part-time para educators and parent volunteers for small group work and interventions. They also implemented a 30 minute block each week dedicated to intervention (on Thursdays). Each teacher chooses a subject to focus on for the month and then each third grader is sorted into one of the four classes. Subjects include reading, math, writing, spelling, and extensions. Students stay in their selected class for the entire month. Interventions typically include current 3rd grade standards along with anything the students might be struggling with.

# COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

## NARRATIVE - TEMPLATE PART 1

4. Assessment and Data: The first grade team uses assessment data to determine groups, decide if children need to move from group to group, and determine if standards need to be retaught or enriched. Student fluency is assessed three times a week. Read Naturally probes are given on Mondays and Thursdays. I-Station is completed as indicated by the program. Comprehension assessments are conducted bi-weekly. They also have a formative Phonics assessment once every 5 lessons, with a summative assessment at the end of each unit (once every 15 lessons). The second grade teachers assess students bi-weekly for reading standards and weekly for spelling and language standards. Third grade uses assessment bundles found on Teachers Pay Teachers. The assessments are aligned to the standards. There is a bundle for reading standards and also a bundle for language. Third grade has also begun using 4th grade assessments for the students who have already shown proficiency in third grade standards. Third grade assesses every two weeks. Those scores are then used to determine whether a student needs re-teaching and/or reassessing. Every six weeks, time is taken in scope and sequence to reassess previous standards, but it can also be done any time within the term as the teacher deems necessary. Fourth grade utilizes the Comprehensive Interim Assessments and the previous year's Summative ISAT Assessment scores as well as Standards Based Assessments for ELA. Data is used to create small groups for individualized instruction. The data also provides data for classroom reteach and enrichment.

Instructions: Provide information about the college and career advising model used by the LEA. Please put an "X" in the table indicating the model you use. If you are using a combination of models, please choose "Hybrid" and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

**COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM**  
**College and Career Advising Model – REQUIRED**

<b>School District</b>	# 477	<b>Name: Blackfoot Charter</b>	
Superintendent	Name: Fred Ball		Phone: 208-785-0381
	E-mail: <a href="mailto:fball@bcclc.com">fball@bcclc.com</a>		
Plan Contact	Name: Krista Christensen		Phone: 208-785-0381
	E-mail: <a href="mailto:kchristensen@bcclc.com">kchristensen@bcclc.com</a>		

	Model Name	Additional Details
X	School Counselor	Traditional School Counselor Model

# COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

## NARRATIVE - TEMPLATE PART 1

	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

### Advising Program Summary - REQUIRED

BCCLC Middle School employs one full-time school counselor. The school counselor will meet with students in large groups (presentations), small groups (focused discussion and advisory lessons) and individually (individual progress reviews and planning/advising sessions) as warranted to support education about college and career readiness and support exposure to related topics and activities through course work, and scheduled activities. The school counselor will disseminate information about Advanced Opportunities verbally and in writing to students and parents throughout the school year and facilitate access to the program. The school counselor will partner with 8<sup>th</sup> grade Advisory teachers to incorporate college and career readiness lessons and activities into scheduled "Advisory" courses. The school counselor will facilitate group and individual sessions to support all 8<sup>th</sup> grade students in developing meaningful 4 Year Plans. The school counselor will work closely with area high schools to support successful transition plans.

Parent notification of available college and career resources and advising methods has occurred and/or will occur through:

- parent letters via email and (paper) fliers sent home with students
- social media and/or school website posts regarding pertinent information and related activities
- school counselor presence at parent teacher conferences and parent nights to disseminate information and support discussion.

### Other Notes / Comments



Exhibit 14, BCCLC December 10, 2018, Meeting Board Minutes



## BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

2801 Hunters Loop \* Blackfoot, ID 83221  
Phone: Elementary 208-782-0744 Middle School 208-785-0381

### Meeting held at 1350 Parkway #30, Room 1

Board Meeting Minutes  
December 10, 2018  
7:00 p.m.

