

PCSC Commissioner Meeting

Feb 11, 2021 9:00 AM MST

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COMMISSION WORK

1. AGENDA APPROVAL

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

COMMISSION ACTION

A motion to approve the agenda as submitted.

2. MINUTES APPROVAL

Does the PCSC have any changes or additions to the meeting minutes from December 10, 2020?

COMMISSION ACTION

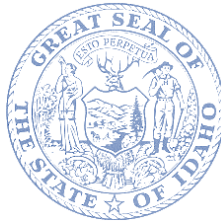
A motion to approve the meeting minutes from December 10th as submitted.

3. PCSC POLICY UPDATE

Minor revisions to Section 1 of PCSC policy are proposed to ensure clarity.

COMMISSION ACTION

A motion to approve the revision to Sections 1A and 1B of PCSC policy as presented.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION MEETING AGENDA

Date: Thursday, February 11, 2021

Start Time: 9:00 A.M., MST

Physical Location: 304 North 8th St., Suite 242 Boise, ID 83702, limited public seating (6 seats) available on a first-come-first-served basis. The public is encouraged to participate remotely.

Remote/Public Access:

You Tube livestream: <https://www.youtube.com/channel/UChV-TDWV4fvl-UoozmMeoPA>

I. COMMISSION WORK

- A. Agenda Review / Approval (Action Item)
- B. Minutes Review / Approval (Action Item)
- C. PCSC Policy Update (Action Item)

II. WRITTEN COMMENT

Written public comment may be submitted to the PCSC prior to the meeting via mail at P.O. Box 83720, Boise, Idaho, 83720, or email at pcsc@osbe.idaho.gov. Please see Section I of PCSC policy for details.

III. CONSIDERATION OF PERFORMANCE CERTIFICATE

- A. Cardinal Academy (Action Item)

IV. CONSIDERATION OF A MAJOR AMENDMENT

- A. Anser Charter School (Action Item)

V. CONSIDERATION OF NEW CHARTER PETITION

- A. Elevate Academy North (Action Item)

VI. CONSIDERATION OF NEW CHARTER PETITION

- A. Elevate Academy Nampa (Action Item)

VII. DIRECTOR'S REPORT

VIII. LEGISLATIVE SESSION UPDATE

IX. PCSC FINANCE COMMITTEE UPDATE

DRAFT MEETING MINUTES

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

December 10, 2020
304 N 8th St, Boise, Idaho
Zoom Meeting

This meeting was called to order by Chairman Reed at 9:00 a.m. The following Commissioners attended remotely:

Alan Reed
Sherrilynn Bair
Brian Scigliano
Wanda Quinn
Nils Peterson
Kitty Kunz
Julie VanOrden

TAB I: COMMISSION WORK

1. Agenda Review/Approval

M/S (Peterson/Quinn) Motion to approve the agenda as presented. *The motion passed unanimously.*

2. Minutes Review/Approval

M/S (Quinn/Scigliano) Motion to approve the October 8, 2020 minutes as presented. *The motion passed unanimously.*

3. Meeting Calendar for FY21

M/S (Peterson/VanOrden) Motion to approve the proposed PCSC meeting dates as presented. *The motion passed unanimously.*

TAB II: PUBLIC COMMENT

Jennifer Rogers, with St. Alphonsus, spoke in support of Cardinal Academy and described the services that will be offered. She stated that St. Alphonsus will provide support to the school.

Jennifer Cook, Associate Program Director of Family Medicine Residency of Idaho, spoke about the services they have provided to the former Marian Pritchett School and will continue to provide to Cardinal Academy.

Kaitlyn Dillon, a former student of Marian Pritchett School read a letter of support for Cardinal Academy outlining her personal experience as a student.

TAB III: CONSIDERATION OF NEW CHARTER PETITION

Director Thompson summarized the new charter petition for Cardinal Academy. This school would serve pregnant and parenting teens. She stated the staff recommendations would be to either deny the petition or approve with the conditions noted in the meeting materials.

Patricia Kempthorne, Board Chair for Cardinal Academy provided an overview of Cardinal Academy and the previous Marian Pritchett School.

Emily Bergstrom, Executive Director of Cardinal Academy spoke about the enrollment projections for Cardinal Academy.

Cathie Olschanowsky, Cardinal Academy Board Treasurer spoke about the various grants that they will apply for if the petition is approved.

Greg Richmond, board director of Cardinal Academy and member of the school's finance committee, spoke about the school's financial viability and their plan to keep seats open throughout the school year unlike a traditional charter school.

Emily McClure, Vice Chair with Cardinal Academy and Hannah Gayle, Cardinal Academy Board Member also spoke about community support for the school.

Discussion followed concerning enrollment numbers, academics, and recruitment.

Douglas Park, former Boise School District Board Member spoke in support of Cardinal Academy.

M/S (Peterson/Quinn) A motion to approve the Cardinal Academy Public Charter School new charter school petition with the following conditions:

- a) No later than May 26, 2021, the school must evidence 50 students by record of accepted offers; and
- b) No later than May 26, 2021, the school must evidence award of 100% of the anticipated grants and philanthropic dollars included in the pre-operational and break-even year 1 budgets as presented in the petition; and
- c) No later than May 26, 2021, the school must evidence a fully executed facility lease specifying that the annual lease payment will not exceed the state reimbursement for facilities and lottery funds received by the school in any given year as described in the petition. *The motion passed unanimously.*

TAB IV: DIRECTOR'S REPORT

Director Thompson provided an update on the schools, the new performance framework, and annual reports.

TAB V: LEGISLATIVE PREVIEW

Director Thompson highlighted a couple of bills that are expected to be presented this year and changes in legislators on the education committee.

TAB VI: DISCUSSION

Director Thompson shared an article with the commission; "Identifying Indicators of Stress in Charter Schools". Discussion followed.

M/S (Bair/Peterson) A motion to adjourn. *The motion passed unanimously.*

The meeting adjourned at 10:57 a.m.

Section I: PCSC Meeting Protocol

A. Submission of Meeting Materials

1. Final revisions for new charter school petitions must be received by the PCSC office no later than 5:00 p.m. Mountain Time thirty (30) calendar days prior to the scheduled hearing.
2. All other materials to be considered at a regular meeting must be received by the PCSC office no later than 5:00 p.m. Mountain Time fifteen (15) calendar days prior to the meeting date.
3. Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no less than twelve (12) hours prior to the scheduled start time of the meeting.
4. Additional or revised materials may be accepted after the deadline at the discretion of the PCSC Director.
5. Additional materials and handouts may be accepted at the meeting at the discretion of the PCSC Chair.
6. All materials shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage devices. Materials submitted as a shared document or via a shared drive not provided by the PCSC will not be accepted.

B. Written Testimony Public Comment

1. Written testimony public comment may be submitted to the PCSC staff at any time.
 - i. Written testimony public comment submitted at least seven (7) days in advance of a regularly scheduled PCSC meeting will be included in the meeting materials.
 - ii. Written testimony public comment submitted fewer than seven (7) days in advance of a regularly scheduled PCSC meeting will be distributed to commissioners, but may not be included in the meeting materials.
2. Written testimony public comment must be identified as such and must include the name and contact information of the author.
3. Written public comment will be read aloud at the next regularly scheduled PCSC meeting and will be limited to three (3) minutes per comment.

C. Public Participation Comment [on Particular Agenda Item]

1. Members of the public may speak on a particular agenda item ~~address the PCSC~~ during regularly scheduled or special PCSC meetings after providing written notice to PCSC staff.
2. Members of the public seeking to speak on a particular agenda item must provide written notice to PCSC staff indicating the topic agenda item they wish to speak about on the sign-in sheet at least twelve (12) hours prior to the start of the meeting.

3. Members of the public ~~may~~ will be invited to speak by the Chairman during the particular agenda item to which the public comment pertains.

D. Agenda Items Regarding PCSC Schools

1. A public charter school will be informed no less than thirty (30) days prior to any meeting at which that school is the subject of an agenda item.
2. A public charter school's governing board or its designee shall be allotted up to fifteen (15) minutes to address the PCSC during the agenda item(s) specifically related to that school. Additional time may be allowed at the Chairman's discretion.

WRITTEN PUBLIC COMMENT

Written public comment may be submitted to the PCSC prior to the meeting by mail (P.O. Box 83720, Boise, Idaho, 83720) or email (pcsc@osbe.idaho.gov).

SUBJECT

Cardinal Academy Incorporated Proposed Performance Certificate.

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205B Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Idaho statute requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval.

On December 10, 2020 the PCSC approved a charter petition for Cardinal Academy Incorporated (CA)

DISCUSSION

PCSC staff has collaborated with CA to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

SPEAKER

No guest speaker.

IMPACT

The PCSC has 75 days from the date of new petition approval in which to execute a performance certificate with the school's governing board.

STAFF COMMENTS AND RECOMMENDATIONS

If the PCSC moves to execute the performance certificate, the PCSC chairman and respective school's board chair will sign the certificate, making it effective for the dates specified therein.

COMMISSION ACTION

A motion to execute the performance certificate for Cardinal Academy Incorporated as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on February 11, 2021, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Cardinal Academy Incorporated (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Act.”)

RECITALS

WHEREAS, on August 31, 2020 the Authorizer received a petition to establish a new charter school; and

WHEREAS, on December 10, 2020 the Authorizer approved the new charter school petition;

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

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The School is hereby authorized to implement the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** This Certificate is effective as of December 10, 2020 if properly executed. The school shall be pre-operational from the effective date of this Certificate through June 30, 2021. The school’s operational term shall be from July 1, 2021 and end on June 30, 2026. Subsequent terms of operation may be issued by the authorizer in accordance with Idaho Code and PCSC policy.
- C. Pre-Opening Requirements.** 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 B and incorporated herein by this reference.
- D. Pre-Opening Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as Appendix D and incorporated herein by this reference. If all pre-opening conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall commence operations/instruction with the first day of school after July 1, 2021. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer may exercise its

authority at its next regularly scheduled meeting to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Cardinal Academy Incorporated will provide a rigorous academic program to pregnant and parenting teens in a supportive environment where students are prepared for parenthood, college, career, and life.
- B. Grades Served.** The School may serve students in grades 9 through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - a. The School shall serve pregnant and parenting teens.
 - b. The School shall provide a layered curriculum instructional model.
 - c. The School shall include flexible scheduling for students.
 - d. The School shall provide wrap-around services for students.
- 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. The School shall be accredited by Cognia. All reports issued to the school from the accrediting agency shall be submitted to the Authorizer within five (5) days of receipt.

SECTION 3: 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 with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial health, and operational management of the School. The Charter Board shall also be responsible for maintaining and enforcing a compliant board and providing overall board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Board shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable rules, laws, and this Certificate. The School shall notify the Authorizer of any modification to the articles of incorporation or bylaws 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 of incorporation and bylaws, and all applicable law, rule, and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's Role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, board stewardship, operational management, and financial health. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:
1. The School's comparison group shall include the following schools:
 - All Alternative Schools in Idaho
- D. 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. A formal report of the School's academic, financial, and operational performance shall be published by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- E. School Performance.** The School shall meet standard on all measures of the Performance Framework included herein. The Authorizer shall renew any charter in which the public charter school met all of the terms of its Certificate, including all appendices, at the time of renewal.
- F. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- G. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- H. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- I. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

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.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 140. Enrollment shall be limited to the following:

	2021-22	2022-23	2023-24	2024-25	2025-26
Total Enrollment Not to Exceed:	140	140	140	140	140

- C. Equitable Enrollment Procedures.** 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 School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** The School shall operate at the following location(s): 9492 W Emerald St, Boise, ID 83704. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and Administrative Rule.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance areas is as follows: Ada County.
- F. Staff.** Instructional staff shall be certified as provided by rule of the state board of education. All full-time staff members of the School shall 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's Performance Framework incorporated into this agreement as Appendix A.
- B. Financial Controls.** At all times, the School shall maintain appropriate governance, managerial procedures, and financial controls which shall include, but are not 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 November 1 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 or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the School choose to relinquish its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- 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, including the Performance Framework. The School may appeal a decision to not renew directly to the state board of education.
- C. Revocation.** The School's Charter may be revoked if the School fails to have sufficient cash on hand as required by the Charter Schools Act. In such event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The School may appeal a decision to revoke directly to the state board of education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Board, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the School appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30th. Closure protocol shall only cease if the state board

of education overturns the Authorizer's decision.

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. 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 11, 2021.

Chairman, Idaho Public Charter School Commission


Patricia Kempthorne (Jan 15, 2021 20:54 MST)

Chairman, Cardinal Academy Incorporated Governing Board

Cardinal Academy Incorporated
Performance Certificate 2021 – 2026
Executed December 10, 2020

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Cardinal Academy Signature Page

Final Audit Report

2021-01-16

Created:	2021-01-15
By:	Dianne Hobbs (dianne.hobbs@osbe.idaho.gov)
Status:	Signed
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Agreement completed.

2021-01-16 - 3:54:21 AM GMT

Appendix A: Performance Framework
Appendix B: Pre-Opening Requirements
Appendix C: Charter
Appendix D: Conditions of Authorization/Renewal

Cardinal Academy Incorporated

Performance Certificate 2021 – 2026

Executed December 10, 2020

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Appendix D: Conditions of Authorization/Renewal

Cardinal Academy
December 10, 2020

- 1)** No later than May 26, 2021, Cardinal Academy will submit to the PCSC the following information:
 - a) Evidence of 50 students by record of accepted offers; and
 - b) Evidence of award of 100% of the anticipated grants and philanthropic dollars included in the pre-operational and break-even year 1 budgets as presented in the petition; and
 - c) Evidence of a fully executed facility lease specifying that the annual lease payment will not exceed the state reimbursement for facilities and letter funds received by the school in any given year as described in the petition.

SUBJECT

Consideration of Major Amendment – Anser Charter School

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5206(8)

IDAPA 08.02.04

PCSC Policy Section IV.C – Major Amendments

BACKGROUND

A public charter school may request an amendment to its performance certificate at any time. PCSC policy identifies a request to serve additional grade levels as a major amendment. While minor amendments can be approved by the PCSC's Director, major amendments must be considered for approval by the commission. Consideration of a proposed amendment must be limited to the scope of the proposed amendment.

DISCUSSION

Anser Charter School requests expansion of the grades it is approved to serve from K-8 to K-9. This change would better align the charter school to the structure of local districts. Currently, a student who completes 8th grade at Anser must transition to a new school for 9th grade and transition again in 10th grade.

This change would create a smoother transition to high school for students and would likely improve Anser's ability to recruit and retain middle school students.

The school expects to begin serving 9th grade students in the fall of 2023, but is making the request now to ensure they have sufficient lead time to prepare financially and programmatically to best serve 9th grade students.

While the school has no plans to serve grades 10-12, serving 9th grade would require them to achieve and maintain full accreditation through Cognia.

SPEAKER

Heather Dennis, CFO of Anser Charter School will be present to explain the request and answer questions.

The following representatives of Anser Charter School will be present for questions: Michelle Dunstan, Education Director, Caitlyn Scales, Board President, and Maridee Lemieux, Treasurer.

IMPACT

If the PCSC approves the request, Anser would begin serving 9th grade students in the fall of 2023.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the PCSC approve the amendment request as presented.

COMMISSION ACTION

A motion to approve Anser Charter School's amendment request as presented; OR

A motion to deny Anser Charter School's amendment request as presented.

January 22nd 2020

Alan Reed

Chairman, Idaho Public Charter School Commission

304 North 8th St., Suite 242

Boise, ID 83702

Dear Chairman Reed,

Anser Charter School is in its 22nd year of operation and is moving through a planned expansion over the next five years. Like most schools around the country, we have seen a significant increase in social, emotional and mental health challenges among our students, particularly our adolescents. This shift in how students experience stress, anxiety and depression, also has academic impacts including lower levels of engagement and worries about how their learning prepares them for the real world. As a learning community we began working on ways to address these shifts by providing opportunities built upon equity for all learners, developing student agency, building global competency through real world experiences and focusing on service as the heart of our educational approach.

As our group of educators, board members, parents and students worked together to design a junior high program with opportunities for accelerated math classes, self-designed electives courses, and integrated language arts, social studies and civic engagement course work, we realized the potential this program has with the addition of 9th grade. We can envision a 9th grade year where the focus on service and community engagement that has been instilled in the lower grades can come to fruition as students mature, can exercise agency in choosing a path to pursue and take the steps to imagine a better world and work toward realizing it.

With the addition of 9th grade we would be able to offer more differentiation in math and science, and support students through a “capstone-like” service project that could not only build a foundation for advanced coursework but also continued service and community engagement in high school.

The most common request we receive from parents is to add a 9th grade. Within the Boise School District, 9th grade is housed within the junior high buildings. This means that our graduating 8th graders have to attend three different schools in three years- Anser, their local junior high, and their local high school. While many students take this transition in stride, others are challenged to make these repeated transitions. By adding 9th grade we would be acting on the parent voice within our community that has been asking for this for years. Now, as we plan an expansion we finally have the resources and space to make 9th grade a reality.

We ask that you consider our request to amend Anser’s Performance Certificate to allow for the inclusion of 9th grade. We plan to enroll 9th grade students for the 2023-2024 school year, which gives



the school ample time to pursue accreditation and work with our EL Education network, (formerly Expeditionary Learning) to draw upon the best practices other EL Education schools around the country that have implemented at the 9th grade level to develop a unique and exemplary program.

In reviewing our Performance Certificate amendments and our budget, you will note that we are budgeting very conservatively as it relates to the addition of 9th grade. While we have the potential to enroll fifty four 8th graders, and have requested the addition of fifty students to our enrollment cap, we are budgeting that only 25 (less than half) of the students will stay for 9th grade. We are taking this step as we have seen how charter high schools can struggle with enrollment, and because we are offering a very specialized program that may not appeal to every student, particularly those who are excited to take part in the many opportunities large school districts can provide.

After so many years as a K-8 school it may be surprising to get this request. While we know technically 9th grade is high school, and will require teachers that have those certifications and will require the school to seek accreditation, we envision meeting those requirements through an approach that embraces student agency and choice, integrates the humanities and sparks a passion for service and civic engagement among our students. We do not have any plans to add additional grades in the future. Rather we plan to focus carefully on serving the needs of our current students and their families, and providing a culminating year at Anser that prepares our students to be leaders in their community and empowers them to make the world a better place.

Sincerely,

Caitlyn Scales,

Anser Community Board President

ANSER OF IDAHO, INC.
HISTORICAL AND PROJECTED REVENUES AND EXPENDITURES

	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>	<i>Projected</i>
	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
Total Enrollment	369	373	375	436	436	541	646	681	691
Support Units	20.2	20.2	20.7	23.57	23.57	27.44	32.84	35.39	36.41
REVENUE									
State Sources: State Support	2,283,026	2,425,410	2,603,065	2,804,266	2,950,007	3,554,229	4,365,369	4,804,887	5,032,216
State Sources: Transportation	-	-	-	-	67,600	102,375	136,500	136,500	136,500
Interest/Contributions	141,071	148,305	145,089	84,500	84,620	175,969	183,571	190,702	142,837
Other Local and State Support	66,610	93,679	134,548	20,000	98,480	136,209	137,911	136,222	142,809
Lunch Program	103,014	105,071	82,464	95,000	88,716	110,408	119,314	123,042	124,931
BLUUM/JKAF Expansion Grants	-	31,541	70,949	262,000	120,000	492,000	161,000	-	-
CSP Expansion Grant	-	-	-	17,965	474,998	139,302	167,735	-	-
Covid Funding (PPP/ESSERF/CARES)	-	-	137,958	491,351	-	-	-	-	-
Federal Title Funds: I, II, and VIB	58,295	42,740	51,336	103,201	119,090	147,200	171,021	178,696	180,574
Total Revenue	2,652,016	2,846,746	3,225,409	3,878,283	4,003,510	4,857,691	5,442,422	5,570,049	5,759,867
EXPENSES									
<i>INSTRUCTIONAL PROGRAMS</i>									
Salaries	941,684	946,235	1,012,031	1,104,850	1,208,902	1,550,012	1,792,218	1,887,262	1,940,672
Benefits	270,137	285,964	296,621	404,063	415,150	520,190	607,718	634,771	651,270
Classroom Supplies	33,513	36,317	29,682	29,700	34,550	39,303	44,613	46,774	53,704
Curriculum	26,630	38,858	16,722	7,300	12,300	13,500	14,678	15,527	18,167
Classroom Equipment	1,735	2,930	265	1,500	1,500	1,740	1,976	2,100	2,375
TOTAL INSTRUCTION	1,325,794	1,363,857	1,411,497	1,603,589	1,730,263	2,184,341	2,567,598	2,696,021	2,779,062
<i>SPECIAL SERVICES PROGRAMS</i>									
Salaries/Benefits: Title I and Title VIB	58,295	42,740	51,336	78,992	87,632	108,700	129,576	136,328	138,013
Purchased Services/Supplies: Title I, II & VIB	-	-	-	24,209	31,458	38,500	41,445	42,368	42,561
Exceptional Child Program	166,276	169,469	180,308	202,738	154,339	213,885	282,398	284,355	284,399
TOTAL SPECIAL SERVICES	224,571	212,209	231,644	305,939	273,429	361,085	453,419	463,051	464,973
<i>ADMINISTRATION</i>									
Salaries: Administration	72,707	79,040	81,411	81,411	83,853	153,319	157,918	162,656	167,536
Office	173,722	180,206	228,848	219,960	269,557	303,528	316,064	324,648	322,799
Benefits	89,403	81,760	86,018	103,719	132,629	135,182	138,655	149,496	152,174
Purchased Services	48,125	55,783	49,384	42,900	43,700	43,700	43,700	43,700	43,700
Supplies	14,997	18,411	11,401	15,500	16,500	16,500	16,500	16,500	16,500
<i>SUPPORT</i>									
Tech Consultant and Supplies	94,478	121,351	121,490	103,618	132,024	147,184	162,355	168,447	170,202
Dues, Fees, Travel	11,908	5,971	25,091	17,800	17,800	17,800	17,800	17,800	17,800
Staff Development	46,675	35,098	44,681	16,291	32,300	32,300	32,300	32,300	32,300
Legal, Audit, and Director Fees	32,420	42,584	39,918	41,900	44,850	44,850	44,850	44,850	44,850
TOTAL ADMINISTRATION	584,435	620,204	688,242	643,099	773,213	894,363	930,143	960,397	967,860
<i>FACILITIES</i>									
Salaries & Benefits: Bldg. Care	66,270	56,532	43,986	46,736	47,939	49,314	58,444	58,444	58,444
Utilities - Electric, Gas, Water, Sewer	29,970	26,522	25,428	25,750	25,750	33,475	33,475	33,475	33,475
Telephone	4,064	4,556	4,751	5,000	5,000	5,000	5,000	5,000	5,000
Contracted Services	7,241	4,483	6,508	5,000	5,000	5,000	5,000	5,000	5,000
Custodial Supplies	6,954	4,137	7,426	4,000	4,000	4,960	5,902	6,197	6,259
Insurance - fire, theft, liability	8,219	8,998	9,789	10,100	10,100	20,200	20,200	20,200	20,200
Maintenance - Property/Grounds	6,713	8,007	16,794	5,500	11,000	11,000	11,000	11,000	11,000
Maintenance - Student Occupied Bldg.	61,696	38,040	69,080	65,000	65,000	65,000	65,000	65,000	65,000
Bond Related Fees and Expenses	-	-	-	-	-	29,850	20,881	20,566	20,241
TOTAL FACILITIES	191,127	151,275	183,763	167,086	173,789	223,799	224,902	224,882	224,619
<i>MISCELLANEOUS</i>									
Transportation	-	-	-	-	104,000	157,500	210,000	210,000	210,000
Food Service	105,629	109,843	98,209	99,076	92,212	114,847	123,843	127,662	129,644
AAYC - Full Day Kindergarten	60,320	47,393	53,622	55,671	62,480	91,209	92,911	91,222	97,809
Covid Related Expenses	-	-	-	261,422	-	-	-	-	-
Grant Expenses	-	33,471	75,366	212,189	474,998	307,037	-	-	-
SubTotal Operating Expenditures	2,491,876	2,538,252	2,742,343	3,348,071	3,684,384	4,334,182	4,602,816	4,773,236	4,873,969