1. Meeting Called to Order
2. Pledge of Allegiance
3. Roll Call  
Board Members Present: Chair Candra Risa, Vice Chair Holly Lilya, Jeff Robbins  
Administrators Present: Dr. Fred Ball, K-12<sup>th</sup> Charter Administrator & Blackfoot Charter Middle School Principal; Kelly Jo Fisk, Director of Operations; Debbie Steele, Elementary Principal; Mark Fisk, Bingham Academy Principal; Randy Ruger, Financial Consultant
4. Approve agenda (**Action Item**)  
(M/S Holly Lilya, Jeff Robbins) Motion to approve agenda with item #7 moved to #5, move everything else down one; under New Business, swap item f and item a.  
No discussion. Motion passes.
5. Appointment of Board Members (**Action Item**)  
Vice Chair Lilya introduced Tausha Wolfley as an experienced board member and a parent of students at Blackfoot Charter and Bingham Academy. Vice Chair Lilya also introduced Dr. Dan Cravens who has a student at Blackfoot Charter elementary and Blackfoot Charter Middle School. Chair Risa asked if they were both willing to serve as board members. Both answered in the affirmative.  
(M/S Holly Lilya, Jeff Robbins) Motion to appoint Tausha Wolfley to fill the remainder of Wendy Hobley's elected two-year term, which began in October for Seat 3. No discussion. Motion passes.  
(M/S Jeff Robbins, Holly Lilya) Motion to appoint Dan Cravens to Seat 2 for a two-year appointed term according to the policy of Blackfoot Charter. No discussion. Motion passes.
6. Administer Oath of Office  
Mrs. Fisk administered the Oath of Office to Dan Cravens and Tausha Wolfley.
7. Consent Agenda (**Action Item**)
  - a. Monthly Bills
    - Oct 2018
    - Nov 2018
  - b. Previous Meeting Board Minutes
    - Sept 2018
    - Oct 2018

- Nov 2018 CANCELLED Notice
- (M/S Holly Lilya, Jeff Robbins) Motion to approve consent agenda. No discussion. Motion passes.
8. **Declare Area of Need for Spanish (Action Item)**  
Mrs. Fisk explained that Mrs. Hernandez is endorsed in 6-12 Spanish, in K-12 ESL. She already passed the praxis for her current endorsement. The state says if she teaches elementary Spanish for a year and receives a satisfactory evaluation, she will be issued a K-12 Spanish endorsement. Motion passes.  
(M/S Jeff Robbins, Holly Lilya) Motion to declare an area of need exists at the elementary school in Spanish. No discussion. Motion passes.
  9. **New Teacher Contracts for Sp.Ed and 5<sup>th</sup> Grade (Action Item)**  
Dr. Ball said Mrs. Courtney Heath is being hired to teach 5<sup>th</sup> grade. Mrs. Heath has years of school experience including serving as a behavior specialist and teaching physical education as a paraprofessional. She recently completed ABCTE for her certification.  
(M/S Holly Lilya, Jeff Robbins) Motion to approve the new teacher contracts for SPED and 5<sup>th</sup> grade. No discussion. Motion passes.
  10. **Designate Building Construction Committee Chair**  
Chair Risa asked Mark Fisk if he is willing to serve as the Chair of the Building Committee. He answered in the affirmative.  
Chair Risa announced that she is appointing Mark Fisk as the Building Construction Committee Chair.
  11. **Director's Report**
    - a. **Financial Report**  
Mr. Ruger went over the board financial packet and answered board questions. He said that Mr. Miller still does not have a voice and went in for another test today. Mr. Ruger said he will plan on coming to the next regular board meeting if the board still wants him to.
    - b. **Facilities Report**  
Mrs. Steele said she cannot say enough good about our maintenance staff who are doing an excellent job of keeping the walkways cleared for good accessibility to the school facilities.
    - c. **Academic Report**  
Mrs. Steele said the staff attended Go To Strategies presented by the State Department of Education to improve student outcomes. IStation is helping to identify which students need interventions. Staff is working with students in small groups and utilizing interim assessments.  
Students who have transferred in from other districts are scoring lower than students from Blackfoot Charter.  
The elementary has formed an alignment team for vertical and horizontal alignment which they would like to expand to middle grades as well. One goal is to align vocabulary through the grades.
    - d. **Staffing Report**  
Dr. Ball announced that Miss Jelke is on a leave of absence. George Lake will teach the remainder of the school year for 8<sup>th</sup> grade Science.
  12. **Board Members Comments and Questions**  
Vice Chair Lilya explained that the Board Member Comments and Questions section is specific to board member questions about the Directors report.
  13. **New Business**
    - a. **Approve Charter Renewal Application (Action Item)**  
The board presented small revisions to the proposed Charter Renewal Application. Chair Risa said it was amazing and a breath of fresh air to read all the amazing things that are happening at Blackfoot Charter.