Est. Net Operating Rev. Avail.For Debt Svc	160,140	308,494	483,066	529,212	319,126	523,510	839,605	796,814	885,898
Mortgage Payments	173,457	173,457	173,457	173,458	-	-	-	-	-
Bond Debt Service	-	-	-	-	207,275	414,550	569,550	569,900	569,400
Capitalized Interest on Bonds	-	-	-	-	(207,275)	(207,275)	-	-	-
Total Facility Debt Service and Payments	173,457	173,457	173,457	173,458	-	207,275	569,550	569,900	569,400
Estimated Facility Debt Expense Coverage	0.92	1.78	2.78	3.05	-	2.53	1.47	1.40	1.56
Estimated Facility Expense Burden	6.5%	6.1%	5.4%	4.5%	0.0%	4.3%	10.5%	10.2%	9.9%
Maximum Annual Debt Service	173,457	173,457	173,457	173,458	207,275	414,550	569,550	569,900	569,400
Maximum Annual Debt Service Coverage	0.92	1.78	2.78	3.05	1.54	1.26	1.47	1.40	1.56
One-time Capital and Operating Expense	64,434	293,716	71,670	-	-	425,000	-	-	-
Estimated Net Surplus	(77,751)	(158,679)	237,939	355,754	319,126	(108,765)	270,055	226,914	316,498
Prior Year Fund Balance	912,132	834,381	675,702	913,641	1,269,395	1,588,521	1,479,755	1,749,811	1,976,724
Less Restricted Funds (\$225K Debt Service)	(309,704)	(261,502)	(299,950)						
Est. End of Year Unrestricted Fund Balance	524,677	414,200	613,691	1,269,395	1,588,521	1,479,755	1,749,811	1,976,724	2,293,222
Days Cash on Hand	77	60	82	138	157	125	139	151	172

Assumptions:

- Revenue estimates are based on 95% of projected enrollment.
- State Support assumes an increase of 3 % each year through FY2025
- Student transportation reimbursement is estimated at 65% , although with increased ridership, the reimbursement will likely be higher.
- Salaries assume a 3% increase each year.
- Mortgage refinance will release \$225,000 in restricted funds in May 2021
- Select other expenses increase with enrollment growth each year.

SUBJECT

Elevate North Charter School– New Charter School Petition

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5205

IDAPA 08.02.04

BACKGROUND

Elevate Academy North is a proposed new charter school to be located in the Post Falls/Coeur d'Alene area. The school would offer a CTE program for up to 486 at-risk students in grades 6-12.

The school expects to remodel an existing facility to meet its needs, and has partnered with BLUUM and Building Hope to complete this project.

DISCUSSION

Please see the Petition Evaluation Report for details regarding PCSC staff's evaluation of the petition.

SPEAKER

Monica White, CEO of the Elevate Academy, Inc. network of schools and Marita Diffenbaugh, proposed principal will provide a presentation. Board chair, Kellie Foreman will be available for questions.

IMPACT

If the PCSC approves the petition, the PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the new charter school petition for Elevate Academy North.

COMMISSION ACTION

A motion to approve the new charter school petition for Elevate Academy North as presented; OR

A motion to deny the new charter school petition for Elevate Academy North.

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION EVALUATION REPORT



Re: Elevate Academy North

Report Issued 1/22/2021

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

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

Alan Reed, Chairman
Jenn Thompson, Director

Petition Review Summary

Elevate Academy North intends to serve at-risk students in grades 6-12 in the Post Falls/Coeur d'Alene/Rathdrum area. The proposed school adheres to a Career and Technical Education (CTE) model, helping students develop technical skills that will allow them to achieve employment while also moving towards achieving their diploma when possible.

The school engages with local businesses and community partners to provide practical experience to the educational model. The school also intends to purchase back office and management services from Elevate Academy Caldwell via a professional services agreement.

The petitioners have experience working with the proposed student population, and exhibit enthusiasm for providing the proposed educational model to their community. The academic program is research-based and provides a unique experience for at-risk students, allowing them to stay engaged and build skills they can use in the North Idaho workforce.

PCSC Staff Recommendation: PCSC staff recommend that the Public Charter School Commission approve Elevate Academy North's petition for a new public charter school.

Summary of Section Ratings

Section 1: Educational Program ↓↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓↓

MEETS STANDARD

Section 3: Board Capacity and
Governance Structure ↓↓

MEETS STANDARD

Section 4: Student Demand & Primary
Attendance Area ↓↓

MEETS STANDARD

Section 5: School Leadership and
Management ↓↓

MEETS STANDARD

Section 6: Virtual Schools ↓↓

NOT APPLICABLE

Section I: Educational Program

MEETS STANDARD

Comments

The school will utilize a CTE model and provide students with an opportunity to both earn a diploma and also develop specific skills that will help them enter the North Idaho workforce.

Students attend school in a year-round format with a flexible schedule and work to close learning gaps.

Students are categorized into one of three groups (Summit, Peak, and Crest) based upon where they are in relation to earning a diploma. Each group has a primary focus: Summit students focus on achieving graduation within 5 years; Peak students are not on track to graduate in either 5 years or before they turn 21, and focus on workforce readiness and earning one industry certificate; Crest students enter Elevate after several years not attending school, and focus on earning one industry certification, and basic reading and math skills.

Strengths

- Students will develop skills that will help them obtain employment after leaving the school.
- The design of the program is based on an existing charter school and connected to local community needs.
- The instructional model is unlike other alternative schools, and provides an opportunity for students in the community that may otherwise be unable to participate in CTE programs.

Concerns

- No significant concerns.

Section II: Financial and Facilities Plan

MEETS STANDARD

Comments

The school has built relationships with community partners in order to provide practical career and technical services.

The school has identified one viable facility option and is attributing the majority of its resources towards acquiring that facility.

Strengths

- Elevate Academy Caldwell employs a business manager with experience managing school finance in traditional public schools and in this specific charter school model in Idaho. Elevate Academy North will contract with Elevate Academy Caldwell for these services.
- Elevate Academy North will also purchase management and curriculum design support from Elevate Academy Caldwell, specifically the services of Monica White and Matt Strong (page 79).
- There is documentation of support from Building Hope (page 117).

Concerns

- The levels of cash on hand indicated in the 3-year operating budget (page 59) do not meet the standards required in the performance framework and in Idaho statute. Please note that the school must meet standard on all measures of the performance framework, and this must be corrected in order to earn a subsequent term of operation.
- A draft of the lease agreement evidencing the terms stated in the facilities option template is not included. Please note that, if approved, an executed copy of the final lease agreement is due to PCSC by June of the pre-opening year as part of the authorizers pre-opening requirements.
- PCSC staff acknowledge that the financial structure is complex with large growth in a multi-faceted network. It is important that the school and network have sufficient internal controls in place in order to properly navigate complicated network finances and the required separation of funds for each school.

Section III: Board Capacity and Governance Structure

MEETS STANDARD

Comments

If approved, Elevate Academy North's charter will be held by Elevate Academy, Inc, the non-profit entity that also holds the charter for Elevate Academy Caldwell.

Board directors are experienced with charter school governance and school start up. The board consists of an education coordinator, executive director of a local YMCA, business manager, construction company owner, marketing executive director, accountant, and juvenile probation training coordinator.

The petition also notes that the school will have a local advisory board, which "will act as an incubator for governing board members." This should provide experience to potential future board members, and ensure that future board transitions go smoothly.

The board capacity interview summary is presented on the following page.

Strengths

- The petition identifies training opportunities for board directors
- Board members have experience with charter schools.

Concerns

- No significant concerns.

Governance Capacity Interview Summary

Interview Date: 1/12/2021

Present: Erick Bullock, Becki Woodbury, Brad Ward, Kellie Foreman, Monica White, Matt Strong, Jewels Carpenter, Phil Diplock, Marita Diffenbaugh

Not Present: Amy Rojas, Amia Vicandi Bow, Brooke Stevenson

PCSC Staff Present: Jenn Thompson, Jared Dawson, Mel Rivera

Personal introductions - Please take a moment to introduce yourself and tell why you chose to serve on this board:

Kellie Foreman - Education Coordinator, school is goal-driven and productive within the community, it provides hope and a whole new perspective for students

Erick Bullock - executive director at Caldwell YMCA, very impressed with the vision of the school

Becki Woodbury - executive director of marketing company, raised by educators and values education, appreciates different approaches for different learning styles

Brad Ward - business owner/construction, from Idaho, appreciates how Elevate can spread out and solve gaps in workforce

- 1. How would you describe your team's strengths as a governing board? What training have you sought out? What training would you like to pursue in the future?**

The board has different backgrounds and skillsets, and that helps to cover almost all questions that arise. Board meetings are open and members have the ability to talk through issues openly with all members participating.

The board as a whole is focused on an end goal, and all members are passionate about what they do and why they are invested, and are generally on the same page.

- 2. How do you know if your school leader is being successful in the role? What is your process of evaluation? What would be indicators of successful leadership? What would be indicators of struggle?**

The school leader is formally evaluated once per year. The board gets a good look at financial reports at board meetings to determine whether they are financially viable and able to provide for students. Evaluations are, in turn, not done just annually but performed on an ongoing basis based upon information presented during board meetings.

Public perception of the school is another evaluation tool, as members of the community oftentimes approach board members with questions and comments about Elevate. This serves as a good marker to understand how the school is performing.

3. How is the board transition plan working? (How do you plan on ensuring that you are able to provide governance for multiple schools)?

The board knows teaching and governance styles for the school, and will ensure that that vision stays solid across multiple schools. The Elevate model and concept will not change with the addition of more schools, as keeping the culture that currently works is vital to the vision, foundation and success of the Elevate network of schools. The board is working to ensure that there is adequate workforce development in each community, and the school has relevance in each location.

The board is also focused on ensuring that policies remain the same across all schools, while also remaining relevant to distinct community needs. The board has also worked on strategic planning approaches with Andrew Bray (Colorado).

4. What are your plans for ensuring that the board represents the communities the two new schools are located in, considering board members do not live in those communities?

One board member (Becki Woodbury) travels often for work in the communities each new school is located in, and feels that she has a good sense of community need. Schools leaders in each area will also provide updates on community needs for each location. This will be particularly important as the school leaders not only live in the community but see how the school impacts the community on a daily basis.

Advisory/adjunct boards in each community will allow the board to know what is happening in each community and what specific needs are. This is particularly important related to the workforce in each area and how the school is currently and can continue making a positive impact. Additionally, the board has discussed board expansion to allow for members of each new community to add representation.

5. What evidence makes you confident that your schools would be successful (academically and financially), particularly in areas where successful CTE programs already exist?

The board feels that they currently have a good track record with their existing school. The Business Manager does a good job of finding appropriate funding, and helps set them up to be successful financially.

The drop-out rates for each new community show a need for the Elevate program, particularly since the board feels that there are a large number of at-risk students in each area. The board notes that there is a lot of community support in each area based upon conversations, as the Elevate CTE program differs from existing local programs. Students that can participate in CTE programs in traditional schools need to have good grades, and these opportunities generally aren't present for the students that are expected to enroll at Elevate. Also, while the goal is to help at-risk students, any student can enroll at Elevate to develop the skillsets offered.

6. Will it be possible for you to be successful without cannibalizing the district programs? Why so?

The board feels that the issue of recruiting students and, more importantly, qualified teachers is more of a statewide issue and not one that applies specifically to Elevate. The pool of qualified teachers is admittedly small, and teachers should work where they want to and where their skills are valued appropriately. Essentially, there is always competition to recruit qualified teachers, and the State must do a better job of addressing this.

The board feels that they are creating opportunities for students that aren't currently available in each new community. They are removing barriers to these programs that students in local districts currently don't have access to.

Section IV: Student Demand and Primary Attendance Area

MEETS STANDARD

Comments

The school will be located in the Post Falls/Coeur d'Alene/Rathdrum area, with an anticipated year-one enrollment of 342 students in grades 6-10, and a break-even enrollment of 290 students. By year three the school anticipates enrolling 486 students in grades 6-12.

While CTE programs exist in the area, Elevate Academy North is unique in that it serves at-risk students who may not be qualified to participate in the programs offered at other schools. The school will also provide a CTE program to 6th-8th graders, which is currently not available in this format.

Strengths

- The petition indicates that the potential school leader has built community partnerships with local industry leaders.

Concerns

- The school presents two different primary attendance areas on page 48. If approved, the performance certificate must be executed within 75 days of approval, but cannot be executed for more than one primary attendance area.
- Three local school districts partner together on a CTE program that is high performance and well supported by the same community partners identified in this petition. All districts have expressed concern about the potential impact additional competition will have on available teaching resources and student enrollment for both the district and Elevate programs. The potential lack of resources could impact both programs' ability to succeed.
- According to [Idaho SDE data](#), the following alternative schools in the primary attendance area had the following student populations for the 2019-2020 school year:
 - Venture High School (Coeur d' Alene) - 180 students, 20 9th graders, 49 10th graders
 - Mountain View Alternative High School (Lakeland) - 92 students, 7 9th graders, 22 10th graders
 - New Vision High School - 151 students, 6 9th graders, 35 10th graders

Section V: School Leadership and Management

MEETS STANDARD

Comments

The school has an administrator, Marita Diffenbaugh, with an extensive career in education. The administrator reports to the CEO.

It is PCSC staff's understanding that Elevate Academy Inc. is the entity comprising the board of directors. Elevate Academy Inc. is legally accountable for Elevate Academy North and other schools in the Elevate Academy Network (e.g., Elevate Academy Caldwell and Elevate Academy Nampa). The Principal, CFO and COO report to the CEO, Monica White, who reports to Elevate Academy Inc., the governing board.

Strengths

- The school leader has an extensive history and exhibits enthusiasm via the petition in working with the proposed student population.
- A sample services agreement is clarified on page 80.
- The Network structure and organization chart is clarified in Appendix D (page 103).

Concerns

- No significant concerns.

Section VI: Virtual Schools

NOT APPLICABLE



Alternative Charter School

Serving 6th-12th Grade Students

Opening August 2022

Serving cities Coeur d'Alene, Hayden, Post Falls, and
Rathdrum within Kootenai County

Contact Information

School Administrator

Marita Diffenbaugh

mdiffenbaugh@elevate-north.org

Rathdrum, ID

Chairman of the Board

Kellie Foreman

114 W. Chicago St.

Caldwell, ID 83605

Non-Discrimination Statement:

Elevate Academy North does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

Resubmitted: 1/12/2021

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Executive Summary

Elevate Academy North is a Career Technical Education (CTE); school of choice for students in 6th through 12th grade that are considered at-risk (see at-risk qualifiers on page 42) under the state of Idaho's At-Risk qualifiers. Elevate Academy North has a goal to offer a school option to local communities that are looking to create a pipeline of highly-skilled, employable workers to meet their local industry and business needs. Elevate Academy North shares the key tenets of Community and Opportunity Driven, Career Technical, Beat the Odds for At-Risk Youth, Integrated Purpose Driven Curriculum, and Mastery-Based Education that are empowering students at the first Elevate Academy in Caldwell founded by veteran educators Monica White and Matt Strong. This responsive approach to education meets the short-term needs of its target population, while providing students an educational opportunity that will meet their emotional and academic needs through a comprehensive approach to educating the whole child.

Elevate Academy North will operate on a year-round model. Students at Elevate Academy North will attend four days of traditionally scheduled school. The fifth day of the week will be dedicated to intervention for academically deficient students, enrichment for students that are on or above grade level, and extended CTE opportunities. Elevate Academy North's primary goal is to ensure that every student has the capacity to lead their own life in a positive direction and graduate with a multitude of skills that lead to opportunities. Additionally, dual credit opportunities will be available. These opportunities compliment the mission of Elevate Academy North and open more doors for its graduates.

Elevate Academy North's is a CTE focused school with learning opportunities designed to align to local industry work with core academic subjects. Marita Diffenbaugh, administrator of Elevate Academy North, interviewed employers throughout the North Idaho communities of Coeur d'Alene, Hayden, Rathdrum, and Post Falls. During these interviews, common themes emerged: 1) students need to be able to read, write, communicate, and use necessary content skills (math, science, technology) specific to the job;- 2) students need a strong work ethic and desire to continue learning; and 3) students must be able to work with a team and take initiative to solve problems. Elevate Academy North will embed these skills throughout the curriculum and the instructional programming.

Through community partnerships and an innovative approach to hiring CTE teachers, Elevate Academy North intends to offer multiple CTE industry certifications. This ensures multiple career options for graduates. Collaboration with community members, employers, North Idaho College, and the Coeur d'Alene Economic Development group has provided the top industry needs in the area and these will be Elevate Academy North's CTE areas of study that will be offered include: a) aerospace, including drone technology; b) welding and manufacturing, including high-tech

machining; c) technology, including robotics and artificial intelligence; d) business, including marketing and hospitality; e) medical arts; f) law enforcement; g) construction, including plumbing and electric; and h) culinary arts. These industries were chosen and will be updated based on the current economic needs in North Idaho and through interviews with industry leaders that will employ the next generation workforce.

Elevate Academy North, as part of the Elevate Academy Inc. Network, has partnered with expert researchers to review accountability data and measurements for alternative career technical schools serving at-risk youth. In the first year and a half of operations Elevate Academy's flagship school in Caldwell Idaho proved successful financially, academically, and parents and students were highly satisfied with the performance of the school.

Research will continue to ensure that Elevate Academy North students from diverse backgrounds have opportunities and resources needed to inspire hope, learning, and competency in necessary skills, knowledge, and characteristics that will help them live life to its fullest. Elevate Academy North administration will equip teachers and the school with accountability measures that reflect the true nature of the work being done within the school setting.

Elevate Academy North administrator, Marita Diffenbaugh has visited with city, education, and community leaders from Coeur d'Alene, Hayden, Post Falls, and Rathdrum, and the concept of Elevate Academy North has been warmly welcomed, due to student, industry, and community needs. There was agreement to have a school that serves these four cities, within Kootenai County, that are close in proximity. City, education, and community teams see Elevate Academy North as a school that will fill a gap by serving 6th-12th grade students who are not finding success in their current school situation. Kootenai County has added 26,000 people in the past decade, making the growth factor over 19% (Viydo, 2020). Thousands of jobs are projected to be available for well-trained and qualified individuals over the next decade. Renewing a sense of purpose and providing ground-breaking programming for at-risk youth will become a win-win-win for students, the local economy, and communities.

Mission Statement

Elevate Academy North is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

Vision

Community focused, relevant, personalized education for all.

Core Values

Elevate Academy Inc. has identified six core values that drive all of the decision making, data collection and operational decisions for Elevate Academy North. They include:

Beat The Odds: We believe in finding a way for every student that meets the at-risk criteria and is disenfranchised in the traditional school model.

Integrated Purpose Driven Curriculum: We believe students should not have to learn information in isolation. All learning will come with a purpose behind it, an explanation of why we are learning it, and content standards are crosswalked with the careers they are studying. We provide purpose and the 'why' behind everything we teach.

Career Technical Education Focus: We believe every kid has a genius within them, however the genius is often not realized in a traditional classroom. Elevate is committed to offer opportunities for students to find that genius. CTE courses that align with local industry not only are a vehicle for a student to find their passion, but also a vehicle for the student to be employable upon graduation.

Mastery Based Personalized Education: We believe that every student should have the opportunity to learn content at a pace that makes sense to them. We believe that taking ownership of your education is paramount to being successful in school, and as an adult. Education at Elevate is offered so students can master ~~out of~~ content they already know, focus on skills they are learning, and learn to lead their own life when doing so.

Opportunity Driven Focus: We believe in a system that seeks out, creates, and provides opportunities for students that traditionally do not get those opportunities. In all of life, we don't know what we don't know. Elevate values creating systems that allow students to explore outside of their comfort zone, try new things, practice vulnerability, and gain experience beyond the traditional education.

Community Driven Education: We believe we are educating the future workforce, and community members in the communities we serve. We believe that the Community must be a driving force in planning, sustaining, and informing what is needed in the workforce as well as what is needed to develop a strong generation of citizens.

Educational Philosophy

Elevate Academy North is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them, and that provides a direction and sense of purpose for their future.

At-risk students are generally lacking the dispositional skills necessary for making good life choices, and this makes it difficult for them to advocate for themselves and their future. At-risk students traditionally have reached a point in their academic careers where they chose to close the door to their own opportunities and successes. Once a student chooses this path, they are no longer on a trajectory to becoming a contributing member of their community. Once a student becomes a dropout, odds are they will become a burden to themselves and to the larger society. School dropouts cost the national economy more than \$150 billion annually, and they qualify for fewer than 10% percent of all jobs (Barnes, 2015).

Kootenai County currently has a graduation rate of 78% (Public School Review, 2020). In addition to supporting the academic gap, Elevate Academy North will inspire hope in each learner through goals, opportunities, and instruction that connects to their interests and strengths. Helping students see their value and how they can be contributing members of their community are critical components in helping students with hope. The percentage of Idaho high school students who considered attempting suicide during the previous 12 months increased from 14.2% in 2009 to 21.6% in 2019 (Idaho Health and Welfare, 2020).. In January 2020, Kootenai County was listed with a 27.9 suicide rate and Idaho with an overall 23.8 suicide rate (Idaho Health and Welfare, 2020).