(M/S Holly Lilya, Jeff Robbins) Motion to approve the charter renewal application as amended. No discussion. Motion passes.

- b. Designate Director Search Committee Chair and Applicant Update  
Chair Risa will be the Chair of the Director Search Committee. Twelve applications have been received. A rubric is being used to evaluate each candidate. Candidates will have an initial introductory phone interview. Candidates will be background checked.
- c. Appoint Board Clerk (**Action Item**)  
(M/S Jeff Robbins, Holly Lilya) Motion to approve Kelly Jo Fisk as the Board Clerk for Blackfoot Charter. No discussion. Motion passes.
- d. Accept the FY18 Fiscal Audit (**Action Item**)  
Dr. Ball said page 34 sums up the audit. The last sentence says, "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*."  
The auditor has indicated he is willing to come to a board meeting to answer any questions the board may have. He is also available for a phone interview.  
(M/S Holly Lilya, Jeff Robbins) Motion to accept the fiscal year 2018 audit. No discussion. Motion passes.
- e. Approve Purchase Order System Recommended by Auditor (**Action Item**)  
The auditor, Kurt Folke, recommended that a purchase order be issued for any purchase over \$1000 or over \$500. The Purchase Order requires the signature of the Business Manager and an administrator.  
(M/S Jeff Robbins, Holly Lilya) Motion to expand the current purchase order system to include PO numbers assigned to any expense over \$500. No discussion. Motion passes.
- f. Approve Director Search Committee members (**Action Item**)  
Chair Risa explained high school appointed Holly Lilya and Dan Cravens to the committee. Chair Risa is proposing that Candra Risa, Board Chair; Debbie Steele, elementary principal; and Rich Dodds, community member with many types of experience including serving as a mayor and as a board member be the three representatives for Blackfoot Charter appointed to the Director Search Committee.  
(M/S Holly Lilya, Jeff Robbins) Motion to approve Candra Risa, Rich Dodds, and Debbie Steele to the Director Search Committee members. No discussion. Motion passes.
- g. Approve Contract for Financial Consulting Services (**Action Item**)  
Dr. Ball said that the board has informally inquired previously if Mr. Ruger would be available for Financial Consulting. Mr. Ruger indicated that he is still willing to serve as a financial consultant.  
(M/S Jeff Robbins, Holly Lilya) Motion to approve a contract for Financial Consulting Services with Randy Ruger retroactive to October 1. No further discussion. Motion passes.
- h. Move December Board Meeting to Wed. Dec. 19, 7:30 pm (**Action Item**)  
(M/S Holly Lilya, Jeff Robbins) Motion to move the Blackfoot Charter Board Meeting to Monday, December 17 at 7:30 p.m. No discussion. Motion passes.

#### 14. Adjournment

Chair Risa announced the agenda has been fulfilled and the meeting is adjourned.

Minutes prepared by Kelly Jo Fisk

## **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.

BCCLC chose not to submit auxiliary data.



## IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 North 8th Street, Room 242 • P.O. Box 83720 • Boise, ID 83720-037

208-332-1561 • Fax: 208-334-2632

e-mail: [charter@osbe.idaho.gov](mailto:charter@osbe.idaho.gov)

December 4, 2018

Blackfoot Charter Community Learning Center  
Board of Directors  
Via electronic mail

Dear Blackfoot Charter Community Learning Center Board of Directors:

I am writing in follow-up to my November 20, 2018, letter advising your board of certain concerns that were brought to our attention, as well as requesting public documents. It is my understanding that Chris Yorgason, acting as attorney for Blackfoot Charter Community Learning Center (BCCLC), has expressed objection to that request and asked for more specific information regarding the complaints. Although there is no statutory obligation for the Public Charter School Commission (PCSC) to provide details regarding the complaints that led the PCSC to ask for the documents, the PCSC has complied with your request.

As you know, it is our obligation as BCCLC's authorized chartering entity to ensure that the school is operating in compliance with the terms of its performance certificate, performance framework, and applicable state education laws. To this end, the PCSC has the authority to make inquiries and conduct investigations in accordance with Idaho Code §33-5209C(1). In turn, the school is expected to comply with the authorized chartering entity's investigation.

Numerous concerns were recently brought to our attention by current and former BCCLC board members, consistent with the requirements of IDAPA 08.02.04.300.04. These concerns included insufficient transparency regarding school finances, questionable internal controls and financial practices, and inappropriately addressed allegations of sexual misconduct by school employees. More specifically, the allegations are as follows:

1. BCCLC's board of directors receives incomplete financial information for review and approval, indicating that it cannot fulfill its statutory obligations associated with governing the school.
  - a. Board meetings at which the school's auditor was expected to provide recommendations were cancelled, and no reviews with the auditor present were subsequently scheduled.
  - b. Board packets typically include only 2-3 pages of financial reports from the school's 2M software, and board members tend to lack sufficient training to know which reports they should receive and how to evaluate them.

- c. The board has been asked to approve expenditures after they have occurred, rather than before.
  - d. Some board members have been denied access to financial information. For example:
    - i. Issues that board members have requested for inclusion on the agenda have not been added, or have been delayed repeatedly. (This problem has extended beyond financial concerns to other matters, including consideration of a board member's reappointment prior to the end of his term.)
    - ii. The board treasurer was met with repeated delays when attempting to discuss the details of an expenditure prior to approving it. She reports not having been asked to review any further expenditures since she questioned this item.
    - iii. The board has insufficient knowledge of the school's budget, including the current status of line items, how the school's proposed facility construction will be funded, how the daycare operated at the school site is funded, and how funds are exchanged among Bingham Academy (BA), BCCLC, and the daycare operated at the BCCLC facility. Two board members' attempts to obtain additional information were declined by the school administrator.
2. BCCLC's financial practices are not transparent, are poorly understood by the board and business management staff, and result in overspending and possible impropriety.
- a. BCCLC's current business manager has limited access to the school's budget and 2M software, inhibiting him from performing his duties.
  - b. BCCLC's former business manager remains involved with the school's finances without board approval of a contract for his services.
  - c. BCCLC's funds may be being used to support Bingham Academy's financial needs, and insufficient processes are in place to provide clarity regarding transactions between the schools.
  - d. Inappropriate revenue sources may be being used to support the daycare operated at BCCLC's facility.
  - e. BCCLC has obtained loans without board approval, reportedly through the efforts of the administrator and some board members. One of these is a personal loan, with interest, from a board member's parent.
  - f. BCCLC may be obtaining loans that it cannot afford, benefitting from a familial relationship between the administrator and DL Evans bank manager.
  - g. Reports provided to the Public Charter School Commission contain modified information. This concern extends beyond financial reports to include board membership information and amended bylaws.
  - h. ISEE reports have contained inaccurate information, such as claiming a teacher who no longer worked for the school, but whose position was filled by a less experienced substitute with a familial relationship to the administrator.
  - i. Supporting documents for financial transactions have been created after the fact.
  - j. Some board members suspect possible embezzlement. This suspicion appears to be based in part on the school's worsening financial condition in the context of increasing state funding, as well as certain staff members' and board members' persistent reluctance to provide transparent access to the school's financial records.