Elevate Academy North believes that the more students have the opportunity to engage in school and activities that inspire them, the more likely they are to develop good habits, and dispositions that will lead to success in the workforce as well as keep students structured and on a path towards success. Because of this, Elevate Academy North has developed a year-round calendar that utilizes summer school finances from the Idaho State Department of Education. ~~This allows the students to have more time and opportunity throughout the school year.~~

Knowing there is a deficit of skilled workers in Kootenai County, the high costs to society of school drop-outs, and the need for hope in the lives of students who are not finding success in school, Elevate Academy North believes there are ways to help students see their value and to become lifelong learners. We know how to provide these young people with the opportunity to train academically and technically, and to help them develop the skills and dispositions necessary to become contributing members of their communities. For too many, second chances are hard to come by and if you make mistakes as a young person getting back on track is overwhelming. Elevate Academy North believes that past circumstances and mistakes should not narrow the opportunity

of youth to engage in a meaningful education once they make the conscious decision to Elevate.

As a result of the many barriers an at-risk student faces in life, there are multiple considerations that must be made to ensure he or she receives the services and education that will put the student on track to becoming a successful contributing member of society. Research tells us that students at risk of not finishing high school can be identified as early as third-grade (Hoff, Olson, & Reece, 2015). Dropping out of high school is often viewed as a one-time event. Dropping out, however, is in fact a culmination of events.

Disengaged students show a dislike for school at a young age. They find it boring and not relevant to their needs. They display low achievement, poor grades, and academic failure. Young students experiencing these factors in turn engage in behaviors that increase the likelihood of becoming a drop-out. They face academic suspensions for behavioral problems, chronic absenteeism, and an overall disengagement with school. This disengagement comes at a time when a student has lost faith and trust in the adults in his or her life. We commonly see this occur in the middle school grades. As a sixth-grade student the indicators of becoming a high-school dropout are clear to thoughtful observers. The following indicators in the 6th ~~sixth~~-grade ~~is~~ are indicative of a lower graduation rate: failing mathematics, failing English, attending grade ~~six~~ 6 less than 80% ~~percent~~ of the minimum required time, and receiving a poor final behavior grade in a course (Education, 2011).

As educators, if we know the indicators, we can anticipate the causes of the behaviors that alert us to the indicators. We must take a proactive approach to ensuring that all students have access to choices in their education that are meaningful to them; and provide a path to becoming a contributing member of society that can lead their own life with purpose and passion. Through its intervention structures, Elevate Academy North will teach a student math and reading, but at the same time educate the student how to take control of their decisions, how to live life from a responsible perspective versus a victim perspective, how to find purpose in their education, and engage even when it isn't 'fun'.

At-risk students have lost their ability to trust. They do not trust the system, they do not trust the adults around them, and they do not trust themselves. As trust is lost, the cognitive abilities of hope have been dismantled within the student. Snyder, Irving & Anderson (1991, as cited in Snyder, 2000, p.8) define hope as *"a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)."* Hope is broken down into four categories: 1) goals, 2) pathway thoughts, 3) agency thoughts, and 4) barriers.

Goals are the ability for a student to be able to have clear direction and an endpoint for their thinking. Pathway thoughts are routes students take to achieve desired goals. Agency thoughts refer to the motivation students must undertake to

achieve their goals. Barriers are any one or more things that block the attainment of student goals and their efforts to give up or use their pathway thoughts to create new routes.

In schools and society today, we often see the teaching of mindset and grit. For a student that has hope embedded in their personal cognitive makeup, mindset and grit are valuable tools needed to overcome the barriers that are discussed in the hope theory. However, if a student lacks hope overall, a traditional school setting that does not cater to helping students develop a capacity for rebuilding a framework of hope, will fall short in helping students develop academic success. ~~continue to lose the battle of academics, and purpose for an at-risk student.~~

To restore hope to a student we must intervene early and purposefully. The first step in intervention ensures that a student feels safe and has hope for a better future. We ignite hope in a student by establishing trust and educating the young person in the cognitive processes that are involved for them to move from a victim of their circumstance to a person that has the tools and resources to take responsibility for themselves and their future. While re-establishing the cognitive function of hope we can expose students to a rigorous curriculum that meets them where they are; and connects them to where they should be, ~~and b~~By using the strategies employed through the Hope Theory, students will be guided to set goals. This creates agency pathways and thoughts to ensure success in their academics. Once students clearly understand agency and ~~thought pathways~~ pathway thoughts, they will have increased their cognitive awareness of the effects of a growth mindset; and they are able to better understand the benefits of grit.

The next step in intervention includes increasing a student's awareness of their metacognitive makeup and introducing them to the strategies that meet the needs of their personal learning. One of the discrepancies that is are often seen in at-risk students ~~are is~~ their personal lack of understanding about how they learn. By intentionally teaching students metacognitive strategies and helping students employ these strategies students improve academically. Meta-cognitive instruction on reading comprehension has a reported effect size $d = 0.71$ (Hattie, 2009). Researcher John Hattie explains, "The effect size of 0.04 sets a level where the effects of innovation enhance achievement in such a way that we can notice real-world differences, and this should be a benchmark of such real-world change" (Hattie, 2009). Understanding this relationship allows us to understand that intentionally teaching meta-cognition will lead to real world changes in a student's equation.

At the core of all learning within a school, ~~the most vital piece~~ is the relationship between the teacher and the students. For a student to learn in the most efficient way, the teacher must establish an environment of care, trust, cooperation, and respect. These conditions are necessary to promote a classroom where error is not only tolerated, but is welcomed. For students to learn best, teachers must establish and build relationships of growth, trust, and rigor. These relationships must include a sense of

students knowing that the teacher is passionate about their success and will push them to their cognitive boundaries and beyond.

A school that is designed for students to embrace the cycle of learning, embrace being in cognitive conflict, and embrace the challenges that they are met with daily is where learning best occurs. As educators, it is our duty to foster resilience and build the collective efficacy of each individual student by meeting them where they are and expecting them to reach new heights.

Student Achievement Standards

In developing student outcomes, the Elevate Academy founders researched CTE industry standards, ~~and~~ national norms for at-risk youth in math and reading, ~~attended the at-risk youth accountability forum~~ and consulted with leading education experts, including Jody Ernst, board members for the National at Risk Policy Forum to determine measures that aligned with the mission of Elevate Academy Inc. on an academic level and to align rigorous meaningful goals with the whole student goals of Elevate Academy North.

We are confident that our measures will be strong predictors of a student's ability to become successful in the workforce or college, upon graduation. Careful consideration has been taken to ensure that the goals of Elevate Academy North are balanced, rigorous, and in-line with the mission of Elevate Academy North.

Elevate Academy North intends to measure the most important elements of our program with the intent of showing that students, when given the right environment and meaningful instruction, are successful. Academically, Elevate Academy North believes that students must be assessed on a regular basis, however the assessments must be quick and used to inform their day to day instruction. Elevate Academy North will utilize Renaissance Learning Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk youth. This data has been compiled by Jody Ernst with Momentum Strategy and Research out of Colorado, using data gathered from alternative schools nationwide. Due to the at-risk specific nature of this research, using STAR data, it is in the best interest of alternative school students to have measures to compare themselves with on a national level. In the first year of operation Elevate Academy in Caldwell outpaced at-risk schools growth data when compared to national growth averages (See Appendix F6). Additionally Elevate Academy North will measure teacher and student satisfaction, graduation rates and ~~Industry~~ certification passage rates, credit completion, and moving students to being on track to graduate.

Student Success Metrics	
Key performance indicators used to determine if our schools are performing at the high levels we are committed to.	
Measure	Goal
Credit completion rate	90% of credits attempted meet proficiency mark.
On track to graduate	80% of students not on track will be on track the following year.
Attendance Rate	90%
5 Year Graduation Cohort	80%
Industry certification	Exceed State passage rate in each area.
STAR Reading & Math	Each grade level will average a minimum of 1 year growth in Math and Reading.

Instructional Practices and Curriculum

Key Design Elements

Elevate Academy Inc. Board approved Key Design Elements include:

1. Elevate Academy North will serve at-risk students.
2. Elevate Academy North will offer multiple pathways that focus on skill attainment.
3. Elevate Academy North will operate on a year-round calendar.
4. Elevate Academy North will focus on personal development of each student through focused curriculum.

Academic Model

Learning at Elevate Academy North will be designed around intentional scaffolding, moving from surface to deep knowledge based on an adaptation of the *Structure of Observed Outcomes* (SOLO taxonomy). “In this model, there are four levels, termed as ‘uni-structural,’ ‘multi-structural,’ ‘relational,’ and ‘extended abstract’ – which simply means ‘an idea,’ ‘many ideas,’ ‘relating ideas,’ and ‘extending ideas,’ respectively.” (Hattie, Visible Learning for Teachers, 2012)

At-risk students traditionally lack the surface level knowledge necessary to be successful in meeting higher level competencies. The use of the SOLO taxonomy enables teachers to activate students' knowledge in a manner that is not overwhelming, and connects them to deeper learning at a more rapid pace. Students will move through learning progressions defined by anchor standards with the learning occurring in four stages, ~~with~~ With the final stage leading students to apply their knowledge to real world problems and/or projects.

The adaptation of SOLO taxonomy has been transformed into the Elevate Academy's Learning Hook (See Appendix F5). The Elevate Academy Learning Hook is an academic and psychological framework that enhances the engagement and guides the at-risk student to understanding and owning their academic pathway. The Elevate Academy Learning Hook has six distinct components that are relevant to higher levels of learning. Four of the components are a direct relation to the SOLO taxonomy, ~~and~~ The other two components are psychological strategies that help students understand the purpose behind the work they are doing and embrace the cognitive struggle that occurs when true learning is happening.

Four Phases of Learning

The first phase of learning is to get a clear understanding and knowledge of the academic and subject language that is being used within the standards. This is referred to as the *Define/Identify* phase of learning. Students in this phase will know success when they can clearly make sense of words that are important to deeper learning as they progress through the stages of learning.

The second phase of learning is *Do/Create*. Once the students possess basic knowledge they will work on projects to create or do something with the knowledge. Students in this phase have the opportunity to use their thinking and make connections to their surface level learning. All of this happens with the end in mind. Ultimately students will be working to create something that can display their knowledge of the anchor standard.

Once a student has created something, the true test of any knowledge is can they demonstrate their learning. During the third phase, ~~of~~ *Communicate*, students will have success criteria that includes displaying and educating others on their work. If a student cannot articulate the learning, they have not learned it. The system focuses on students being able to clearly speak to their thinking.

The final phase of the adapted taxonomy is for students to *Apply* their knowledge to content and or activities outside of the subject they are learning. Students will also identify how the application phase of the learning will align with the WHY (1st phase of psychology of learning).

Psychology of Learning

In *Start With WHY*, Simon Sinek shows us that everyone finds their purpose and meaning in 'why.' (Sinek, 2009) Often in schools, countless activities are assigned to students every day and students either want to know why they must do the assignment or why they are being asked to learn something. At Elevate Academy North the aim is that every classroom will be a purpose driven classroom where students will understand the 'why,' and the purpose behind the learning and activities. Therefore, with every anchor standard, there will be a 'why' attached to it. As students begin the learning process they will work to create their personal 'why' behind each lesson. This process is essential to students taking ownership of their learning. The final connection is that the 'why' must be directly attached to the apply phase of the learning progressions.

"The mind develops in response to challenge or disequilibrium, so any intervention must provide some *cognitive conflict*." (Hattie, *Visible Learning for Teachers*, 2012) Understanding cognitive conflict and its importance to learning is the second psychological component of the program. However, cognitive conflict can't be taught in a silo. In order to embrace cognitive conflict, students must understand the difference between a fixed and a growth mindset. At-risk students are commonly disengaged because of their fixed mindset. Carol Dweck defines a fixed mindset as "intelligence is thought of as set in stone at birth." (Kaufman, 2013)

When students enter school with a fixed mindset they are firm in their belief that intelligence is static and that they do not have any control over it. Students believe that people were either born to be smart, or they were born to be dumb. To not appear "stupid" in front of their peers' students will behave in a disengaging manner. It is much easier for students to disrupt class, quit and rush through work than it is to simply ask for help. With the intentional teaching of the concept of cognitive conflict students begin to embrace the struggle of learning. Students are taught how dendrites form, and that the act of learning new material causes your brain to change and adapt. The understanding that this is a difficult process, helps students towards embracing a growth mindset, and embracing the struggle that we call cognitive conflict.

As students move through the learning progressions they are made aware that they will dip into cognitive conflict. This process is natural for everyone and if embraced will lead to successes in student learning. The final barrier to embracing cognitive conflict and working on moving to a growth mindset is the willingness to become vulnerable. Brene Brown defines vulnerability as "uncertainty, risk, and emotional exposure." (Schawbel, 2013) For a student that has come to the time in life where they are considered at-risk, vulnerability requires a culture that fosters trust and hope if it is able for it to thrive. When you take a risk in a class you are leaning into a vulnerable state. When we look deeper into why student's lack the ability to be vulnerable in the classroom and have a classic fear of failure we understand that in many cases, hope is lost.

“Snyder, Irving and Anderson define hope as a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals.” (Hanson, 2009) The word hope, is derived from *hopa*. *Hopa* is defined as “confidence in the future.” (Online Etymology Dictionary, n.d.) A deeper look into the etymology of hope leads us to understand that the word originates from the notion of “trust, confidence.” (Online Etymology Dictionary, n.d.)

Since hope is considered a cognitive function of positive psychology, it has to be a focus in schools. This is to ensure that education creates an opportunity to have confidence in the school so that students are able to be vulnerable as they design pathways to learning. Students that understand hope, ~~and~~ begin to trust again, and work in an environment that fosters vulnerability as a superhighway to learning will naturally gravitate towards a growth mindset and embrace cognitive conflict.

To break these barriers to learning, a school must develop a culture that fosters failure as a road to success while teaching students to embrace vulnerability, creating a level of trust in all students that will restore hope, and designing authentic learning experiences that engage students in cognitive conflict. Once those barriers are broken a student’s learning potential becomes exponential.

Three main focuses of education must include literacy, mathematics, and workforce readiness. When interviewing business leaders, the main question asked was ‘what do you need employees to know to be successful in your environment?’. The common themes included reading/comprehending, communicating, ability to learn and adapt, teamwork, and work ethic. Along with understanding mathematics and problem solving, as these are involved in everyday technical skilled positions, along with the willingness to take instruction, be punctual, and reliable.

Literacy: Elevate Academy North will focus heavily on informational and technical literacy. Students will focus on technical reading and writing as it pertains to the workforce and industry needs. “Research has shown that one of the best ways to help students gain literacy skills is to motivate them with content related to their interests.” (Hyslop, 2010) As students work through the integrated curricular approach, which is based on industry standards, student work will align with their interests and future goals.

Another point of interest in literacy at Elevate Academy North is the focus on relevant learning opportunities that meet the needs of industry. Currently, the reading levels required for high school are significantly lower than the reading that is required for entry level occupations. According to the *Reading Skills and Readiness Gap* report, “Occupational reading is changing with time and high school graduates have to be prepared to read any and all nature of texts while on the job.” (Daggett, 2014) *Reading Skills and Readiness Gap* shows us that entry level occupational jobs require a reading level between Lexile 1170 to 1424. Common Core state standards for English Language Arts has a Lexile requirement of 960-1220 and high school textbooks are written at the lower limit of the 11th grade common core band (Daggett, 2014).

Informational and technical reading and writing will be a catalyst for the curriculum at Elevate Academy North. We know and understand that when students are interested in the material they study, buy in and engagement is higher. We also know that we are working with students that are behind academically. Technical reading and writing as it relates to a student's chosen field will be a top priority in the academic curriculum that a student receives.

Mathematics: Career Technical Education (CTE) courses rely heavily on mathematics. Elevate Academy North's system integrates industry requirements and standards into all of their CTE programs. Students will learn mathematics in the CTE labs, as well as in the classroom. Teachers from industry and academics work together to create meaningful learning experiences that directly tie industry needs in mathematics to classroom experiences and lessons. Teachers have access to best practice research for Math and CTE. The Math in the CTE Pedagogic Framework will be a guide to ensuring that students have the scaffolded learning experience that aligns with the Elevate Academy's Learning Hook developed for our at-risk youth (See Appendix F8). Students will meet the Idaho Content Standards for graduation by completing Algebra 1 and Geometry. Skills learned in Algebra and Geometry are taught in conjunction with CTE programs, and direct application of math skills, when appropriate, in each CTE course.

Workforce Readiness: The culture of Elevate Academy North and the expectations in academic areas and in the classroom, will be aligned to Idaho State Board of Education and Idaho Career & Technical Education Workplace Skills for Career Readiness Standards (2016). Marita Diffenbaugh found some resounding themes among North Idaho employers: many young people don't take initiative to learn, problem solve, or adapt, and many don't have work ethic. Examples shared include: not showing up on time to work, lack of teamwork or engagement in quality work, and not being accountable to their employer. It is the goal of Elevate Academy North to instill in each student the importance of being a good employee and to ensure that all students are competent in employability skills. All students enrolled at Elevate Academy will be expected to maintain behaviors that are in agreement with the workforce readiness skills. Skills that will be emphasized will include, attendance and punctuality, people skills, collaboration, and communication.

Elevate Academy North will operate on a four days a week schedule for all students, with the fifth day designed for students that need to reach their weekly academic goals, receive academic interventions and/or work on interest-based Career Technical projects. Elevate Academy North will be open with breakfast, and lunch and bussing available for students five days a week. The benefits of the four-day schedule, with the fifth day being designed for other opportunities, allowing time for teachers and students to participate in the following activities on Friday: small group interventions for struggling students, or extended Career Technical Education time for students to master their craft. Fridays will also be used for the integration of special programs for students through local partnerships. Examples of these opportunities could include: driver's training, swimming lessons at community pools, hunter's safety, and CTE field trips. As

students move into their junior and senior year of high school, Fridays will also be invaluable for internship opportunities. This will allow students to work alongside industry professionals outside of the school.

For the integration of Elevate Academy North's curriculum mapping with the Elevate Academy's Learning Hook, Elevate Academy North's administrator, along with others on the Elevate Academy Caldwell team conducted action research and has crosswalked Idaho Content Standards, CTE standards, Workforce Readiness Standards, and Deep Learning Competencies focus for every unit (See Appendix F5). Digital Content, created in partnership with Elevate Academy Caldwell, stored in Elevate Academy's customized Learning Management System will be available for Elevate Academy North's teachers to personalize for students upon readiness and need. In order to ensure growth and progress, each student will have a digital portfolio that provides transparency of progress and mastery of each essential anchor standard. As students progress into specialized areas in their high school years, the academics will continue to be integrated into their studies with the needed alignment to all Idaho high school graduation requirements.

Middle School Students

Students in grades 6-8 will also have access to digital content and workflow within Elevate Academy North's Learning Management System to begin their learning portfolios and establish their learning plans. In addition, middle school students will utilize the *Power 100* curriculum, to support them in their social emotional skills and introduce them to essential work and life skills. Students in grades 6-8 will utilize the *Power 100* curriculum with additional resources to enhance a students self efficacy. This curriculum was designed by Elevate Academy Caldwell founder, Monica White in collaboration with teachers, administrators, students and professional life coach, Brett Williams. The curriculum focuses on reinforcing and rewiring behaviors that have led to students being at risk. The *Power 100* curriculum was implemented as an intervention for at risk youth and studied by Dr. Heather Williams at Boise State University (Appendix F7). Traditionally students that meet the at-risk criteria have not had the opportunity to build the personal dispositional skills that are needed to transform into a 21st century work and life skills.

Students will loop through four pillars of resiliency training. The first pillar is Hope Restoration. Hope Restoration is guided by Hope Theory and understanding that hope is an essential cognitive behavior that is necessary to excel in life and learning. In Hope Restoration training students are assessed on their optimistic behaviors, and their ability to believe in themselves. The second pillar is Cognitive Conflict. Beyond learning about the physiology of brain development in the learning process, students will also be challenged in, and assessed on, their ability to adapt to different situations, and their ability to problem solve in and out of the academic setting. The third pillar is Social Responsibility. In Social Responsibility students will be assessed on self-control. This focus will be primarily an inward focus that relates to one's self. Students will work on emotional awareness and empathy training as well as social support. Both extensions

of the Social Responsibility pillar are ground in civics education, and understanding the world beyond ourselves.

Students in grades 6-8 will attend exploratory units that expose them to careers that they can train for once they enter high school. Students will work in a personalized, hands-on learning structure designed with visible learning research to accelerate their academics while emphasizing the skills that are aligned with their career path that they will need to be successful once they reach the high school level.

Students in grades 6-8 will maintain the same team of teachers to support them in core academic areas of Math, English Language Arts, Science and Social Studies for up to three consecutive years depending on when they enroll in Elevate Academy North. This consistency allows teachers to understand the vertical alignment of the curriculum, finite details on each student's learning progress, and appropriate next steps. This will increase learning time an extraordinary amount by eliminating the need for restart and closure that is necessary in the classroom each academic year. Teachers and students after the first part of sixth grade will be familiar with each other, understand routines and classroom expectations, and will allow the establishment of ongoing relationships that are imperative for the success of at-risk students. This will benefit students from a social emotional lens as well as an academic lens. Thus, ensuring students are on a path to high school success.

Here's an example of a middle school student's day of learning could look like:

- Middle School students start their day in a homeroom setting where they will engage in the *Power 100* curriculum that will set them on a path for success in class and in the classroom. In addition to the Power 100 curriculum, during the morning block of instruction, students will assess where they are in meeting their goals, and review their learning schedule for the day.
- Students move to their POD for Core Subject time. During this time, each student will be scheduled through the guidance and mentoring of their teacher to best utilize their time. Students will be assigned to lecture style learning, independent work, or small group instruction during this two-hour block. Each of these options will be tailored to what the students need each day and it will be pre-scheduled from the evaluation of the students' progress the day before.
- During the third block of the day, students will move to their exploratory classes. Students will participate in each exploratory class for 1/8th of the school year. During exploratory classes, students will focus on a specific industry. Students' academic core subjects instruction from each block will be aligned with the industry that students are studying during their exploratory block.
- Students have a period of time for lunch and Physical Education. Students will then return to their POD for another block of Core learning.

Students will check in and review their progress from their morning block and continue to work towards their personalized goals.

- Students will end the day in their homeroom with a review of the Power 100 lessons for the day, tracking their goals and setting their schedule for the next day. Teachers will ensure that students are making adequate progress, and assign students to particular lectures, or small group work for the following day to help students maximize their learning time.

Middle School students will have a team of three personalized learning teachers. The teachers will roll with the students from 7-8 grade. Sixth grade students will work in more of an elementary setting with two core teachers. Students will study Math, English Language Arts, Science and Social Studies in an integrated approach using problem-based learning that is aligned with career technical application and the *Power 100 curriculum* (See Appendix F8). Students will spend equal time in 6th-8th grade learning and exploring each Career Technical Opportunity that is offered at Elevate Academy North. When a student graduates from the 8th grade in addition to finding their interests, they will also have several life skills they would not have in a traditional setting. Each student will have competencies in cooking, basic construction, welding, fire safety, CPR, and first aid. For many students this is also a catalyst for a successful life.

High School Students

Elevate Academy North is an alternative Career Technical Education High school that aims to meet every enrolled at-risk student where they are. Elevate Academy North has designed a three-option program that offers students, regardless of their situation, the opportunity to become skilled workers. A primary goal of Elevate Academy North is to increase the skilled workforce, especially in Kootenai County by providing students the opportunities they need to take advantage of the options they are offered.

The three options available to students at Elevate Academy North will be the Summit, Peak, and Crest programs. Each program is designed to ensure that students leave with sufficient skills to become contributing members of the workforce. Each program will ensure that students leave with industry certification, as well as workforce readiness training. Knowing that students will enter Elevate Academy North with varying levels of education, and experience, it is important that each program has realistic rigor that is attainable for students regardless of their situation.

Each program is based on the time available for students to complete a program as well as age appropriate opportunities for each student. It is also important to note that entry into each program is flexible. For example, if a student enters the Peak or Crest program and discovers they are progressing through their content and their industry certifications, it is the goal of Elevate Academy North to transfer students into the Summit program in an effort to be on track to earn a full diploma.

The goal of the tiered program is to ensure that students have educational opportunities available for them, ~~and~~ meets each student where they are on their education journey, and work with each student to ensure that they are getting the best possible opportunity to graduate with a diploma based on their engagement or re-engagement in their educational journey. The goal is that every student graduates with a diploma and multiple industry certifications.

All classes assigned at Elevate Academy North will be aligned with current ISEE codes that meet state requirements towards graduation. The tiered programs are designed to re-engage students into school and provide a platform that is manageable for each student to obtain success. If a student enters Elevate Academy North and is severely deficient in credits, the team will work with ~~each~~ that student and develop a plan with a timeline that will earn the student a diploma. If a student disengages in school and or ages out of school, Elevate Academy North will work with ~~each~~ that student and outside organizations to help the student minimally earn their GED. Although the programming for GED is not available at Elevate Academy North, and classes specific to GED prep will not be offered, the courses and curriculum taken during their time in the Peak and Crest programs will be rigorous enough that students will be prepared to pass their GED. In addition, students will ~~and~~ have worked toward earning industry certifications to ensure a high quality education for disenfranchised youth.

The **Summit** Program is designed for students that enter Elevate Academy North and are on track to graduate within 5 years of their high school origination date. Students that complete the Summit Program will graduate from Elevate Academy North having met all State of Idaho graduation requirements. Students will also demonstrate proficiency in the following Deep Learning Competencies: critical thinking, creativity, collaboration, and communication (Fullan, Quinn, and McEachen, 2018). Students in the Summit Program will demonstrate proficiency in Workforce Readiness Standards, as demonstrated by the Workforce Readiness Exam. Each student has the opportunity to earn a minimum of two industry certifications in their chosen fields of study. Students in the Summit program will be required to earn 46 credits to graduate with a diploma. Students will meet the State of Idaho's credit requirements. In addition to required courses, students will receive their elective credits through participation in their CTE course work. Students in the Summit Program will work in pods. Each pod will have four teachers. Students will complete coursework using an integrated approach based on themes that align with workforce readiness standards. Each workforce readiness standard is designed as the anchor and projects are crafted to incorporate core content in a problem-based structure where students use the knowledge to solve problems that relate to the history and the science behind the industry, as well as the technical skills in math and English language arts that are necessary for a student to become a contributing member of the workforce.

All learning experiences will be focused on meeting the Deep Learning Competencies (Fullan, Quinn, and McEachen, 2018) of communication, collaboration,

critical thinking, and creativity. In partnership with the Elevate Academy Inc., Elevate Academy North has an integrated curricular approach that aligns CTE and Idaho Content Standards. Students will work in their team for the duration of each school day with the exception of their scheduled shifts for their industry training and Physical Education. ~~Students will work in their POD for the duration of each school day with the exception of their scheduled shifts for their industry training and physical education.~~ During their structured POD time, Students will personally design and schedule their day, with the coaching and mentoring of their instructors and with the consideration of their CTE program shift and physical education time. Pods will be divided so that 9th and 10th grade will be in one learning pod, and 11th and 12th grade students in the other learning pod. Learning will occur in a structured environment with ample support for struggling learners, however, it will allow for students to work at a personal pace to achieve their learning goals. The nature of the pod allows students to schedule their whole group instruction and their individual needs for intervention based on their industry focus. Inspiration for this team teaching and learning system comes from Elevate Academy Caldwell's POD system approach, that was adapted from the Summit Learning platform, observation in the Summit classrooms at Kuna Middle school, and conversations with Melissa Sweezy, who utilized Leap Learning Innovations in the Chicago area.

Students in the Summit program will meet daily in their homeroom as school starts. During this time, they will do their Power 100 lessons, review their learning schedule and their goals for the day. Students will be enrolled in a minimum of two core classes each block. Those classes will be the focus of their POD time. Throughout the day, students will schedule their shifts for their industry training and work. Students will leave the POD for their industry work and possibly a physical education class each day.

The **Peak** Program is designed for students that enter Elevate Academy North with insufficient credits to complete the requirements of the Summit Program within five-years of their high school origination date, and/or before they are age 21. Students enrolled in the Peak Program will demonstrate proficiency in Workforce Readiness and earn a minimum of one industry certificate. Students in the Peak Program will be given a realistic second chance. Too often when a student falls too far behind there is not a solution for them in the traditional school setting. The Peak Program will offer a second chance that is realistic and attainable for students who are ready to engage in a program that will lead them on a path to successful learning. Students entering the Peak Program will enroll in courses that focus on understanding and molding their life after attaining workforce readiness skills. Students in the Peak program will be placed in their age appropriate pods to engage in their personalized academic learning. This will occur during the regular school day. Students will have a similar schedule to students in the Summit program. However, their academic time will focus on the four areas of study to assist students in passage of the GED program while at the same time making progress towards credits that can earn them a diploma. Students will be placed in credit bearing courses for this work in the hopes that they rekindle their love for school and choose to continue work towards a traditional high school diploma.

Students will prepare to pass the workforce readiness test. This preparation will occur throughout their work in their chosen technical career. Students will have the option to attend school during the school day; and/or in collaboration with high school classes when available. Courses will be taken on Elevate Academy's Learning Management System in their grade appropriate pod. For example, a 17 year old student that has freshman credits will take their courses with juniors, or like age students. However, when they are learning new content that is specific to them, live instruction will be available at their instructional level. While students tackle their academic courses, they will choose a CTE program of focus and work towards certification. Within two years, a student will obtain their workforce readiness certification, industry certification, and be prepared to commit to moving to the Summit program. Peak is designed for credit deficient students that want to re-enroll in school. For example, if a student enrolled in high school in the fall of 2022 and only earned six credits, by the fall of 2024 they need to earn 40 additional credits by June of 2026. Using the alternative school accountability framework, it is highly possible that students will have access to earn those additional credits and become a 5th or 6th year graduate. Once a student enrolls in the Peak program, finds their passion in the trades, and understands the value of education they will have the opportunity to reintegrate into the Summit program. Elevate Academy North will work with each student on an individual basis to push them, within limits, to reach their full potential and not close a door to any student that is working to achieve.

The **Crest** program is designed for students that enter Elevate Academy North later in their high school career after several years of being out of school. Crest Program students will demonstrate proficiency in Workforce Readiness, earn one industry certification, and receive basic reading and math intervention to ensure they have the basic skills necessary for success in their chosen industry. The Crest program will be staffed by flexing the time of the CTE industry teachers; and partnering with local colleges for continuing education opportunities.

The Crest Program is designed for students over the age of 17 that are seriously deficient in earning credits towards graduation from high school. This program is designed to give students the opportunity to earn an industry certification; and to ensure that students understand the demands of the workforce and the importance of being a good employee that an employer can count on. Crest students will attend industry specific classes beginning at 3:15 pm and have access to Elevate Academy North's Learning Management System which is supported by live teachers in the evening. Elevate Academy North faculty and staff will work to collaborate with local colleges to create a plan that meets the needs of students in the Crest program for both CTE courses and for core content courses. Crest students will enroll in reading and math classes based on their current levels of reading and math skills. These classes will be taught by certified teachers and will be high school credit bearing courses.

Reading and Math instruction will be provided for students using Elevate Academy North's Learning Management System supported by in-person instruction, as needed. In-Person Instruction will be available throughout the day and full blocks of time

on Fridays. Students will have availability to Elevate Academy North's Learning Management System outside of the school day to progress through their content at a more rapid pace. This allows students the opportunity to get back on a path toward full graduation. Students will be placed in classes equivalent to the level of instruction based on how they test when they start the program. Students will work with a teacher to set goals in relationship to their learning. These goals are designed to set them on a trajectory towards acquiring the reading and math skills needed to be successful in the workplace. These classes will take place in the evenings, on a personalized learning platform, with instructors available throughout the week. Academic training will be based on the needs of the industry for mathematics and will ensure students have reading skills that are needed to be successful in their field of study. Students will leave Elevate Academy North, knowing their current academic level; and the areas they need to work on to ensure future success.

Career Technical Education

Elevate Academy North intends to offer 8 eight Career Technical Education programs when it is operating at full capacity with the option to expand as demand indicates is necessary, (See Appendix F8). Full capacity will be reached in the 2024-2025 school year when Elevate Academy North has full enrollment 6-12. In year one and two of operations, students will be exposed to career technical offerings and have the opportunity to take entry level courses that are related to their field of interest. In the third year of operations, Elevate Academy North students will have the opportunity to take the first-year courses in each technical pathway. In year four of operations, Elevate Academy North will be a full functioning Career Technical with offerings that include: 1-) Aerospace; 2) Welding and Manufacturing; 3) Technology; 4) Business; 5) Medical Arts; 6) Law Enforcement; 7) Construction; and 8) Culinary Arts. Elevate Academy North has intentionally developed a mix of service industry, and production industry fields so that students are exposed to a variety of opportunities. Elevate Academy North has determined these CTE programs based on industry input and needs in the year 2020. Elevate Academy North will adapt CTE programming based on local industry and employee needs in order ensure that skills learned are relevant and support students in being highly skilled, employable workers.

As an alternative to traditional electives, all of Elevate Academy North's electives will be offered through Career Technical Education. Elevate Academy North will have three years to fully phase in the Career Technical Education programming. ~~Although~~

Although Elevate Academy North intends to offer all 8 eight programs initially, we will be offering exploratory and first year courses and will phase in the implementation of full CTE pathways, to include capstone classes and internship opportunities, by year four. In an effort to fully implement all CTE pathways with fidelity, Elevate Academy North collaborates with experts in each CTE pathway. Elevate Academy North's board members, local advisory board, and partnerships with industry experts will support the school in the assurance that programs are proper and relevant.

Over the past several months, the administrator of Elevate Academy North has met with industry leaders and potential partners of industry to ensure that the programs that will be offered at Elevate Academy North will be world class programs. Some CTE high school programs that have shared lessons learned include: Elevate Academy in Caldwell, KTEC in Rathdrum Idaho, COSSA in Wilder, Idaho, the Darrell Dennis Center in Boise, Idaho, Renaissance High School in Meridian, Idaho and Cardinal Manufacturing at Eleva-Strum School District in Strum, Wisconsin.

Industry leaders throughout Kootenai County have engaged in conversations regarding the needs of each industry, best practices, and what type of education systems they would like to see that would have a positive impact on their industry. Elevate Academy North continues to build relationships with industry and support partners. While the list continues to grow, some potential partners include; Empire Airlines, Daher Aircraft Manufacturer, Groundforce Worldwide, Jobs Plus - Coeur d'Alene Economic Development, Post Falls Public Works, Hagadone Hospitality, Coeur d'Alene Police Department, Kootenai County Juvenile Probation, GINNO Construction, Pacific Steel, Bay Shore Systems, Inc., The Salvation Army Kroc Center, and Boys and Girls Club. Each industry and support partner will advise and have designated representatives that will serve on Elevate Academy North's technical and support advisory committee.

Concerns associated with CTE programs include: staffing, cost, and safety. Measures taken by Elevate Academy Inc. to alleviate any concerns in those areas are included in the following information. As part of Elevate Academy Inc., Elevate Academy North has additional support and guidance available through Elevate Academy Caldwell's founders and their industry partners. Elevate Academy North and industry partners have started the process of recruiting talent that will ensure the students of Elevate Academy North have a highly qualified instructor that understands the needs of students as well as the needs of the industries. CTE course offerings at Elevate Academy North are supported by Idaho's CTE programming and Elevate Academy North will apply in February of 2021 for state approval for all ~~8-eight~~ programs. Once Elevate Academy North is recognized by Idaho's CTE program, state allocations will be made available and Elevate Academy North will be eligible to apply for Federal Perkins grants to supplement the CTE programs. Instructors for Elevate Academy North will be compensated from Elevate Academy North's state allocated general fund. Startup costs for all CTE programs will be supplemented through grant support and donations from industry partners as well as incurred in our start up building budget. All instructors at Elevate Academy North will follow industry protocol and safety measures as part of the curriculum and the day to day work within each program. Schools across the nation are offering similar courses. This type of programming and the safety concerns are not individual to Elevate Academy North.

All CTE courses will be taught in a sequential manner starting in the ~~6th~~ sixth-grade with exploratory opportunities being a focus for sixth-grade students (See Appendix F8). Exploratory classes will be aligned to Idaho Content Standards where students will be exposed to the content not only in a CTE class, but through Elevate

Academy North's Integrated Purpose Driven Curriculum that is used throughout a student's core subject areas; as well. For example, a 6th-~~sixth~~-grade student could have their year divided into 8 eight blocks for Math. The blocks will be aligned with their CTE exploratory time. In block one the students will be focusing on Manufacturing. During their math instruction, all of their mathematical concepts will be based on manufacturing concepts using math that is aligned to the application of their learning in their manufacturing classes. This same process will be repeated throughout a student's middle school career within each CTE program. As students move closer to high school, they will begin the selection process to specialize their CTE learning path.

Plan for Serving All Students

Elevate Academy North recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Elevate Academy North will serve all students with different cognitive abilities. This will include: English Language Learners (ELL), students with intellectual and physical disabilities, and Gifted and Talented Learners that meet the at-risk criteria as set forth by IDAPA code. Each student will receive equal access to educational opportunities; no student shall be excluded from Elevate Academy North or referred to surrounding schools due to unique needs. Elevate Academy North intends to hire a special education teacher dedicated to special education needs in its first year. Elevate Academy North will implement best practice, research-based special education curriculum, and instructional materials specific to each student's needs.

Elevate Academy Inc. Board of Directors will annually adopt the Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Elevate Academy North will plan and budget to hire or contract with a highly qualified special education teacher who meets Idaho state requirements. Elevate Academy North will build physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

Elevate Academy North will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters

and emails sent home, available information on the school's website, registration materials, and throughout social media.

Elevate Academy North will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. Elevate Academy North's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, and in registration materials.
3. Elevate Academy North will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Elevate Academy North will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

Child Find

Elevate Academy North will develop a referral process to RTI. The process will include meeting with teachers, administrators, and educational specialists to problem-solve for students identified as needing to go through the RTI process. The team will use a problem-solving process, which includes parental input, to plan accommodations and interventions within the general education classroom to ensure that referrals of students to be considered for special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to be considered for special education services.

Discipline

Elevate Academy North will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Elevate Academy North will follow the guidelines provided by the IDEA and Idaho Special Education Manual regarding the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

As part of the restorative programming, Elevate Academy North is partnering with a third-party counseling service for mental wellness. All students, including students with disabilities, will have access to a full-time counselor for all student's mental health needs. Traditionally, a school counselor must focus on scheduling, testing, and college/career counseling. Rarely do they have the opportunity to focus on mental wellness. When working with an at-risk population, it is important to have supports in place that can work proactively to help a student be successful in the school setting when mental wellness is a barrier for that student.

Resources and Materials

Elevate Academy North CTE teachers, and Academic Content teachers will consult with the special education department to ensure appropriate accommodations are made for all students. Materials provided may include virtual manipulatives such as VR welding machines, adapted core content materials, and software that provides a more accessible avenue for students to gain CTE and core content experiences. A portion of the Elevate Academy North's budget will be allocated to ensure these needs are met.

Gifted and Talented

Elevate Academy North will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity, and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Elevate Academy North will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners

Elevate Academy North will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. The eligibility criteria (listed below)

will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Elevate Academy North's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Elevate Academy's academic programming, students will be supported across the curriculum. Elevate Academy's ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other ELL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Elevate Academy North will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Elevate Academy North's staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:

- Formative assessments of phonological processing, letter knowledge, and word and text reading.
- Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
- High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELL students will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the ELL program for the following year or exit (with monitoring).

Section 504

Any student attending Elevate Academy North is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education.

The school counselor will be the coordinator of the 504 processes at Elevate Academy North. Section 504 responsibilities:

- Student and Parent/Guardian:
 - Be involved in suggesting accommodations
 - Participate in Section 504 meetings
 - Benefit from the accommodations
- School Administrator, Counselor, Certified, and Classified Staff:
 - Conduct non-discriminatory practices in classrooms
 - Refer, identify, and evaluate students as appropriate
 - Encourage parental involvement
 - Develop and implement program modifications and accommodations
 - Coordinate Section 504 processes and training
 - Provide staff and parent training

- Manage Section 504 grievance procedures
- Help conduct the self-evaluation
- School Board of Directors
 - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
 - Have an understanding of all civil rights laws
 - Develop grievance procedures
 - Develop 504 hearing procedures

Food Service & Transportation

Full food service will be provided for all students that attend Elevate Academy North. As a network of schools we will work with experienced food service and transportation experts to ensure we are providing high quality service that meets the needs for all of our students. This includes working towards qualifying for the Community Eligibility Provision to provide free meals to 100% of Elevate Academy North's students.

Professional Development Plan

Elevate Academy North's success depends on a highly trained staff that has expertise in several areas beyond their classroom/subject area training. In order to support capacity building for expertise and continuous improvement, our staff will have access to professional development geared for specific school and community needs, core values supported through the Elevate Academy Inc. Network of schools, and Elevate Academy's Inc. Network Action Research. All professional development will be designed to meet the needs of staff and students. The professional development model designed for Elevate Academy North will be a collaborative effort with students, teachers, school leadership, and Elevate Academy Inc.

Elevate Academy North staff will have professional development opportunities through the Elevate Academy Inc. that will provide resources, research-based practices, and strategies for all six core values of Beat the Odds for At-Risk Youth, Integrated Purpose Driven Curriculum, Career Technical Education Focus, Mastery-Based Personalized Education, Opportunity Driven Focus, and Community Driven Education. As part of Elevate Academy Inc., Elevate Academy North has access to collaborative and specialized support for all core value areas, for example Marita Diffenbaugh (Elevate Academy North) specializes in mastery education and instructional

technology, Jewels Carpenter (Elevate Academy Nampa) specializes in career technical education, Matt Strong (Elevate Academy Caldwell) and Phil Diplock (Elevate Academy Nampa) specialize in school culture, at-risk youth, and restorative practices. Elevate Academy Inc. will also have an Academic Liaison, as a think partner for Elevate Academy North, that The Academic Liaison will support in professional development planning and action research happening between the Elevate Academy Schools to ensure that all professional learning is based on evidence of success. Deep Learning pedagogy and competencies (character, citizenship, collaboration, critical thinking, communication, creativity) will be incorporated into our daily work with our teachers integrating these into the culture of our building and our expectations for students.

As an Elevate Academy Inc. school, Elevate Academy North has access to Elevate Academy's proprietary Learning Management System. All staff will be trained on the use and benefits of our students' learning platform to ensure that all students are provided transparency, feedback, and support to help them in reaching their learning goals. For example, teachers will integrate Elevate Academy Learning Hooks (SOLO Taxonomy/Hattie's Visible Learning) into the platform to provide scaffolding and learning opportunities throughout all four levels of the learning process (Define, Do/Create, Communicate, Apply). Teachers will support students in creating learning plans and curating evidence of their learning, through rubrics, checklists, and portfolios. Elevate Academy's Learning Management System will store Elevate Academy Inc.'s Integrated Purpose Driven Curriculum, a 6th through 12th grade learning progression of knowledge and skills that provides teachers with a guide to allow students to learn and move at their optimal pace. Elevate Academy North teachers will work in Professional Learning Communities with their teams, and Elevate Academy Inc. to develop competency benchmarks that demonstrate mastery for essential anchor standards in each curricula area. This continuous study will be built on the Action Research (2019-2020) that Elevate Academy Caldwell conducted through their collaboration with the Idaho Mastery Education Network, hosted by the Idaho State Department of Education (See Appendix F4).

As teachers become proficient in recognizing levels of competency/mastery in how to relate to Career Technical Education, we will continue to revisit and revise our documents. We will do this to ensure that students are reaching their maximum potential and that the goals are relevant to the skills, knowledge, and dispositions that are needed in the workforce. As we implement our integrated learning approach, with the foundation being career technical subjects, we will build Professional Learning Communities that center around industry experts. CTE teachers coming to Elevate Academy North from industry may have not come through the traditional route to become an educator.

Elevate Academy North is prepared to implement training and coaching in pedagogy and best practices as it relates to classroom management, formative assessment, and effective efficient planning to maximize student's potential. On a reciprocal note, traditionally trained teachers need additional training in the needs of industry and the application of content to industry standards. This work will be an ongoing process at

Elevate Academy North to ensure we maintain a culture of collaboration and high expectations that emphasize all staff working together for the betterment of all students. CTE teachers will also participate in training offered by the state, and work with the technical advisory committee to ensure they are remaining current on industry practices.

To ensure that Elevate Academy North is ready for full academic operation upon opening in August of 2022, lead teachers will be hired early and receive training on the mission, vision, and academic components. Lead teachers at each grade level will be responsible, with help from the school administration, to train teachers and continue the development of Elevate Academy's Integrated Purpose Driven Curriculum throughout the school year. Elevate Academy North's core values professional development will be featured not only during the onboarding process for teachers, but as a reflection to review each year. This work ensures that teachers are providing transparency, feedback, and support needed to help each student learn at their optimal pace. Elevate Academy North's mission includes the expectation that students will take ownership of their educational journey, therefore transparency and two-way communication is vital.

Before the opening of Elevate Academy North, teachers will become experts in feedback looping, teacher communication, and the importance of teacher credibility. Elevate Academy North will align with the Danielson Framework, and the work of John Hattie to develop a teacher evaluation tool that is focused on the growth and development of staff. Our evaluation tool will reflect our mission to ensure that students are taking an active role in owning their educational journey. Elevate Academy North's evaluation tool will be based on research that is in this charter petition and best practices for at-risk youth.