- k. The school has struggled to make payroll at times, including in mid-November 2018. (On that occasion, checks were distributed on time based on the bank's confidence that recently-disbursed state funds would come through to cover the shortfall.)
- l. Employees who have questioned the school's financial processes have been rebuffed by the administrator and threatened with retaliation.
- m. BCCLC's independent auditor has repeatedly recommended that the board begin to address its stressed financial situation by:
  - i. Removing financial management responsibilities from Fred Ball, allowing him to focus on the school's academic program;
  - ii. Hiring qualified individuals to manage the school's finances and providing them with adequate training;
  - iii. Consistently implementing a purchase order system as part of a focused effort to curb chronic overspending;
  - iv. Requiring advance board approval of all financial transactions between Bingham Academy and BCCLC; and
  - v. Ensuring full board knowledge and participation of the board in the school's financial decision-making.

The board has not implemented these recommendations.

- 3. Some school employees have engaged in inappropriate conduct that has not been properly addressed.
  - a. A teacher has reportedly had female students under his desk, giving him candy.
  - b. A teacher has reportedly reached into female students' pockets.
  - c. A teacher was reportedly allowed to resign following a parent's police report alleging sexual misconduct with a student, without the matter being reported to the Professional Standards Commission.
  - d. Attempts by school staff members to report misconduct allegations have been quashed, including by threats of retaliation and actual retaliation.
  - e. Similar issues are alleged to have occurred at Bingham Academy, which is relevant to BCCLC because the schools share facilities and staff.
- 4. Unethical or non-compliant employment and contracting practices occur at the school, particularly failure to engage in fair hiring and procurement practices.
- 5. The school's facility is not fully ADA compliant.

Additionally, BCCLC's draft 2018 annual performance report strongly predicts near-term financial instability, based on the school's most recent independent fiscal audit. The serious nature of these concerns prompted our document request.

Correspondence we have received from BCCLC board members makes it apparent that different opinions exist among the school's leaders regarding the veracity of the allegations. Also, an overarching theme of the allegations is lack of transparency, even among board members and school staff. For these reasons, it is important to let the documentation speak for itself. Our goal is to establish the facts of the matter so that any challenges faced by the school may be identified and any unfounded allegations dismissed.



As I indicated in my November 20, 2018, email to Layne Miller, I understand the apprehension associated with being able to respond thoroughly to a large document request. To make the work easier to manage on your end while still enabling us to fulfill our statutory obligation, I have reduced the initial request as set forth below.

By the December 18, 2018, I would appreciate your provision of the following, more limited document request:

1. Any and all monthly statements from bank accounts held exclusively or jointly by Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, and the daycare operated at the BCCLC facility, whether or not such accounts are currently open, from July 1, 2017, to the present.
2. Any and all cancelled checks from Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, and the daycare operated at the BCCLC facility from July 1, 2017, to the present.
3. Any and all electronic funds transfers to and from Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, and the daycare located at the BCCLC facility from July 1, 2017, to the present.
4. Any and all invoices generated by Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, and the daycare operated at the BCCLC facility from July 1, 2017, to the present.
5. Any and all invoices received by Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, and the daycare operated at the BCCLC facility from July 1, 2017, to the present.
6. Any and all purchase orders generated by Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, from July 1, 2017, to the present.
7. Any and all budgets for Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, including all versions and amendments regardless of whether or not they were approved by the school's board of directors, from July 1, 2017, to the present.
8. Any and all documentation related to Blackfoot Charter Community Learning Center's school facilities. This includes past, current, and possible future school facilities and includes, but is not limited to, notices of intent, purchase agreements, leases, construction estimates in both draft and final forms, and building safety and compliance documentation from July 1, 2017, to the present.
9. Any and all documentation and correspondence related to loans, lines of credit, and applications for credit (whether approved or denied, personal or private), including assumed loans, obtained

or applied for by Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, from July 1, 2017, to the present.