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

It is our philosophy that we maximize each dollar that Elevate Academy North will receive to maximize the learning experience for all students. To do this we plan on allocating a significant amount of our budget to staffing. A passionate experienced staff that is committed to educating at-risk youth is the catalyst to student success. Elevate Academy North believes that students must have access to state of the art Career Technical equipment and curriculum. Elevate Academy North also believes that learning must occur outside of the school day. As we develop our programs, additional resources will be allocated to offsite field trips, personal development opportunities, and internships for students. Due to the nature of Elevate Academy North we will allocate a percentage of our budget for these endeavors. It is important to have a building that meets the minimal requirements of Career Technical Programming.

Elevate Academy North will operate on a four-day traditional schedule with the fifth day being designed for student enrichment and professional development for teachers. This model allows incredible opportunities for academic programming while at

the same time creating a budget that compensates teachers well and helps to maintain programs that meet the needs of all students through the enrichment and intervention opportunities.

Transportation

Elevate Academy North will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. Our priority is to ensure that a lack of transportation will not affect potential students for whom transportation may be a barrier for attendance. These services will be contracted out through a contractor. At the appropriate time, Elevate Academy North will follow the transportation bidding process as per Idaho Code.

Elevate Academy North intends to operate their own transportation service. If funding does not come available, Elevate Academy North will contract with local transportation services. To be eligible for transportation services, students must reside within Elevate Academy North's primary attendance area and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop. Elevate Academy North may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102 of Idaho Code may substitute for the student's residence for student transportation to and from school. Elevate Academy North will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Elevate Academy Inc. Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under the school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code. Transportation for field trips, excursions, and extracurricular activities will be provided by the school.

Food Service

Elevate Academy North will run a full food service for our students in accordance with federal requirements, beginning the first year of operation. As healthy food service is critical to the physical and academic well-being of students. Elevate Academy North is committed to have a fully operational cafeteria that aligns with the National School Lunch Program.

Financial Management

The Elevate Academy Inc. Board of Directors will be responsible for the financial management of Elevate Academy Inc. ~~Inc. North~~. The Board of Directors' role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget and monthly bank reconciliation sheet.
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures more than \$10,000.00 coupled with a monthly review of Elevate Academy North's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Elevate Academy North in monitoring financial performance and ensuring financial viability and success.
- Processes and Procedures to ensure no commingling of funds between Elevate Academy Inc. Network schools.

Elevate Academy North will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education. Elevate Academy Inc. has a designated CFO that will engage with the Elevate Academy North to be a fiscal planner, and reporter to the Board of Directors.

Budget Description

Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable

Idaho laws and related administrative rules and where appropriate, will involve a competitive bidding process.

Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator may engage a private contractor for purposes of outsourcing Elevate Academy North's payroll processing, provided, however, that if it is more cost-effective and can be capably handled internally, payroll shall be handled by the administrative support personnel as retained by the administrator pursuant to the authority set forth above.

Facility Needs

While Facilities can be a challenge for charter schools in Idaho, Elevate Academy North is aware that a successful facility is crucial to school success and meeting the goals of Elevate Academy North for every student. Securing a high-quality Industry specific facility that meets the needs of CTE programming is a priority for Elevate Academy North.

At its full capacity, Elevate Academy North will require approximately 60,000 square feet of space. Based on Elevate Academy North's CTE programs, our school will require industry specific space for the following programs: aerospace, welding & manufacturing, technology, construction, medical arts, criminal justice, business, and culinary arts. Each program has specific space and equipment needs to ensure a high-quality program. Each industry will require a classroom attached to the industry work space. Elevate Academy North will require 19 traditional classrooms that are set up in the pod structure for integrated learning opportunities at every grade level. Elevate Academy North will need five total pods. Grades 6, 7 and 8 will each require a three-classroom pod with a common area for each pod. Grades 9-12 will require two, four classroom pods, with a common area for each pod.

- 19 Classrooms, each approximately 900 square feet
- Aerospace, including Drone Technology, approximately 5,700 square feet
- Manufacturing, including Welding, approximately 5,700 square feet
- Construction Management, approximately 5700 square feet
- Culinary Arts/ Kitchen approximately 2,400 square feet
- Medical Arts 2,000 square feet
- Criminal Justice, approximately 1000 square feet

- Business, including Marketing/Customer Service Area, approximately 3,300 square feet
- Administrative Space 1,200 square feet
- Cafeteria/commons area 2,500 square feet
- Kitchen, 1600 square feet
- Shower area boys and girls 200 square feet
- Fitness/Physical Education rooms 2,000 square feet
- Laundry room, 100 square feet
- 20 percent additional overall square feet for restrooms and circulation

Elevate Academy North will be at full capacity after three years of operation. Due to the specific nature of CTE requirements, all CTE facilities will be built prior to opening in the Fall of 2022. It will also be important that the facility is functional in order to offer exploratory classes to middle school and early high school students so they are able to plan for their path to graduation. Elevate Academy North will start with the minimum equipment needed to operate exploratory options. Elevate Academy North has started engaging in grant writing, fundraising, and developing partnerships with industry to ensure state of the art equipment is available for use in all CTE programs by the third year of operation.

Elevate Academy North will model facility financing after Elevate Academy Caldwell. A facility financing package will be secured, with the assistance of Building Hope, that ensures facility and/or lease payments are not a burden on the Elevate Academy North budget and allows for the purchase and build of a facility that can maintain the integrity of the Elevate Academy Inc. program while maintaining a fiscally responsible debt service ratio. Accounted for in the budget are graduated payments in the first three years until full enrollment is reached. This allows for us to increase our payments based on our enrollment schedule. In the budgeting process, approximately 20% is allocated to facilities and maintenance. In working with Building Hope to secure facility financing it is understood what the budget can support for acquisition of property and development of facilities. In modeling after Elevate Academy Caldwell, the facility payments will be structured in a graduated fashion. Year one will be approximately \$617,000 in lease or finance payments, total facility costs including maintenance and utilities are budgeted totalling \$731,000. This is approximately 21% of the overall budget. In year 2, there is an increase to 22% of total budget allocated to facilities including a lease or finance payment of \$885,000 and total maintenance and utility costs at \$1,014,000. At full enrollment, facilities including payments, maintenance and utilities, are budgeted at \$1,085,385 which corresponds to 19% of the total budget. The facilities template (See Appendix A5) outlines the current options that are being explored at this time.

Proposed costs have been vetted by Building Hope are reflected in each scenario (See Appendix F3).

Board Capacity and Governance Structure

Elevate Academy Inc., will be the charter holder (the Board of Directors) and will govern Elevate Academy North LLC. pursuant to Elevate Academy Inc. existing Articles of Incorporation, Bylaws, and Board Policies. Elevate Academy Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code.

Elevate Academy Inc. will be the sole member of Elevate Academy North, LLC.

Board of Directors: Governance Structure and Responsibilities

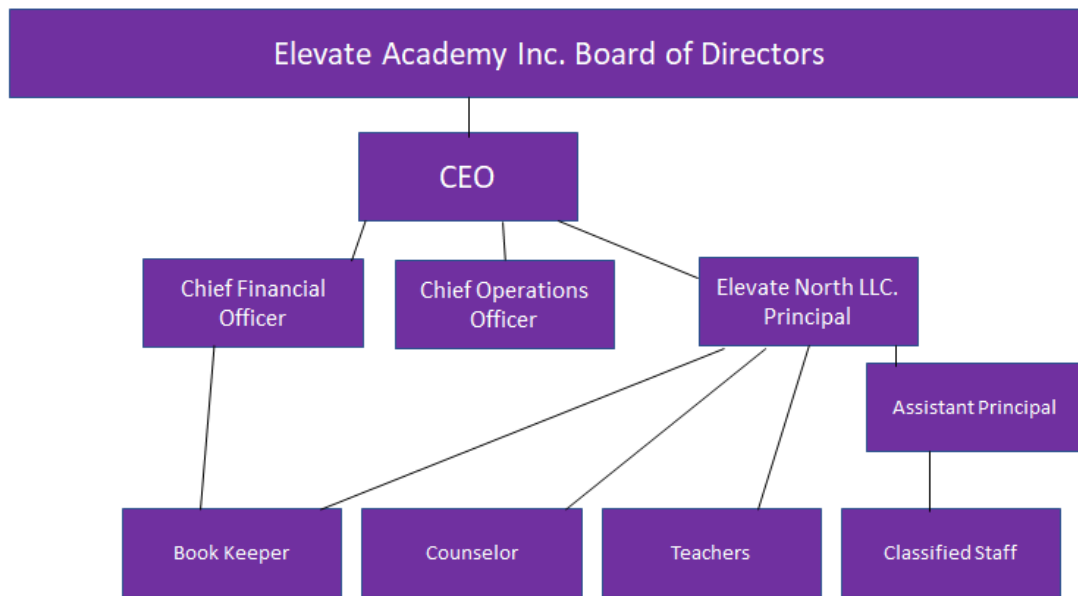
The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision, and educational program goals. The Board will be responsible for hiring the Chief Executive Officer. The Board has established financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws. Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as liaison between the school and the authorizing entity.

Relationship between the Board of Directors and School Administration

Elevate Academy Inc. Board of Directors is the governing board of the Elevate Academy North school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the Chief Executive Officer. If their concern is still not resolved, it will be brought before the Board of Directors.

The organization chart below demonstrates the reporting and interaction structure for Elevate Academy North.



The Elevate Academy Inc. Board of Directors is responsible for:

- Policy development and review
- The financial health of the school
- Administrative and operational oversight (not day-to-day operations)
- The legal affairs
- ~~The adoption~~ Adopting, advocating for, and overseeing a school budget, which is responsive to school goals and meets the needs of all students
- Conducting an annual self-evaluation of its own leadership, governance and teamwork.
- Communicating and interpreting the school's mission and other policy related matters to the public and stakeholders.
- Ensuring there is a supportive, smoothly operating leadership team, which advocates for both children and the community.
- Selecting and evaluating the Chief Executive Officer.

The Chief Executive Officer works under the direction of the Board.

Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Ensure Elevate Academy North meets the performance requirements outlined in the performance certificate
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendations to the Board on issues facing the school

The Chief Financial Officer works under the direction of the CEO.

Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements
- Payroll
- Insurance
- Benefits
- Accounts Payable

The Chief Operation Officer works under the direction of the CEO.

Responsibilities include but are not limited to:

- Facilities Management
- Transportation

- Nutrition
- Building security & Sstudent Ssafety
- Project management
- Culture Development

The Building Principal works under the direction of the CEO.

Responsibilities include but are not limited to:

- Parent and public relations
- Building wide community and culture
- Student supervision
- Staff Evaluation
- Participate in Curriculum development
- Academic scheduling
- Local community relations and programming
- Career Technical Education Programming
- Advisory Board relations
- Conduct All staff Evaluations
- Hire all staff
- Provide teacher mentoring and coaching
- Resolve Personnel issues
- Student Enrollment Records
- Attendance
- Student Data collection
- Develops Reports to the Board of Directors with CEO
- Processes and Procedures to ensure no commingling of funds between Elevate Academy Inc. network schools-

Board Member Qualifications

The appointed Elevate Academy Inc. Board of Directors will be legally accountable for the operation of Elevate Academy North. The school is committed 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 Elevate Academy Inc. Board not only seeks potential board members who support Elevate Academy North students, but also who have the specific skill set needed on the board.

The Elevate Academy Inc. Board is composed of talented and seasoned professionals and civic leaders. Board expertise and strength covers all necessary governance areas such as education, law, real estate, strategy, finance, management, and community relations, etc. Further strengthening the Board, the current Board Chair has 4 four years of governance experience with Elevate Academy schools, and the Vice-Chair has 3 three years with Elevate Academy and several years in a traditional school district. Board members who represent local communities will be given appointment priority as we develop into a the Elevate Academy Inc. network of schools, strengthening representation throughout and state.

Board Transition Plan

The Elevate Academy Inc. Board has moved past founding board status, has been in governing status, and is now transitioning to expansion status. Through the strategic planning process, strengths and weaknesses of the Board have been identified, and ~~e~~Current Board Member ~~roles~~ are being replaced with Board Members that are well connected throughout the state, and understand scaling and developing a networks. Additionally, as we transition to an expansion board, members of the Elevate Academy North advisory board will become part of the ~~network~~ governing board, when if the opportunity presents itself. The Elevate Academy Inc. Board is a member of the Idaho Schools Boards Association and has actively engaged in strategic planning and board training with Dr. Heather Williams, ~~as~~ as Strategic Growth planning with Andrew Bray, an expert in Charter Growth management.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Elevate Academy Inc. by staggering the transition of board members so that no more than four-sevenths of the Board is replaced at any one time. Currently, three of the current board members are on the founding board, the remaining board members have been part of the governing Board, and/or have been added to the Board for their expertise in development.

The diverse skill sets that are represented within the Elevate Academy Inc. Board are powerful in ensuring diverse views, along with an understanding of the populations and industries that Elevate Academy North represents. Elevate Academy North will have technical advisory committees for each CTE industry offered. As part of the

transition plan, members of the technical advisory committees will be encouraged to become successors of the original Board Members. This pipeline will be crucial to ensure continued representation from industry. Additionally, through community involvement activities, a list of community members that have shown interest in becoming part of the Elevate Academy Inc. is being generated.

Board Recruitment and Training

Elevate Academy Inc. Board Members are recruited in the best interest of the students and local community. Each member will represent the mission of Elevate Academy North and contribute to the growth of Elevate Academy Schools throughout the state. Elevate Academy North has also secured industry leaders to ensure success with our Professional Technical programs. The diverse skill sets that are represented on the Elevate Academy Inc. Board of Directors are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy North represents.

Elevate Academy North will have a local advisory board, the local advisory board will act as an incubator for governing board members. Securing adequate and appropriate Board Member leadership and training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance, and strategic planning. The Elevate Academy Inc. Board will annually evaluate its needs relative to training available through ISBA and will enroll and select training programs in which it will participate.

Examples of training for the Elevate Academy Inc. Board of Directors include, but are not limited to, the following topics to ensure the success of Elevate Academy Schools.

- Open Meeting Laws
- Ethics and Governance
- Management & Board Roles
- The Value and Best Use of Committee's
- Academic Excellence, Define and Understand Measurement.

Student Demand and Primary Attendance Target

Enrollment & Growth Projections

Elevate Academy North's anticipated class size is approximately 22 students per learning space, with the instructional staff-to-student ratio down to 17:1. Anticipated enrollment for year one will be 342 students. The target enrollment for each grade level varies between middle school and high school. We will have 66 students in each of the middle school grades and 72 students in each of the high school grades. This variation of starting with a smaller population of middle school students is based on the knowledge that middle school alternative school choices are new to the area.

Careful planning and consideration has been put into determining enrollment numbers in 9th through 12th grade classes. It has been determined that when starting in 9th and 10th grade, Elevate Academy North will offer a larger enrollment number than our middle school grades, seeking to provide high school students an alternative setting to catch up on required credits, along with helping them fill academic gaps that might be present from their K-8 grades.

When students are able to receive support from where they are in their K-12 learning progression, along with supporting them in hope and opportunities, they can shift from surviving to thriving in school. For each new high school grade, we will offer the same enrollment number giving our students the opportunity to continue learning at Elevate Academy North through their senior year.

By year three, Elevate Academy North will be at full enrollment in all 6th-12th grade levels and we are confident that enrollment projections by grade level can remain constant. Elevate Academy North will have a target enrollment of 482 students at full capacity. In year 2 the projected enrollment of Elevate Academy North is 414. In order to break even for operational costs, Elevate Academy North must enroll 290 students in year one. See table below for a breakdown of enrollment numbers between Year 1 and Year 3.

<u>Grade Level</u>	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
6 th	66	66	66

7 th	66	66	66
8 th	66	66	66
9 th	72	72	72
10 th	72	72	72
11 th	x	72	72
12 th	x	x	72
Total	342	414	486

Community Need and Market Interest

City, education, and industry leaders from Coeur d'Alene, Hayden, Post Falls, and Rathdrum have warmly welcomed the concept of Elevate Academy North due to student, industry, and community needs (See Appendix F9: Letters of Support). There was agreement to have *a school that serves all four cities*. City and education teams see Elevate Academy North as a school that will *fill a gap* by serving 6th-12th grade students who are not finding success in their current school situation.

Currently, Elevate Academy North's primary attendance area has two small alternative high schools, a charter school designed to address drop-out rates by providing online curriculum and credit recovery for 16-21 year old students, and one additional charter school, Coeur d'Alene Charter Academy which is "dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge" (Coeur d'Alene Charter Academy, 2020). Additionally, the districts offer a career technical school, KTEC, which is available to juniors and seniors that are on track to graduate.

Elevate Academy North will fill the gap for struggling students in the primary attendance area by providing an option to connect their interests to viable job opportunities, while developing needed academic and life skills through the integrated purpose driven curriculum. In the current CTE offerings in this area, it is important to note that students who fall behind and/or are failing often miss the opportunity to take advantage of CTE courses, because in a traditional setting when they fall behind, they

lose the opportunity to take electives. Elevate Academy North intends to target this demographic of students. Elevate Academy North will support the community as a whole through the local industry partnerships and community-driven educational offerings. Employers have expressed excitement and support for Elevate Academy North (See Appendix F9: Letters of Support).

Elevate Academy North is designed to prepare students to be employable, skilled, and contributing citizens who have access to opportunities based on industry needs aligning to the curriculum and resources offered during their 6th-12th grade schooling. It is our hope that financial literacy and career and community connections will offer our students the option to have stable household incomes. United Way of North Idaho (2016) reports that almost half of the population in the cities of Coeur d'Alene, Hayden, Post Falls, and Rathdrum are people who are one crisis away from falling into poverty, as they are Asset Limited, Income Constrained, Employed (ALICE).

The following table shows the % of ALICE and poverty for each city:

Cities	Total Households	% ALICE & Poverty
Coeur d'Alene	19,341	48%
Hayden	5,246	49%
Post Falls	11,472	41%
Rathdrum	2,701	46%

Source: (<https://www.unitedwayofnorthidaho.org/sites/unitedwayofnorthidaho.org/files/Kootenai.pdf>)

Elevate Academy North will provide a school option that makes an impact for at-risk students and supports community needs by being in a location that has:

- Concentrations of existing school-aged population.
- Expected growth in school-age population
- A concentration of permitted housing units
- Concentrations of people living in poverty, or one paycheck away from poverty
- Lack of opportunities of alternative education for all students that qualify as At-Risk.

Elevate Academy North will be a school of choice for students who are not finding success in their current educational setting, as per the criteria for at-risk youth. Elevate Academy North seeks to reach students prior to high school, as well as supporting those in high school, who are seeking an alternative option for their learning success and future career opportunities. The table below shows the total number of 4th-8th students enrolled in Coeur d'Alene, Post Falls, and Lakeland school districts in

the 2019-2020 school year (Idaho SDE, 2020). The table includes the average number of 4th-8th grade students being affected by the United Way of North Idaho's ALICE and Poverty findings (see table above). "Many studies have found that students from low SES families drop out more often than students from high SES families (Christle et al., 2007; Hayes, 2000; Nowicki, Duke, Sisney, Stricker, & Tyler, 2004), which is true at all levels of education (Hammond et al., 2007). Clearly some students may drop out of school in order to earn money to support themselves and their families." Hoff, N., Olson, A., & Reece, P. L. (2015, March). The table starts at fourth grade, as this group would be the first sixth graders to attend Elevate Academy North in 2022. The Elevate Academy North administrator found during conversations with education and community leaders, an excitement and support for having an alternative option for students, starting as early as sixth grade, as this is a recognized need.

Although poverty is not the only indicator and or correlate to determine at-risk youth, and not every student in poverty is at-risk, there are many other factors that play into a student being disenfranchised in school and lead to Elevate Academy North being a strong opportunity for those students. Elevate Academy North intends to serve just over 4% of the student population that is currently not being served by local alternative schools. With local graduation rates at averaging 78% it is clear that there continues to be a need for alternative opportunities in the community for disenfranchised youth. Of the students identified as being at or near the poverty level, Elevate Academy North will have the capacity to serve just under 10% of students that meet that criteria. These market studies are a strong indication that the need is great for Elevate Academy North.

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
TOTAL # STUDENTS IN POTENTIAL ATTENDANCE AREA (Post Falls, CDA, Lakeland Enrollment 2020)	1546	1582	1480	1598	1674
Total # Students as per Average of 46% ALICE + Poverty (See table above)	711	728	681	735	770
ELEVATE ACADEMY NORTH 2022 STUDENT ENROLLMENT	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
	66	66	66	72	72
% impact on Local Districts	4.2%	4.1%	4.4%	4.5%	4.3%

% Students with Poverty indicator which correlates to meeting at-risk criteria (<u>Christle et al., 2007</u>)	9%	9%	9.6%	9.7%	9.3%
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Source - (<https://www.sde.idaho.gov/finance/files/attendance-enrollment/enrollment/Enrollment-by-Building.xlsx>)

Elevate Academy North is partnering with the existing infrastructure of support in Kootenai County for mental health services and social emotional support. As a part of the Elevate Academy Inc., our school will have additional trauma-informed resources and restorative practices integrated into professional development for staff and instructional strategies for students. Elevate Academy North plans to provide wrap around support for students and their families through both local and statewide resources and connections.

Elevate Academy North will continue to be responsive to local employers' recommendations for skills and knowledge needed in order for our students to access opportunities for employment upon graduation. Our Integrated Purpose Driven Curriculum, along with community partnerships will provide our school with essential learning targets that connect with their interests and the needs in the workforce.

Strategies for Enrolling Underserved Families

Elevate Academy North's focus and mission is to serve at-risk students. Traditionally at-risk students are an underserved population. The intent of our charter is to focus primarily on underserved youth. Elevate Academy North will be guided by IDAPA code defining at-risk youth. An at-risk youth is any secondary student, grades 6-12, who meets any three of the following criteria in Column A, or any 1 item in Column B.

Column A		Column B	
	Has repeated at least one grade.		Has a documented pattern of substance abuse.
	Has absenteeism that is greater than 10% during the preceding semester.		Is pregnant or a parent.
	Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.		Is an emancipated or unaccompanied youth.
	Has failed one or more academic subjects in the past year.		Is a previous dropout.
	Is below proficient, based on local criteria and/or state standardized tests.		Has serious personal, emotional, or medical issue(s).

	Are two or more credits per year behind the rate required to graduate or for grade promotion.		Has a court or agency referral.
	Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.		
	Total Column A		Total Column B

During the enrollment phase, every student interested in attending Elevate Academy North will have a ~~4~~one on ~~one~~4 intake meeting with school leaders. This meeting will focus on the individual needs of each student and determine if they qualify as at-risk as determined by the Idaho State at-risk qualifiers.

Elevate Academy North's partnership with local support, along with the connection to Elevate Academy Inc. provides necessary resources, strategies, and experiences to have a strong foundation for students who will attend our school. The support infrastructure will be responsive and adaptive to the needs of Elevate Academy North's students and their families and will be connected to the existing support available through local school districts, juvenile probation, Salvation Army's Kroc Center and local religious organizations, counseling agencies, Boys and Girls Club, and other community outreach organizations that aim to help disenfranchised youth. Marita Diffenbaugh, Elevate Academy North Administrator will continue to connect these valuable community relationships to establish ongoing pipelines of support and opportunity for Elevate Academy North's students and families. Careful thought was taken when developing the boundaries of Elevate Academy North to ensure that the most vulnerable neighborhoods will have access to attend Elevate Academy North.

Marketing and Outreach Plan

Beginning in July of 2021, Elevate Academy North staff will begin recruitment for the 2022 school year. In response to community interest and needs, Elevate Academy North's location will be accessed by students and families in the cities of Coeur d'Alene, Post Falls, Hayden, and Rathdrum, either by school or family transportation options. Our recruitment for students will begin in neighborhoods where students can either walk to school or have Elevate Academy North provide bussing. In addition, both potential boundary options, as listed on the maps, are near industry partners, giving employees who commute to work from rural areas, a school of choice for their 6th-12th grade children.

Kootenai County's growth within these cities have populated neighborhoods and new neighborhoods, including multi-family dwellings being developed to meet housing needs for families. Demographic data reported through United Way of North Idaho reports between 41-49% of the households within our targeted area of educational support are Asset Limited, Income Constrained, Employed (ALICE) or living at the poverty level. This data is important as the National Center for Children in Poverty

(2008) reported that “Students who live in communities with high levels of poverty are 4x more likely to be chronically absent due to circumstances such as unstable housing, unreliable transportation, and lack of access to health care. National Collaborative on Education and Health (2015) reports, “By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.”

Elevate Academy North administrator and team will respond to disenfranchised youth that are either within walking distance or bussing distance to offer this school of choice through a door to door campaign. Parents will receive information about Elevate Academy North’s student services along with information about enrollment and lottery timelines through mailers, social media, our website, and through local community events. Elevate Academy North will continue to work with city, education, industry, and community partners to communicate about the services that our school offers to 6th-12th grade students and their families. In addition, Elevate Academy North will integrate into the existing support and community outreach structure by having a presence at local and community events that are especially geared to support youth and their families. Elevate Academy North will develop a recruitment committee along with receiving support and guidance for additional recruitment strategies through our experienced Elevate Academy Inc. Board of Directors.

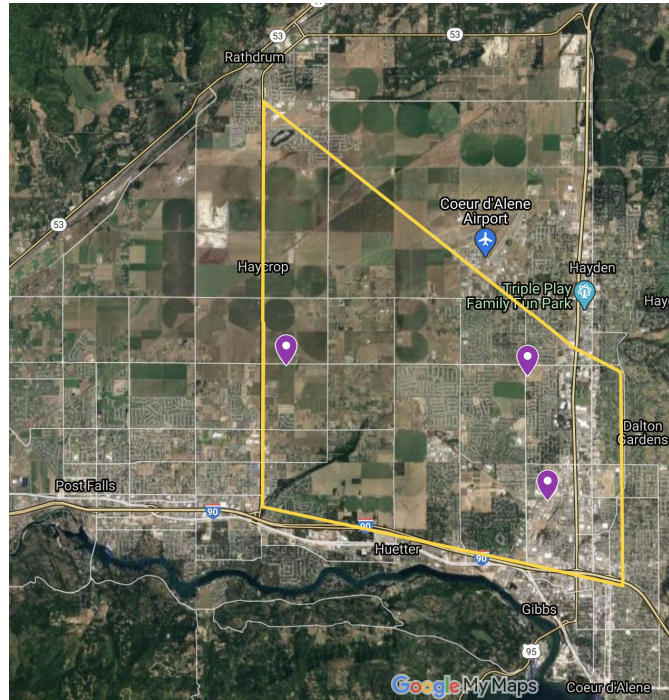
Primary Attendance Area

The school is planned to be located in Kootenai County and will be a school of choice for at-risk students in Coeur d’Alene, Hayden, Post Falls, and Rathdrum. Elevate Academy North’s primary area of attendance options are listed below and will be determined upon final acquisition of property.

Elevate Academy North is working with Building Hope, TOK real estate, and Kiemle Hagood real estate and Paradigm of Idaho, Inc. to identify land options within the proposed boundaries that are centrally located , reach out to rural areas to provide students access, are positioned near established neighborhoods or new neighborhoods that include multi-family dwellings, and are near needed utilities. Once land and/or a facility for remodel is identified the primary attendance option will be secured.

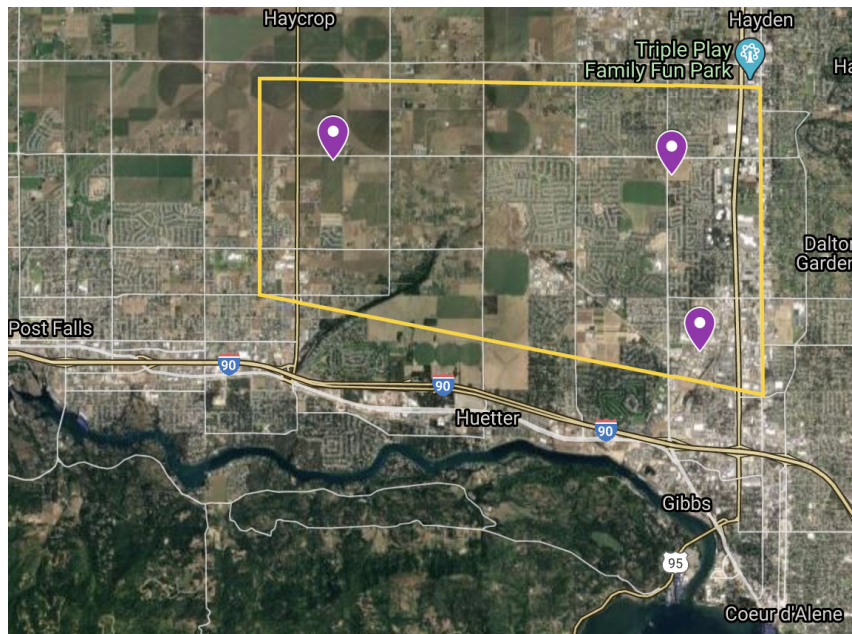
Elevate Academy North Primary Attendance Area Option #1:

This map shows three potential locations and a boundary option #1 that would include all four cities, with a travel distance of approximately 7-8 miles between each city. This option would provide transportation options for students living in the cities Coeur d'Alene, Post Falls, Hayden, and Rathdrum.



Elevate Academy North Primary Attendance Area Option 2:

This map shows three potential locations (same as the previous map) for Elevate Academy North with a boundary option #2. This option would provide transportation options for students living in the cities Coeur d'Alene, Post Falls, and Hayden.



School Leadership and Management

Leadership Team

Elevate Academy North will be led by Marita Diffenbaugh, a veteran educator who has twenty-one years of service in Idaho's education system, from the classroom, school district, and university to the State Department of Education. With fourteen years dedicated to students in the classroom and seven years of district and state-level administrator experience, she believes her greatest contributions involve building relationships with others and helping them connect their talents, knowledge, and skills with community needs. As a teacher, administrator, and leadership support for educators in Idaho, Marita has supported school, district, and state leadership in the strategic development of mastery-based education and instructional technology implementation. As a connected educator, she has provided teachers with professional development for student engagement and positive digital citizenship practices through local, state, national, and international presentations. She is honored and excited to be the founder of Elevate Academy North, ~~as s~~ She shares a passion for this focused and strategic plan to bring humanity back into the educational system by supporting the whole child, connecting learning to community resources and needs, and restoring hope to ensure that students are ready to learn. As a leadership partner, with Elevate Academy Caldwell's co-founders Monica White and Matt Strong, Marita has been planning, developing, and is ready to launch Elevate Academy North 6-12th grade Career Technical school to reflect the workforce needs and opportunities in North Idaho.

The Elevate Academy Inc. network schools administrative services will be provided by the school administrators (state certification required), with support from the Board of Directors. Elevate Academy North will contract with another Idaho charter school, Elevate Academy Caldwell LLC. for professional services. Elevate Academy Caldwell LLC. will provide a veteran leadership team with over 13 years of school and district leadership experience, including charter start up and building administrator experience. The team is supported by a governance board, which provides expertise in all of the functions and areas needed to run a successful Career Technical Education school for at-risk youth.

The school's management plan provides the school support from a the Elevate Academy Inc. network team with a demonstrated track record of working with at-risk youth to find a way to success for each student. The Elevate Academy Inc. network team will consist of a CEO, CFO, COO. The CEO will report to the Board and directly supervise the Elevate North Principal (see Appendix D) for Elevate Academy Inc. Network Rapid Framework. The Elevate Academy Inc. network team assists in curriculum development and implementation, obtaining and facilities, fundraising, professional development, preparing budgets and financial reports, back office support, human resources, and marketing. This allows the principal to focus on the instructional

and cultural leadership of the school. The principal's responsibilities include student academic success, building school community and culture, building community partnerships, providing teacher mentoring and coaching, conducting staff evaluations, student discipline, and facilitating parent relations.

Elevate Academy Inc. uses key elements in our approach to ensure a clear and healthy relationship between the central team and Elevate Academy North administration. Elevate Academy North LLC, building leadership will have significant autonomy around how they customize our Core Tenets to their context. Principals have control over many key areas, including school staff selection, staff evaluation, curriculum, school schedules, and community relations. The CEO holds school leaders accountable, ensures each school is faithful to our Core Tenets, requires standardized operational practices in critical areas, and provides support for many back office functions. Elevate Academy Inc. Board of Directors approved the "RAPID" framework and Elevate Inc. network organizational chart (See Appendix D) that describes organizational structure and decision-rights in detail to ensure alignment and clarity among our team.

The board will review key indicators for the school each month. Key indicators for Elevate Academy North will include enrollment, attendance, academic growth as measured by STAR, quarterly credit completion, stakeholder credit completion, yearly industry certification passage rates, teacher turnover and causes. These reviews allow the board to proactively address concerns as they arise. If concerns arise, administrators may provide context or additional information to address those concerns. If the concern warrants additional action, the board may either send the concern to one of the committees or ask the administration to make a recommendation at the next meeting concerning a resolution. In addition, the CEO is evaluated annually on the performance of the school, which is informed by indicators outlined in the data collection expectations. The board of directors will evaluate the CEO using an evaluation framework permissible by Idaho law. Currently Danielson Evaluation Framework is being used. The board will complete the evaluation of the administrator once per year, as required by Idaho Code. The timeline of evaluation will follow Idaho Code and be written in policy adopted by the Board of Directors upon approval of the charter petition.

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Appendix A1: Financial Summary

Appendix A: Budget Template

Submitted: [01/06/2021]

ELEVATE NORTH

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

APPENDIX A: BUDGET TEMPLATE

♦ ♦ ♦ ♦ ♦

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

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

Alan Reed, Chairman
Jenn Thompson, Director

UPDATED 2/5/20

Financial Summary					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
Revenue					
Anticipated Enrollment for Each Scenario:		290	330	410	488
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Child Nutrition Program	\$0.00	\$105,000.00	\$105,000.00	\$110,000.00	\$115,000.00
Federal Funds	\$0.00	\$131,900.00	\$131,900.00	\$141,900.00	\$141,900.00
Grants	\$250,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$657,809.00	\$770,998.00	\$1,062,201.00	\$1,294,401.00
Salary and Benefit Apportionment	NA	\$1,760,472.00	\$1,996,900.00	\$2,789,181.00	\$3,397,084.00
Transportation Allowance	NA	\$87,000.00	\$87,000.00	\$90,000.00	\$95,000.00
Special Distributions	NA	\$303,394.00	\$341,768.00	\$431,162.00	\$496,738.00
REVENUE TOTAL	250,000.00	\$3,045,575.00	\$3,433,566.00	\$4,624,444.00	\$5,540,123.00
Expenditures					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$230,782.32	\$1,713,009.00	\$2,073,998.00	\$2,891,516.00	\$3,424,619.00
Educational Program Totals	\$10,000.00	\$223,297.00	\$238,847.00	\$303,454.00	\$308,487.00
Technology Totals	\$0.00	\$100,122.00	\$103,724.00	\$107,802.00	\$113,836.00
Capital Outlay Totals	\$0.00	\$69,545.00	\$75,000.00	\$81,000.00	\$88,000.00
Board of Directors Totals	\$0.00	\$49,600.00	\$49,600.00	\$54,000.00	\$55,500.00
Facilities Totals	\$0.00	\$731,000.00	\$731,000.00	\$1,014,160.00	\$1,085,385.00
Transportation Totals	\$0.00	\$49,502.00	\$49,502.00	\$50,500.00	\$51,500.00
Nutrition Totals	\$0.00	\$95,000.00	\$95,000.00	\$105,000.00	\$105,000.00
Other	\$0.00	\$14,500.00	\$14,500.00	\$14,500.00	\$14,500.00
EXPENSE TOTAL	240,782.32	\$3,045,575.00	\$3,431,171.00	\$4,621,932.00	\$5,246,827.00
OPERATING INCOME (LOSS)	9,217.68	\$0.00	\$2,395.00	\$2,512.00	\$293,296.00
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$2,395.00	\$2,512.00
NET INCOME (LOSS)	9,217.68	\$0.00	\$2,395.00	\$2,512.00	\$293,296.00

Appendix A2: Pre-Opening Budget

Attachment A2: A2 - Pre-Operational Budget

1/6/2021

ELEVATE NORTH
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Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget		
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.		
Pre-Operational Revenue		
Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions		Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.
Loans		Include documentation that provides the lender, term, rate, and total principal.
Grants	250,000.00	Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		Include details and documentation as necessary.
REVENUE TOTAL	\$250,000.00	
Additional Notes or Details Regarding Revenues: We will apply for a JKAF High Performance Grant once the Charter has been approved. Marita is currently being paid through a Bluum Fellowship (which is supported by JKAF), therefore we feel it is likely this funding would continue in 2021-2022 through the JKAF High Performance Grant.		

Pre-Operational Expenditures			
Section 1: Staffing			
1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers			
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
SPED Director / Coordinator			
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Lead Administrator	1.0	90,000.00	
Assistant Administrator	1.0	90,000.00	
Other Certified Staff Subtotals	2.0	180,000.00	
CERTIFIED STAFF TOTAL	2.0	180,000.00	
1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
CLASSIFIED STAFF TOTAL	0.0	-	
1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement	11.94%	21,492.00	
Workers comp			
FICA/Medicare	7.65%	13,770.00	
Group insurance		13,252.32	\$552.18 per month
Paid time off (provide assumptions)	1.26%	2,268.00	
BENEFITS TOTAL		50,782.32	
CERTIFIED & CLASSIFIED STAFF TOTAL		180,000.00	
TOTAL STAFF & BENEFITS TOTAL		230,782.32	

Pre-Operational Expenditures			
Section 1: Staffing			
1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers			
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
SPED Director / Coordinator			
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Lead Administrator	1.0	90,000.00	
Assistant Administrator	1.0	90,000.00	
Other Certified Staff Subtotals	2.0	180,000.00	
CERTIFIED STAFF TOTAL	2.0	180,000.00	
1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
CLASSIFIED STAFF TOTAL	0.0	-	
1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement	11.94%	21,492.00	
Workers comp			
FICA/Medicare	7.65%	13,770.00	
Group insurance		13,252.32	\$552.18 per month
Paid time off (provide assumptions)	1.26%	2,268.00	
BENEFITS TOTAL		50,782.32	
CERTIFIED & CLASSIFIED STAFF TOTAL		180,000.00	
TOTAL STAFF & BENEFITS TOTAL		230,782.32	

Section 2: Educational Program		
2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development	5,000.00	
SPED Contract Services		Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)		
Office Supplies		
Membership Dues (if applicable)		
OVERALL EDUCATION PROGRAM TOTAL	5,000.00	

2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
Elementary Curriculum		
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumptions)		Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL	-	

2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Curriculum		
Secondary Instructional Supplies & Consumables	5,000.00	
Secondary Special Education Curricular Materials		
Secondary Contract Services (provide assumptions)		Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	5,000.00	
EDUCATIONAL PROGRAM TOTAL	10,000.00	

Additional Notes or Details Regarding Educational Program Expenditures:

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access		
Contract Services		
Technology Software & Licenses		
Computers for Staff Use		
Computers for Student Use		
Other Technology Hardware (i.e. document cameras, projectors, etc.)		
TECHNOLOGY TOTAL	-	

Additional Notes or Details Regarding Technology Expenditures:

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)		Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc)		
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		
CAPITAL OUTLAY TOTAL	-	

Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
Legal		
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	-	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease		
Construction / Remodeling (if applicable)		
Repairs and Maintenance		
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		
Utilities (i.e. gas, electric, water, etc.)		
Phone		
Other Facilities Related Costs (specify)		
FACILITIES TOTAL	-	
Additional Notes or Details Regarding Facilities Expenditures:		

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special Transportation (i.e. SPED, field trips, etc.)		
Other Transportation Costs (specify)		
TRANSPORTATION TOTAL	\$0.00	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Appendix A3: 3 Year Operating Budget

Attachment A3: A3 - Operational Budgets

1/6/2021

ELEVATE NORTH
Page 9 of 15

Idaho Public Charter School Commission Charter Petition: Operational Budgets					
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	290	330	410	488	
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand			\$2,395.00	\$4,907.00	Year 2 and 3 Cash on Hand is cumulative Net Income from the previous years. We will not include cash on hand in the budget but rather use it as a reserve account if needed.
Child Nutrition Program Revenue	\$105,000.00	\$105,000.00	\$110,000.00	\$115,000.00	Paid and Free/Reduced Lunches
Federal Programs (Title I, Title IIA, Title VIB, Title IV)	\$131,900.00	\$131,900.00	\$141,900.00	\$141,900.00	Title IV received in year 2 and 3
Donations and Contributions					Secured funds only; include documentation
Loans					Include documentation for lender, term, rate, and total principal and interest.
Grants					Provide documentation and details.
Entitlement	\$657,809.00	\$770,998.00	\$1,062,201.00	\$1,294,401.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$1,760,472.00	\$1,996,900.00	\$2,789,181.00	\$3,397,084.00	Attach the M & O Revenue Template
Transportation Allowance	\$87,000.00	\$87,000.00	\$90,000.00	\$95,000.00	
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$116,000.00	\$132,000.00	\$164,000.00	\$195,200.00	\$400 per ADA
Content and Curriculum	\$3,292.00	\$3,746.00	\$4,187.00	\$4,628.00	
Continuous Improvement Plans and Training	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	
Gifted Talented	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	
Leadership Premiums	\$18,297.00	\$21,347.00	\$27,954.00	\$29,987.00	\$1,016.52 per FTE
IT Staffing	\$10,339.00	\$11,765.00	\$14,302.00	\$16,836.00	
Math and Science Requirement	\$0.00	\$0.00	\$0.00	\$0.00	
Professional Development	\$28,315.00	\$32,220.00	\$37,550.00	\$39,190.00	
Safe and Drug-Free Schools	\$2,000.00	\$2,000.00	\$5,683.00	\$6,477.00	
Technology (i.e. infrastructure)	\$58,606.00	\$66,690.00	\$73,310.00	\$79,920.00	
Advanced Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	
College and Career Advisors/ Mentors	\$18,000.00	\$18,000.00	\$18,000.00	\$27,300.00	
Career Technical Education (Added Cost Funds)	\$39,545.00	\$45,000.00	\$51,000.00	\$58,000.00	Added Costs from Idaho CTE
Remediation	NA	NA	\$2,700.00	\$2,700.00	
Limited English Proficient (LEP)	NA	NA	\$0.00	\$0.00	
School Facilities (Lottery)	NA	NA	\$23,476.00	\$27,500.00	
REVENUE TOTAL	\$3,045,575.00	\$3,433,566.00	\$4,372,544.00	\$5,283,223.00	

Operational Expenditures									
Section 1: Staffing									
1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	14.0	762,204.00	18.00	1,025,431.00	24.50	1,527,003.00	26.50	1,724,845.00	
Secondary Teachers	1.0	54,719.00	1.00	56,361.00	1.00	60,612.00	1.00	65,068.00	
Specialty Teachers	15.00	816,923.00	19.00	1,081,792.00	25.50	1,587,615.00	27.50	1,789,913.00	Average classroom size:
Classroom Teacher Subtotals									
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director									
Special Education Teacher	1.0	54,719.00	1.00	56,361.00	2.00	121,224.00	2.00	130,136.00	
Special Education Subtotals	1.00	54,719.00	1.00	56,361.00	2.00	121,224.00	2.00	130,136.00	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0	92,000.00	1.00	95,000.00	1.00	97,850.00	1.00	100,786.00	
Assistant Administrator	1.0	89,000.00	1.00	90,000.00	1.00	92,700.00	1.00	95,481.00	
Other Certified Staff Subtotals	2.00	181,000.00	2.00	185,000.00	2.00	190,550.00	2.00	196,267.00	
CERTIFIED STAFF TOTAL	18.00	1,052,642.00	22.00	\$1,323,153.00	29.50	\$1,899,389.00	31.50	\$2,116,316.00	
1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	1.00	20,000.00	1.00	20,000.00	1.00	20,600.00	4.00	93,360.00	
Paraprofessionals- SPED	1.00	20,000.00	1.00	20,000.00	2.00	41,200.00	3.00	63,654.00	
Admin / Front Office Staff	1.00	31,500.00	1.00	31,500.00	1.00	32,445.00	3.00	96,900.00	
Other	7.00	168,000.00	7.00	168,000.00	8.00	188,880.00	8.00	194,546.00	Bus Drivers, Nutrition Staff & Custodial
CLASSIFIED STAFF TOTAL	10.00	239,500.00	10.00	239,500.00	12.00	283,125.00	18.00	448,460.00	
1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	11.94%	154,282.00	11.94%	186,581.00	11.94%	260,592.00	11.94%	306,234.00	
Workers comp/ FICA/ Medicare	7.65%	98,849.00	7.65%	119,543.00	7.65%	166,962.00	7.65%	196,205.00	
Group Insurance (Medical/Dental)		151,455.00		185,837.00		253,948.00		325,088.00	\$552.18 per month per employee
Paid time off (provide assumptions)	1.26%	16,281.00	1.26%	19,689.00	1.26%	27,500.00	1.26%	32,316.00	
BENEFITS TOTAL		420,867.00		511,345.00		709,002.00		859,843.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		1,292,142.00		1,562,653.00		\$2,182,514.00		\$2,564,776.00	
TOTAL STAFF & BENEFITS TOTAL		1,713,009.00		2,073,998.00		\$2,891,516.00		\$3,424,619.00	