10. Any and all board meeting agendas, minutes, and materials distributed to board members before or during board meetings, from July 1, 2017, to the present. This includes meetings that were scheduled but cancelled, as well as meetings that were actually held.
11. Any and all correspondence between Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, representatives, including employees and board members, with independent auditors and their representatives. This includes, but is not limited to, both formal and informal recommendations made by representatives of Quest, Inc. and Kurt Folke, CPA, from July 1, 2017, to the present.
12. Any and all documents, including but not limited to correspondence to or from Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated employees and board members, making reference to the staffing, finances, or operations of the daycare operated at the Blackfoot Charter Community Learning Center facility, from July 1, 2017, to the present.
13. Any and all correspondence to and from the following individuals: Mark Fisk, Fred Ball, Debbie Steele, Chad Harris, Randy Ruger, Layne Miller, current and former members of the Blackfoot Charter Community Learning Center Board of Directors, and current or former members of the Bingham Academy Board of Directors regarding the finances of Blackfoot Charter Community Learning Center and/or Bingham Academy from July 1, 2017, to present. This includes, but is not limited to, correspondence regarding financial transactions between the schools.
14. Any and all correspondence to and from current and former Blackfoot Charter Community Learning Center and/or Blackfoot Charter Community Learning Center, Incorporated, employees and current and former board members regarding improprieties or inappropriate behavior toward students by any employee of Bingham Academy, Idaho STEM Academy, Blackfoot Charter Community Learning Center, or Blackfoot Charter Community Learning Center, Incorporated, whether real or alleged, from July 1, 2016, to the present.
15. Any and all employment contracts, job descriptions, and contracts with individuals or corporations performing services for Blackfoot Charter Community Learning Center and Blackfoot Charter Community Learning Center, Incorporated, from July 1, 2016, to the present.
16. Any and all documentation evidencing fair hiring and procurement practices for employees and contractors of Blackfoot Charter Community Learning Center and Blackfoot Charter Community Learning Center, Incorporated, from July 1, 2017, to the present.

Please understand that it may be necessary for us to review additional documents in the future, as indicated by our original request. For that reason, we ask that you retain any such documentation until the PCSC has completed its review of the allegations.

I believe it would be helpful for our staff to have a conversation with your board to discuss the concerns that prompted this request. As you know, Candra Risa and I were scheduled for a phone call on November 27, but she unfortunately had to cancel. It is my hope that we can meet soon in order to ensure all BCCLC board members understand, and have additional opportunity to respond to, the issues that have been raised.

On a related note, it is our understanding that BCCLC's board membership presently falls short of the five directors required by the school's bylaws. I urge you to continue working quickly and thoughtfully to fill the vacant seats and return to compliance. It is also advisable for you to obtain qualified, third-party training (such as that offered by the Idaho School Boards Association) to help resolve the current discord.

As always, we welcome open communication and invite you to contact us anytime.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tamara Baysinger".

Tamara L. Baysinger  
Public Charter School Commission Director



## IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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February 12, 2019

Blackfoot Charter Community Learning Center  
Board of Directors  
Via Electronic Mail

Dear Blackfoot Charter Community Learning Center (BCCLC) Board of Directors:

Thank you for taking the time to meet with us during our recent visit to Blackfoot. We appreciate your willingness to engage in an open conversation to review the issues we identified, and we look forward to supporting your continued efforts to make the necessary changes.

BCCLC's financial status is presently concerning. The school's annual performance report shows a "critical" financial score that dropped from 75% in 2017 to 45% in 2018. At 8.4%, however, BCCLC's overall long-term debt is reasonable. It appears that overspending may be a significant contributor to BCCLC's cash flow challenges and overall financial distress. This observation is consistent with input from the school's independent auditor.