Section 2: Educational Program						
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development		42,500.00	50,000.00	55,000.00	55,000.00	
SPED Contract Services		35,000.00	35,000.00	37,500.00	40,000.00	SLP and Psych Contract Services
Leadership Stipends		18,297.00	21,347.00	27,954.00	29,987.00	
Authorizer Fee		7,500.00	7,500.00	8,000.00	8,500.00	
Other Contract Services (i.e. accounting, HR, management)		50,000.00	50,000.00	100,000.00	100,000.00	SRO Contracted Service
Office Supplies						
OVERALL EDUCATION PROGRAM TOTAL		153,297.00	163,847.00	228,454.00	233,487.00	
2b: ELEMENTARY PROGRAM	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum						
Elementary Instructional Supplies & Consumables						
Elementary Special Education Curricular Materials						
Elementary Contract Services (provide assumptions)						
ELEMENTARY PROGRAM TOTAL		-	-	-	-	
2c: SECONDARY PROGRAM	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum		22,500.00	25,000.00	25,000.00	25,000.00	
Secondary Instructional Supplies & Consumables		47,500.00	50,000.00	50,000.00	50,000.00	
Secondary Special Education Curricular Materials						
Secondary Contract Services (provide assumptions)						Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL		70,000.00	75,000.00	75,000.00	75,000.00	
EDUCATIONAL PROGRAM TOTAL		223,297.00	238,847.00	303,454.00	308,487.00	
Additional Notes or Details Regarding Educational Program Expenditures:						

Section 3: Technology						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						
Contracted Services		10,339.00	11,765.00	14,302.00	16,836.00	Include details.
Technology Software & Licenses		15,000.00	15,000.00	17,500.00	20,000.00	
Computers for Staff Use						
Computers for Student Use		64,783.00	66,959.00	62,000.00	60,000.00	
Other Technology Hardware (i.e. document cameras, projectors, etc.)		10,000.00	10,000.00	14,000.00	17,000.00	
TECHNOLOGY TOTAL		100,122.00	103,724.00	107,802.00	113,836.00	
Additional Notes or Details Regarding Technology Expenditures:						

Section 4: Non-Facilities Capital Outlay						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)						
CTE Equipment	39,545.00		45,000.00	51,000.00	58,000.00	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	30,000.00		30,000.00	30,000.00	30,000.00	
CAPITAL OUTLAY TOTAL	69,545.00		75,000.00	81,000.00	88,000.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:						

Section 3: Technology						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						
Contracted Services		10,339.00	11,765.00	14,302.00	16,836.00	Include details.
Technology Software & Licenses		15,000.00	15,000.00	17,500.00	20,000.00	
Computers for Staff Use						
Computers for Student Use		64,783.00	66,959.00	62,000.00	60,000.00	
Other Technology Hardware (i.e. document cameras, projectors, etc.)		10,000.00	10,000.00	14,000.00	17,000.00	
TECHNOLOGY TOTAL		100,122.00	103,724.00	107,802.00	113,836.00	
Additional Notes or Details Regarding Technology Expenditures:						

Section 4: Non-Facilities Capital Outlay						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)						
CTE Equipment		39,545.00	45,000.00	51,000.00	58,000.00	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		30,000.00	30,000.00	30,000.00	30,000.00	
CAPITAL OUTLAY TOTAL		69,545.00	75,000.00	81,000.00	88,000.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:						

Section 5: Board of Directors					
Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	6,000.00	6,000.00	6,500.00	6,500.00	
Legal	2,500.00	2,500.00	3,000.00	4,000.00	
Insurance (property, liability, E & O, etc.)	34,500.00	34,500.00	37,500.00	37,500.00	
Audit	6,600.00	6,600.00	7,000.00	7,500.00	
BOARD OF DIRECTORS TOTALS	49,600.00	49,600.00	54,000.00	55,500.00	
Additional Notes or Details Regarding Board of Directors Expenditures:					

Section 6: Facilities Details (consistent with facilities template)					
Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease	617,000.00	617,000.00	885,000.00	949,000.00	
Construction / Remodeling (if applicable)					
Repairs and Maintenance	30,000.00	30,000.00	35,000.00	40,000.00	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)	12,000.00	12,000.00	20,000.00	20,000.00	
Utilities (i.e. gas, electric, water, etc.)	72,000.00	72,000.00	74,160.00	76,385.00	
Phone					
Other Facilities Related Costs (specify)					
FACILITIES TOTAL	731,000.00	731,000.00	1,014,160.00	1,085,385.00	
Additional Notes or Details Regarding Facilities Expenditures:					

Section 7: Transportation					
Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Fuel Costs	\$26,000.00	\$26,000.00	\$27,000.00	\$28,000.00	
Special Transportation (i.e. SPED, field trips, etc.)					
Other Transportation Costs (specify)	\$23,502.00	\$23,502.00	\$23,500.00	\$23,500.00	Bus Payments / Insurance
TRANSPORTATION TOTAL	\$49,502.00	\$49,502.00	\$50,500.00	\$51,500.00	
Additional Notes or Details Regarding Transportation Expenditures: Bus Drivers are included above in Salary / Benefit Costs under "Other" Classified positions.					

Section 8: Nutrition Program					
Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs	75,000.00	75,000.00	75,000.00	75,000.00	
Non-Food Costs	20,000.00	20,000.00	30,000.00	30,000.00	
NUTRITION TOTAL	95,000.00	95,000.00	105,000.00	105,000.00	
Additional Notes or Details Regarding Other Expenditures: 2 Child Nutrition Staff are included above in the "Other" Classified positions. The staffing costs would equate to an additional \$70,000 in Nutrition Program costs and therefore the total Nutrition Program would run a loss of approximately \$60,000.					

Section 9: Other Expenditures					
Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Testing / Assessment	10,000.00	10,000.00	10,000.00	10,000.00	
Advertising & Other Misc. Expenses	4,500.00	4,500.00	4,500.00	4,500.00	
OTHER TOTAL	14,500.00	14,500.00	14,500.00	14,500.00	
Additional Notes or Details Regarding Other Expenditures:					

Appendix A4: Cash Flow Projections

Attachment A4: A4 - Cash Flow

1/6/2021

ELEVATE NORTH
Page 15 of 15

Cash Flow Operational Year 1														
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	330													
Revenue														
Donations and Contributions	0													\$0.00
Loans	0													\$0.00
Grants	0													\$0.00
Federal Programs/Child Nutrition	236,900			\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$236,900.00
Entitlement	770,998	\$192,749.50	\$192,749.50			\$154,199.60			\$154,199.60			\$77,099.80		\$770,998.00
Salary and Benefit Apportionment	1,996,900	\$499,225.00	\$499,225.00			\$399,380.00			\$399,380.00			\$199,690.00		\$1,996,900.00
Transportation Allowance	87,000	\$21,750.00	\$21,750.00			\$17,400.00			\$17,400.00			\$8,700.00		\$87,000.00
Special Distributions	341,768									\$85,442.00	\$85,442.00	\$85,442.00	\$85,442.00	\$341,768.00
Total Revenue	\$3,433,566.00	\$713,724.50	\$713,724.50	\$23,690.00	\$23,690.00	\$594,669.60	\$23,690.00	\$23,690.00	\$594,669.60	\$109,132.00	\$109,132.00	\$394,621.80	\$109,132.00	\$3,433,566.00
Expenditures														
Salaries and Benefits (1)	2,073,998.00	\$20,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$1,921,996.00
Education Program	238,847.00		\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$238,847.00
Technology Totals (2)	103,724.00		\$81,959.00	\$2,176.00	\$2,176.00	\$2,176.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,175.00	\$103,724.00
Capital Outlay Totals (2)	75,000.00		\$59,000.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$75,000.00
Board of Directors	49,600.00		\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,510.00	\$49,600.00
Facilities	731,000.00	\$9,500.00	\$318,000.00	\$9,500.00	\$9,500.00	\$132,900.00	\$9,500.00	\$9,500.00	\$132,900.00	\$9,500.00	\$9,500.00	\$71,200.00	\$9,500.00	\$731,000.00
Transportation	\$49,502.00		\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,502.00	\$49,502.00
Nutrition	95,000.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,913.00	\$95,000.00
Other	14,500.00		\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,320.00	\$14,500.00
Total Expenditures	\$3,431,171.00	\$38,250.00	\$671,749.00	\$226,066.00	\$226,066.00	\$349,466.00	\$226,067.00	\$226,067.00	\$349,467.00	\$226,067.00	\$226,067.00	\$287,767.00	\$226,070.00	\$3,279,169.00
Cash Flow														
Operational Cash Flow		\$675,474.50	\$41,975.50	(\$202,376.00)	(\$202,376.00)	\$245,203.60	(\$202,377.00)	(\$202,377.00)	\$245,202.60	(\$116,935.00)	(\$116,935.00)	\$106,854.80	(\$116,938.00)	\$154,397.00
Cash on Hand	\$0.00	-	\$675,474.50	\$717,450.00	\$515,074.00	\$312,698.00	\$557,901.60	\$355,524.60	\$153,147.60	\$398,350.20	\$281,415.20	\$164,480.20	\$271,335.00	
Cash End of Period		\$675,474.50	\$717,450.00	\$515,074.00	\$312,698.00	\$557,901.60	\$355,524.60	\$153,147.60	\$398,350.20	\$281,415.20	\$164,480.20	\$271,335.00	\$154,397.00	\$154,397.00

(1) \$152,002 of Salaries/Benefits will be accrued in June and paid in July. (staff contracts are August thru July)

(2) Technology and Capital Outlay has been front loaded to August so staff/student computers and other equipment will be available at the beginning of the school year.

Appendix A5: Facility Options

Attachment A5: Facility Options

Submitted: 11/19/2020 Revised 1/5/2021

[Elevate Academy North LLC.]

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
PETITION FACILITY OPTIONS TEMPLATE
♦ ♦ ♦ ♦ ♦

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

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

Alan Reed, Chairman
Jenn Thompson, Director

UPDATED 7/25/18

New Charter Petition Facility Option 1						
Location Address	3815 N. Schreiber Way Coeur d'Alene, ID 83814					
Facility Information	Anticipate Move-In Date	8/1/2022	Facility Type	Existing Building Remodel	Facility Status	Possible (research in progress)
Budget Location	Yes this is reflected in our Annual Operating Budget.				Break Even -Year 3 Budget	
Vendor/ <u>Developer</u> / Contractor Information (if applicable)	Company Name:		<u>Building Hope</u>			
	Physical Address of Home Office:		National Headquarters 910 17 th Street NW - Suite 1100 Washington, DC 20006			
	Website Address:		<u>https://buildinghope.org/</u>			
	Company Contact:		<u>Dru Damico</u>			
	Company Contact Phone Number:		<u>1 (801)949-1456</u>			

Additional Information - Facility Option 1
<p>Please include any information pertinent to Facility Option 1 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.</p>

Facility Option 1 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Estimated Project Acquisition Cost	\$6,000,000	Building Hope
Studies, Surveys, Tests	\$10,000	Building Hope
Legal	\$80,000	Building Hope
Financing Costs with Construction Period Interest	\$350,000	Building Hope
Architecture and Engineering	\$350,000	Building Hope
Local Permits and Fees	\$125,000	Building Hope
Construction Costs	\$3,900,000	Building Hope
Owner Contingency	\$195,000	Building Hope
Total One-Time Costs	\$11,010,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	25 Years	
Interest rate	6% or lower	
Rate escalator (if applicable, please describe)	None	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 5	School can purchase at anytime
Capitalization rate at purchase (if applicable)	NA	Outstanding Principal Balance of Loan
Other		
Elevate Academy North intends to enter into a lease agreement with a Special Purpose Entity, 100% controlled by Building Hope, Idaho LLC a non-profit charter school developer. The rent is structured so that the school pays an annual rental rate equivalent to 100% of the global debt service (P&I). In past transactions, the proposed structure has an average rental rate around 6% when you include the principal payments into the debt amortization schedule to calculate rent. Past transactions have yielded a straight interest rate for 100% of the financing of approximately 3.5% to 4%. The School can purchase the property from Building Hope at any time. The buyout price is the outstanding loan principal balance. All benefit goes to the School.		

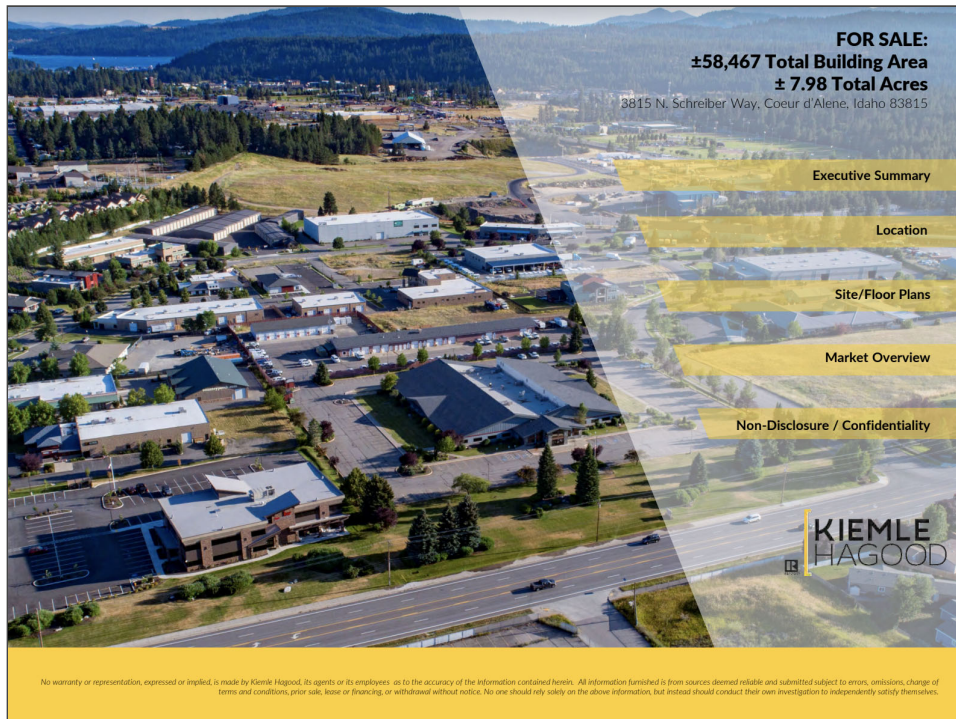
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New Charter Petition Facility Option 2						
Location Address	TBD (The Primary Attendance Area Maps, shared in the charter petition, show the locations that we are researching via our local real estate team, city planners, and local developers.)					
Facility Information	Anticipate Move-In Date	8/1/2022	Facility Type	New Construction	Facility Status	Possible (research in progress)
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Break Even -Year 3 Budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Building Hope			
	Physical Address of Home Office:		National Headquarters 910 17 th Street NW - Suite 1100 Washington, DC 20006			
	Website Address:		https://buildinghope.org/			
	Company Contact:		Dru Damico			
	Company Contact Phone Number:		1 (801)949-1456			

Additional Information - Facility Option 2
Property is being researched now through partnerships with a local real estate team Kiemle Hagood, city planners, and local developers, along with support from our partnerships with Building Hope and TOK real estate. Our number one choice is where we are putting our efforts, and property searches are secondary.

Facility Option 2 - Details		
Below is a sample cost breakdown for this option. It is based off of Elevate Academy Caldwell estimates.		
Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Estimated Project Acquisition Cost	\$980,000	Building Hope
Studies, Surveys, Tests	\$10,000	Building Hope
Legal	\$80,000	Building Hope
Financing Costs with Construction Period Interest	\$350,000	Building Hope
Architecture and Engineering	\$455,000	Building Hope
Local Permits and Fees	\$150,000	Building Hope
Construction Costs	\$8,000,000	Building Hope
Owner Contingency	\$400,000	Building Hope
Total One-Time Costs	\$10,425,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	25 Years	
Interest rate	6% or lower	
Rate escalator (if applicable, please describe)	None	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 5	School can purchase at anytime

Capitalization rate at purchase (if applicable)	NA	Outstanding Principal Balance of Loan
Other		
<p>Please include any additional narrative here.</p> <p>Elevate Academy North intends to enter into a lease agreement with a Special Purpose Entity, 100% controlled by Building Hope, Idaho LLC a non-profit charter school developer. The rent is structured so that the school pays an annual rental rate equivalent to 100% of the global debt service (P&I). In past transactions, the proposed structure has an average rental rate around 6% when you include the principal payments into the debt amortization schedule to calculate rent. Past transactions have yielded a straight interest rate for 100% of the financing of approximately 3.5% to 4%. The School can purchase the property from Building Hope at any time. The buyout price is the outstanding loan principal balance. All benefits goes to the School.</p>		



Executive Summary

FOR SALE:
±58,467 Total Building Area
± 7.98 Total Acres
 3815 N. Schreiber Way, Coeur d'Alene, Idaho 83815

PROPERTY DETAILS (Per County Records)

AIN: 194586	Parcel Number #: C1995005001A
Gross Square Feet: ±58,467 Total SF (Per County) ±42,707 SF (Office) ±11,360 SF (Showroom/Warehouse) ±4,400 SF (Cold Storage)	Total Land Size: ±7.98 Acres (347,609 square feet) *It is estimated that ±1 acre of yard/excess land is part of the total land size
Zoning: CDA - LM (Manufacturing Light District)	2019 Taxes: \$58,543.95
Year Built: 1994/2006	CC&R's: Yes; Commerce Park of Coeur d'Alene

[illegible]

SURVEY MAP

Floor Plan

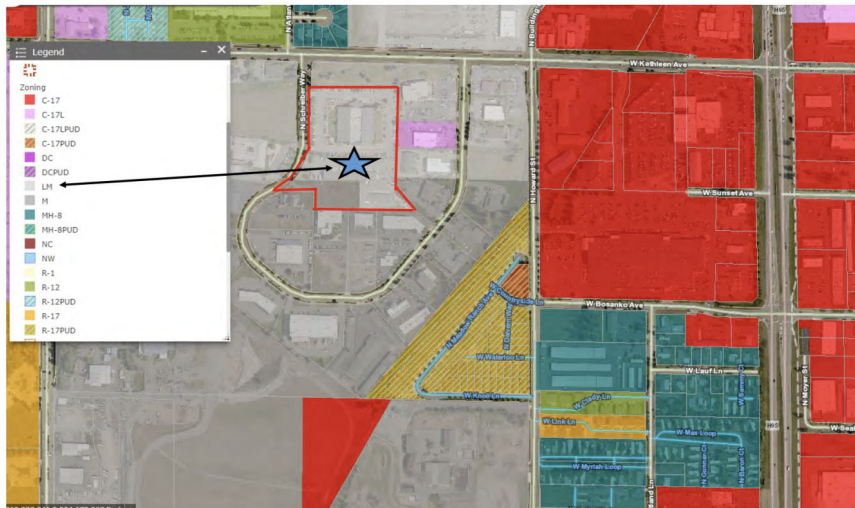


Front Entrance

Office Building | ±42,707 SF

Zoning Map

City of Coeur d'Alene—Zoning Map
LM—Light Manufacturing



Market Overview

Workforce

Largest Employers Kootenai County

KOOTENAI HEALTH	2,717
COEUR D'ALENE PUBLIC SCHOOLS No. 271	1,194
COEUR D'ALENE CASINO RESORT HOTEL	843
WALMART	862
KOOTENAI COUNTY	737
US BANK	679
HAGADONE HOSPITALITY CORPORATION	662
NORTH IDAHO COLLEGE	562
POST FALLS SCHOOL DISTRICT No. 273	526
QUALFON, INC	521
LAKELAND SCHOOL DISTRICT No. 272	472
CITY OF COEUR D'ALENE	399
ESTERLINE INTERFACE TECHNOLOGIES	322
BUCK KNIVES	300
RAYCAP, INC	221
CPM DEVELOPMENT CORP & SUBSIDIARIES	210
THE SALVATION ARMY RAY & JOAN KROC CORPS COMMUNITY CENTER	200
CITY OF POST FALLS	183
CASCADIA CUSTOM MOLDING	140
MANITO SUPER 1 FOODS INC	139

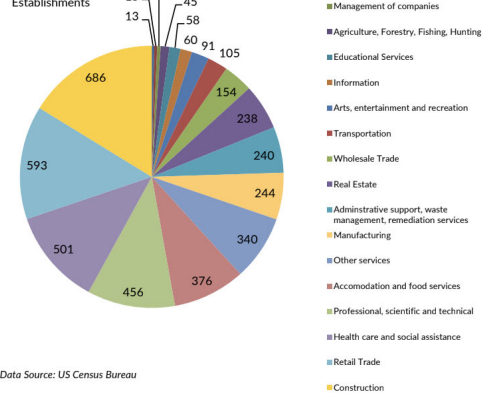
Data Source: Spokane Journal of Business - 2019 Book of Lists

FOR SALE:
±58,467 Total Building Area
± 7.98 Total Acres

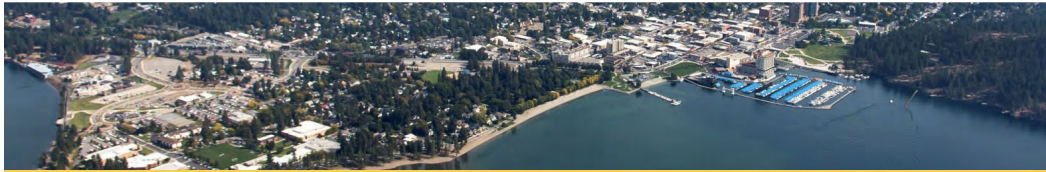
3815 N. Schreiber Way, Coeur d'Alene, Idaho 83815

Breakdown of Kootenai County Industry

Number of Establishments

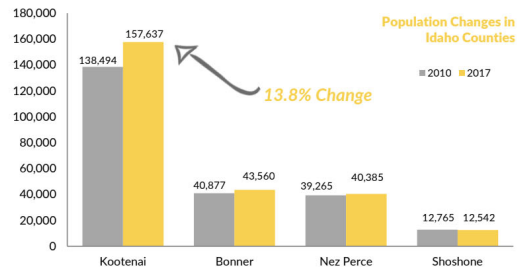


Data Source: US Census Bureau



Market Overview

Population

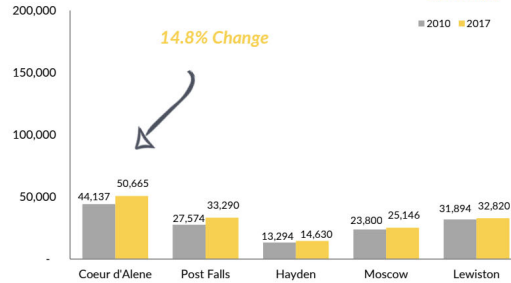


FOR SALE:
±58,467 Total Building Area
± 7.98 Total Acres

3815 N. Schreiber Way, Coeur d'Alene, Idaho 83815



Population Changes in Idaho Cities



Market Overview

Spokane, Washington / Coeur d'Alene, Idaho
Combined Counties - MSA Area

Data Source: US Census Bureau & Regis Pro

731,372
2019 Estimated Population

Drive Time Demographics	15 Minutes	30 Minutes	60 Minutes
Estimated Population (2019)	104,648	219,710	671,534
Estimated Population (2024)	120,019	247,100	739,433
Census Population (2010)	89,549	186,296	608,896
Median Age (2019)	38.0	38.4	38.1
Median Household Income (2019)	\$57,826	\$62,370	\$62,183
Average Household Income (2018)	\$67,279	\$72,685	\$74,373
Number of Households	43,923	91,191	280,640

FOR SALE:
±58,467 Total Building Area
± 7.98 Total Acres

3815 N. Schreiber Way, Coeur d'Alene, Idaho 83815



Non Disclosure / Confidentiality

FOR SALE:
±58,467 Total Building Area
± 7.98 Total Acres

3815 N. Schreiber Way, Coeur d'Alene, Idaho 83815

For the purposes of evaluating acquisition of **3815 N. Schreiber Way**, you have been (or will be) provided with confidential information. This information is provided with the understanding that you agree to treat any and all information concerning the Property or Ownership, whether prepared by Owner, Advisor, or otherwise, confidentially and in accordance with the following:

- Property Information does not purport to be all-inclusive or to necessarily contain all the information that a prospective purchaser may desire in investigating the Property.
- Property Information has been prepared for informational purposes relating to this transaction only and upon the express understanding that it will be used for only said purpose.
- No information supplied may be used to the detriment of Owner, nor may any of the supplied information be used directly or indirectly by current or prospective competitors of the Owner, its respective officers, employees and representatives.
- Any projections or similar materials should be considered hypothetical only and no assurances can be given as to the accuracy of assumptions or the predictability of any given result.
- Information provided by third party sources and included herein shall be verified by Buyer.
- Any purchase should be based on the purchaser's own investigations and not upon information contained herein. Neither Owner nor Broker make any express or implied representations or warranties as to the accuracy or completeness of the Property Information provided.
- Should the supplied information provided through Kiemle Hagood produce a Letter of Intent, leading to an offer to purchase, you agree to work through Kiemle Hagood as broker.