Implementation of stronger internal controls and operational practices will help you better manage BCCLC's expenditures and protect the interests of all parties, including students, employees, taxpayers, and the school itself. Below, for your reference, is a summary of the particular opportunities for improvement that we discussed:

1. BCCLC must implement a consistent purchase order system to ensure that all purchases are pre-approved by appropriate, designated individuals. Purchase orders should be signed in advance of the purchase by two individuals, neither of whom is involved in making the purchase. All purchases should be documented by itemized invoices and/or receipts.
2. BCCLC must reduce its use of reimbursements for purchases made by employees, contractors, board members, and the PAC. Any reimbursements that are made must be pre-approved through the purchase order system and documented by itemized receipts.
3. BCCLC must ensure that clear, detailed contracts are in place prior to the performance of services. Such contracts should clarify expectations regarding the scope and cost of work to be performed. Examples include administrative services, IT maintenance, handyman work, fire alarm maintenance, facility rental, etc.
4. BCCLC must cease use of pre-paid credit/debit cards.

5. BCCLC must ensure clear separation of its finances from those of Idaho STEM Academy, Inc. dba Bingham Academy (BA).
  - a. Any transfers of funds between the schools (including purchases, rentals, shared services, loans, etc.) must be formally pre-approved by the Board of Directors, not merely reviewed by individual members of the board.
  - b. Any resources shared with BA must be clearly documented through written contracts and formally pre-approved by the board of directors. This includes, but is not limited to, student transportation and leased auditorium space.
  - c. Neither school should pay costs incurred by the other school.
  - d. BCCLC's files must contain only BCCLC documents, not those belonging to BA.
6. Consistent with the need for pre-approved, documented purchases and separation of finances from those of BA, BCCLC must cease use of charge accounts such as the ones at Ridley's Market/ACE Hardware and Amazon.com.
7. BCCLC must ensure that the school's finances and operations are completely separate from those of any daycare operating at the school facility. It is our understanding that plans are underway to cease the provision of daycare services at the school facility, as well as associated paycheck withholdings, by March 1, 2019.
8. BCCLC's Board of Directors must meet with the school's auditor annually to review the independent financial audit and any recommendations.
9. BCCLC must ensure that all vendors are paid in a timely fashion, eliminating late fees and risk of suspension of employee benefits.
10. BCCLC should create a system to ensure consistent coding that is aligned with IFARMS.
11. BCCLC should adopt an asset management system. This will help ensure that all ordered items are received, school-owned assets remained in the school's possession, and duplicative purchases are avoided.
12. BCCLC has incurred unusually high costs related to facility repairs and construction materials. The Board of Directors should evaluate whether purchasing inexpensive items in need of significant refurbishment represents savings over purchasing higher quality items in working order.
13. BCCLC must adopt an organizational structure that corresponds with its job descriptions and contracts, then ensure that individuals are performing work within the scope of their job descriptions.

14. BCCLC must ensure that contracts are signed by the appropriate individuals and that no contracts are backdated.
15. BCCLC's Board of Directors must ensure that only individuals who are employed by or appropriately contracted with BCCLC have access to confidential information, such as student and personnel records.
16. BCCLC should clarify roles, responsibilities, and channels of communication at all levels of the organization to improve documentation and reduce confusion.
17. BCCLC's board should continue working to ensure that all board members and employees are aware of, and committed to following, the appropriate process for fulfilling mandatory reporting requirements in cases of alleged sexual misconduct.
18. BCCLC's board should update its bylaws to clarify membership terms and processes for selection of new members.
19. The board should obtain training from the Idaho School Boards Association focused on governance, financial oversight, and administrator evaluation.
20. Recent correspondence from the Division of Building safety indicates that the facility safety concerns previously noted have been corrected.

Because the school has lacked strong internal controls in the past, the Public Charter School Commission will be contracting with an independent forensic auditor to review BCCLC's use of public funds. We will be in touch with additional information, such as scheduling, as it becomes available.

Thank you for your ongoing service to BCCLC. We look forward to supporting you as you work to make the necessary changes described above, and will contact you to schedule regular check-ins over the coming months. In the meantime, please don't hesitate to let us know how we may be of assistance.

Sincerely,



Tamara L. Baysinger  
Public Charter School Commission Director