Contact Information

Exclusively Offered By:



Pat Eberlin
Commercial Sales & Leasing
pat.eberlin@kiemlehgagood.com | (208) 215-1375



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Appendix B: Articles of Incorporation and Bylaws

 <p>STATE OF IDAHO <i>Office of the secretary of state, Lawrence Denney</i> CERTIFICATE OF ORGANIZATION LIMITED LIABILITY COMPANY Idaho Secretary of State PO Box 83720 Boise, ID 83720-0080 (208) 334-2301 Filing Fee: \$100.00</p>	 0004038343	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>For Office Use Only</i> -FILED- File #: 0004038343 Date Filed: 10/20/2020 2:07:24 PM </div>
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Certificate of Organization Limited Liability Company Select one: Standard, Expedited or Same Day Service (see descriptions below)		Standard (filing fee \$100)
1. Limited Liability Company Name Type of Limited Liability Company		Limited Liability Company
Entity name		Elevate Academy North LLC.
2. The complete street address of the principal office is: Principal Office Address		114 W. CHICAGO ST. CALDWELL, ID 83605
3. The mailing address of the principal office is: Mailing Address		114 W CHICAGO ST CALDWELL, ID 83605-3202
4. Registered Agent Name and Address Registered Agent		DARREN URANGA Registered Agent Physical Address 23802 GARRETT RANCH WAY WILDER, ID 83676 Mailing Address
<input checked="" type="checkbox"/> I affirm that the registered agent appointed has consented to serve as registered agent for this entity.		
5. Governors		
Name	Address	
Elevate Academy INC	114 W. CHICAGO ST. CALDWELL, ID 83605	
Signature of Organizer:		
<i>Monica White</i> Sign Here	<i>10/20/2020</i> Date	

Page 1 of 1

B0545-8988 10/20/2020 2:43 PM Received by ID Secretary of State Lawrence Denney

OPERATING AGREEMENT

OF

Elevate Academy North LLC

Effective as of October 20, 2020

**OPERATING AGREEMENT
OF
ELEVATE ACADEMY NORTH LLC
A Sole Member Limited Liability Company**

THIS OPERATING AGREEMENT (this “Agreement”), made and entered into effective as of October 20, 2020 (the “Effective Date”), by Elevate Academy, Inc., an Idaho nonprofit corporation (the “Sole Member”), located at 114 W Chicago Street, Caldwell, Idaho 83605. Capitalized terms used herein are defined in 0.

**ARTICLE I
FORMATION OF THE COMPANY**

Section I.1 Organization. The Company was formed upon the filing of the Certificate with the Idaho Secretary of State on October 20, 2020. All actions taken by the Person who executed and filed the Certificate are hereby adopted and ratified, such Person being an “authorized person” under the Act.

Section I.2 Company Name. The business of the Company shall be conducted under the name “Elevate Academy North, LLC” or such other name as the Sole Member shall hereafter designate.

Section I.3 Sole Member. The Sole Member of the Company shall be Elevate Academy, Inc., located at 114 W. Chicago St. Caldwell, ID 83605.

Section I.3 Filing of Certificate and Amendments. The Sole Member is hereby authorized to appoint an officer or other representative of the Company to execute, deliver, file and record all such certificates and documents, including amendments to, or restatements of, the Certificate, and to do such other acts as may be appropriate to comply with all requirements for the formation, continuation and operation of a limited liability company, the ownership of property, and the conduct of business under the laws of the State of Idaho and any other jurisdiction in which the Company may own property or conduct business.

Section I.4 Term of Company. The Company’s term commenced on the date the Certificate was filed with the Idaho Secretary of State and is perpetual. The Company may be terminated in accordance with the terms and provisions hereof, and will continue unless and until dissolved as provided in Article VIII. The existence of the Company as a separate legal entity will continue until the cancellation of the Certificate as provided in the Act.

Section I.5 Registered Agent and Office. The Company’s initial registered agent and office in the State of Idaho is Darren Uranga, 114 W. Chicago St. Caldwell, ID 83605. The Sole Member may designate another registered agent and/or registered office from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws.

Section I.6 Principal Place of Business. The Company’s principal place of business shall be at 114 W. Chicago St. Caldwell, ID 83605 or such other place within or outside of the State of Idaho as determined by the Sole Member. The location of the Company’s principal place

of business may be changed by the Sole Member from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws. The Company may have other offices as the Sole Member may from time to time deem necessary or advisable.

Section I.7 Qualification in Other Jurisdictions. Any authorized person of the Company may execute, deliver and file any certificates (and any amendments and/or restatements thereof) necessary for the Company to qualify to do business in any jurisdiction in which the Company may wish to conduct business.

Section I.8 Fiscal Year; Taxable Year. The fiscal year of the Company for financial accounting and income tax purposes will end June 30 unless otherwise required by law.

Section I.9 Covenants Regarding Organization. The Sole Member shall take such steps as are necessary to (a) maintain the Company's status as a limited liability company formed under the laws of the State of Idaho and its qualification to conduct business in any jurisdiction where the Company does business and is required to be qualified, and (b) ensure that the Company shall continue to be treated as a disregarded entity for federal, state and local income tax purposes.

ARTICLE II PURPOSE AND POWERS OF THE COMPANY

Section II.1 Purpose. The Company is organized exclusively for charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or within corresponding provisions of any subsequent federal tax laws, including the operation of a public charter school under the laws of the State of Idaho.

Section II.2 The broadest discretion is vested in and conferred upon the Sole Member for the accomplishment of these purposes.

Section II.3 Powers of the Company. The Company will have the power and authority to take any and all actions that are necessary, appropriate, advisable, convenient or incidental to or for the furtherance of the purposes set forth in Section 2.1.

Section II.4 Failure to Observe Formalities. A failure to observe any formalities or requirements of this Agreement, the Certificate, or the Act shall not be grounds for imposing personal liability on the Sole Member for liabilities of the Company.

ARTICLE III SOLE MEMBER

Section III.1 Powers and Limitations on the Rights of the Sole Member.

(a) The Sole Member is authorized on the Company's behalf to make all decisions in accordance with this agreement as to (a) the sale, development lease or other disposition of the Company's assets; (b) the purchase or other acquisition of other assets of all kinds; (c) the management of all or any part of the Company's assets; (d) the borrowing of money and the

granting of security interests in the Company's assets; (e) the pre-payment, refinancing or extension of any loan affecting the Company's assets; (f) the compromise or release of any of the Company's claims or debts; and, (g) the employment of persons, firms or corporations for the operation and management of the company's business.

(b) In the exercise of its management powers, the Member is authorized to execute and deliver (a) all contracts, conveyances, assignments leases, sub-leases, franchise agreements, licensing agreements, management contracts and maintenance contracts covering or affecting the Company's assets; (b) all checks, drafts and other orders for the payment of the Company's funds; (c) all promissory notes, loans, security agreements and other similar documents; and, (d) all other instruments of any other kind relating to the Company's affairs, whether like or unlike the foregoing.

(c) The Sole Member shall have the right to take any action with respect to the Company necessary, in its sole discretion, to protect the Sole Member's status as an exempt entity under section 501(c)(3) of the Code.

Section III.2 Limited Liability of the Sole Member. Notwithstanding anything to the contrary in this Agreement, the debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Company and the Sole Member will not be obligated personally for any such debt, obligation or liability solely by reason of being a Member of the Company.

Section III.3 Competing Activities. The Sole Member may engage or invest in, independently or with others, any business activity of any type or description, including without limitation those that might be the same as or similar to the Company's business and that might be in direct or indirect competition with the Company. The Company shall not have any right in or to such other ventures or activities or to the income or proceeds derived therefrom. The Sole Member shall not be obligated to present any investment opportunity or prospective economic advantage to the Company, even if the opportunity is of the character that, if presented to the Company, could be taken by the Company. The Sole Member shall have the right to hold any investment opportunity or prospective economic advantage for its own account or to recommend such opportunity to Persons other than the Company.

Section III.4 Compensation of the Sole Member. The Sole Member may not be compensated for performing services to the Company, but shall be entitled to reimbursement of reasonable expenses incurred on behalf of the Company in connection with the performance of such services.

ARTICLE IV MANAGEMENT

Section IV.1 Management of the Company by Sole Member. The business, property and affairs of the Company shall be managed and all powers of the Company shall be exercised by or under the direction of the Sole Member. The Member is in control, management, direction and operation of the Company's affairs and shall have powers to bind the Company with any legally binding agreement, including setting up and operating a Company bank account.

Section IV.2 Meetings of Sole Member. Meetings of the Sole Member shall be called, noticed and held pursuant to the Bylaws of the Sole Member. All meetings related to the Company shall comply with Idaho Open Meeting laws.

Section IV.3 Transactions between the Company and the Board. Notwithstanding that it may constitute a conflict of interest, the Board may, and may cause their affiliates to, engage in any transaction (including, without limitation, the purchase, sale, lease, or exchange of any property or the rendering of any service, or the establishment of any salary, other compensation, or other terms of employment) with the Company so long as (i) such transaction is not expressly prohibited by this Agreement, (ii) the terms and conditions of such transaction, on an overall basis, are fair and reasonable to the Company and are at least as favorable to the Company as those that are generally available from Persons capable of similarly performing them and in similar transactions between parties operating at arm's length, and (iii) such transaction has been consented to in writing by the Sole Member. These agreements include, but are not limited to, professional services agreements with other schools affiliated with the Sole Member.

Section IV.4 Reliance Upon Advisors. The Board and/or officers may consult with legal counsel chosen by them and any act or omission suffered or taken by them on behalf of the Company or in furtherance of the interests of the Company in good faith in reliance upon and in accordance with the advice of such counsel shall be full justification for any such act or omission and the Board and/or officers shall be fully protected in so acting or omitting to act, provided such counsel was chosen with reasonable care.

Section IV.5 Bank Accounts. The funds of the Company shall be deposited in such bank account or accounts, or invested in such interest-bearing or non-interest bearing investments, as shall be designated by the Sole Member. Company funds shall be separately identifiable from and not commingled with those of any other Person.

ARTICLE V BOOKS AND RECORDS

Section V.1 Books, Records and Financial Statements. At all times during the continuance of the Company, the Company will maintain, at its principal place of business, separate books of account in which complete entries will be made that will show a true and accurate record of all costs and expenses incurred, all charges made, all credits made and received and all U.S. income derived in connection with the operation of the Company's business and reflecting all financial transactions of the Company in accordance with this Agreement. The books shall be kept in accordance with Idaho law. Such books of account, together with a copy of this Agreement and the Certificate, will at all times be maintained at the principal place of business of the Company and will be open to inspection and examination at reasonable times, within ten (10) business days following receipt by the Company of a request by the Sole Member, or its duly authorized representatives, for any purpose.

The Company will furnish to the Sole Member within ninety (90) days after the end of each fiscal year of the Company, an unaudited report of the activities of the Company for the

preceding fiscal year, including a copy of a balance sheet of the Company as of the end of such year and a statement of income or loss for such year.

Section V.2 Corporate Existence. The Company will maintain its respective legal existence.

ARTICLE VI LIABILITY AND INDEMNIFICATION

Section VI.1 Liability. Except as otherwise provided by the Act, the debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Company, and the Sole Member will not be obligated personally for any such debt, obligation or liability of the Company solely by reason of being the Sole Member.

Section VI.2 Standard of Care; Fiduciary Duties.

(a) Each Member or officer or employee of the Company (i) is to perform his, her or its duties in good faith on behalf of the Company, in a manner that he, she or it reasonably believes to be within the scope of authority conferred upon such Member, officer or employee, in a manner that such Member, officer or employee reasonably believes to be in the best interests of the Company, and with such care as an ordinarily prudent person in a like position would use under similar circumstances, and, (ii) except to the extent expressly modified by this Agreement, shall have the same fiduciary duties to the Company as a director or officer, as the case may be, of an Idaho corporation would have to such corporation and its shareholders under the Idaho Uniform Business Organizations Code (Idaho Code, Title 30, Chapter 21), as the same may be amended from time to time.

(b) Each Member or officer or employee of the Company, in the performance of his, her or its duties, is entitled to rely in good faith on information, opinions, reports or other statements, including financial statements, books of account and other financial data, if prepared or presented by: (i) one or more other Members, officers or employees of the Company if the Person relying on the statements reasonably believes that the Person preparing or presenting the material is reliable and competent in that matter; or (ii) legal counsel, public accountants or other Persons as to matters that the Person relying on the statements reasonably believes are within the Person's professional or expert competence.

Section VI.3 Indemnification. To the fullest extent permitted by applicable law, a Member, officer or employee will be entitled to indemnification from the Company for any loss, damage or claim incurred by such Member, officer or employee by reason of any act or omission performed or omitted by such Member, officer or employee in good faith on behalf of the Company and in a manner believed to be within the scope of authority conferred on such Member, officer or employee by this Agreement, except that no Member, officer or employee will be entitled to be indemnified in respect of any loss, damage or claim which is found by a court of competent jurisdiction, not subject to further appeal, to have been incurred by such Member, officer or employee by reason of such Member, officer or employee's gross negligence, willful misconduct or willful breach of this Agreement with respect to such acts or omissions;

provided, that any indemnity under this Section will be provided out of and to the extent of Company assets only, and no Member, officer or employee will have any personal liability on account thereof.

Section 6.4 **Exculpation.** Any act or omission of the Member, the effect of which may cause or result in loss or damage to the Company or the Member, if done in good faith to promote the best interests of the Company, shall not subject the Member to any liability to the Member.

Section 6.5 Indemnification Severability. To the fullest extent permitted by applicable law, if any portion of this Article is invalidated on any ground by any court of competent jurisdiction, then the Company will nevertheless indemnify each Member, officer or employee as to costs, charges and expenses (including reasonable attorneys' fees), judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal, administrative or investigative, including an action by or in the right of the Company, to the fullest extent permitted by any applicable portion of this Article VI that has not been invalidated.

ARTICLE VII TRANSFERS OF INTERESTS

Section VII.1 **Assignment, Sale or Transfer of Interest.** The Sole Member may not voluntarily assign, sell or transfer its Interest in the Company, without the express written consent of the charter school authorizer or other person that has a right to consent.

ARTICLE VIII DISSOLUTION, LIQUIDATION AND TERMINATION

Section VIII.1 **Dissolving Events.** The Company will be dissolved and its affairs wound up in the manner hereinafter provided upon the happening of any of the following events:

- (a) The Sole Member elects to dissolve the Company;
- (b) The sale or liquidation of all, or substantially all, of the Company's assets;
- (c) The bankruptcy of the Company; or
- (d) The occurrence of any event which, under applicable law, would cause the dissolution of the Company; provided, however, that, unless required by applicable law, the Company will not be wound up as a result of any such event and the business of the Company will continue.

Section VIII.2 **Dissolution and Winding-Up.** Upon the dissolution of the Company, the assets of the Company will be liquidated or distributed under the direction of, and to the extent determined by, the Sole Member in accordance with the provisions of the Certificate and in accordance with Idaho Code 33-5212 and the Internal Revenue Code as it applies to charitable organizations.

Section VIII.3 Termination. The Company will terminate when the winding up of the Company's affairs has been completed, all of the assets of the Company have been distributed, and the Certificate has been canceled.

Section VIII.4 No Personal Liability/Claims of the Sole Member. The Sole Member shall not be personally liable for any debts, liabilities or obligations of the Company, whether to the Company or to the creditors of the Company; and the members of the Board shall be not personally liable for any debts, liabilities or obligations of the Company, whether to the Company, the Sole Member or to the creditors of the Company.

ARTICLE IX MISCELLANEOUS

Section IX.1 Notices. All notices, requests, demands and other communications (collectively, "Notices") given pursuant to this Agreement shall be in writing, and shall be delivered by personal service, courier, facsimile transmission (which must be confirmed), electronic mail transmission (which must be confirmed) or by United States first class, registered or certified mail, postage prepaid, to the addresses, facsimile numbers and/or electronic mail addresses set forth in the Company's files. All Notices shall be deemed given when received.

Section IX.2 Headings. Captions contained in this Agreement are inserted only as a matter of convenience and in no way define, limit or extend the scope or intent of this Agreement or any provision thereof.

Section IX.3 Interpretation. In the event any claim is made by any Member relating to any conflict, omission or ambiguity in this Agreement, no presumption or burden of proof or persuasion shall be implied by virtue of the fact that this Agreement was prepared by or at the request of a particular Member or its counsel.

Section IX.4 Entire Agreement. Except as herein provided, this Agreement constitutes the entire agreement among the parties relating to the subject matter hereof and supersedes any prior agreement or understanding between them relating to the subject matter hereof. This Agreement may not be modified or amended in any manner other than as set forth herein.

Section IX.5 Counterparts. This Agreement may be executed in any number of counterparts, and by fax or portable document form ("pdf") signatures, each of which will be deemed an original but all of which together will constitute one and the same instrument.

Section IX.6 Attorneys' Fees. In the event of any litigation or arbitration between the parties hereto respecting or arising out of this Agreement, the prevailing party, whether or not such litigation or arbitration proceeds to final judgment or determination, shall be entitled to recover all of the attorneys' fees incurred with respect to such legal efforts, in each and every such action, suit or other proceeding, including any and all appeals or petitions therefrom; provided, however, that in the case of any negotiated settlement of any litigation or arbitration between the parties, there shall be no "prevailing party" for purposes of this Section 9.6. As used herein, the term "attorneys' fees" shall be deemed to mean the reasonable cost of any legal services actually performed in connection with the matters involved.

Section IX.7 Severability. Whenever possible, each provision of this Agreement shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Agreement, or the application of such provision to any Person or circumstances shall be held invalid, the remainder of this Agreement, or the application of such provision to Persons or circumstances other than those to which it is held invalid, shall not be affected hereby.

Section IX.8 Amendments. Neither this Agreement nor the Certificate may be amended (including by way of merger), modified or supplemented except by a written instrument signed by the Sole Member.

Section IX.9 No Third Party Beneficiaries. Except as otherwise provided herein with respect to Member, officer or employees pursuant to Article VI, this Agreement is not intended to confer upon any Person, except for the parties hereto, any rights or remedies hereunder.

Section IX.10 Governing Law. This Agreement and the rights of the parties hereunder shall be governed by and interpreted in accordance with the laws of the State of Idaho. All terms used herein shall have the meaning given them under the Act, as such may be amended from time to time, except as otherwise provided herein.

Section IX.11 Successors and Assigns. Except as herein otherwise provided to the contrary, this Agreement will be binding upon and inure to the benefit of the parties hereto, their successors and permitted assigns.

Section IX.12 Exhibits. All Exhibits attached to this Agreement are incorporated and shall be treated as if set forth herein.

Section IX.13 Legal Representation and Conflicts of Interest. Legal counsel to the Company may also be legal counsel to the Sole Member, or any Affiliate of the Sole Member and the parties hereto expressly waive any conflicts of interest with respect to such representation. Such waiver may be revoked at any time. The Company's revocation will be effective upon the affirmative vote of the Sole Member or the Sole Member.

Section IX.14 Parties in Interest. Except as expressly provided in the Act, nothing in this Agreement shall confer any rights or remedies under or by reason of this Agreement on any Persons other than the Sole Member and their respective successors and assigns nor shall anything in this Agreement relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right of subrogation or action over or against any party to this Agreement.

[Signature pages follow]

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of November 9, 2020.

COMPANY:

Elevate Academy North LLC, a Idaho limited liability company

By:

Name: _____

Title: CEO, ELEVATE ACADEMY INC., the Sole Member

HOU:3740985.2

[Company Signature Page to Operating Agreement]

**EXHIBIT A-1 MEMBERS OF THE BOARD OF DIRECTORS OF
ELEVATE ACADEMY INC.**

Date of Exhibit: As of October 7, 2020

Name and Address
Kellie Foreman 21395 Chicago St. Nampa, ID 83607
Brad Ward 2421 Windsor Dr. Caldwell, ID 83605
Erick Bullock 15701 Palomino Ln. Murphy, ID 83650
Amy Rojas 1215 Fillmore St. Caldwell ID 83605
Becki Woodbury 1885 W. Sheep Hill Ct. Meridian, ID 83646
Amia Vicandi Bow 222 N. 12 th Ave Caldwell, ID 83606 (Amia works for Juvenile Probation this is her work address, her home address can not be published.)
Brooke Stevenson 2301 Nordic Ave. Middleton, ID 83644

[Signature Page to Operating Agreement]

204



ARTICLES OF AMENDMENT (Non-profit)

Title 30, Chapters 21 and 30, Idaho Code

Filing fee: \$30 typed, \$50 not typed

Complete and submit the application in duplicate.

2017 NOV -6 AM 10:46

SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:

Elevate Academy, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each article being amended:

Article 2: The purpose for which the corporation is organized: Elevate Academy, Inc. is organized exclusively for educational purposes, specifically a public charter school, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described under section 501(c)(3) of the Internal Revenue Code, or corresponding of any future federal tax code.

3. The date of adoption of the amendment(s) was:
- 11/1/2017

4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-30-705, Idaho Code, and was, therefore, adopted by the incorporators, or by the board of directors. (Please fill spaces below)

a. The number of directors entitled to vote was: 2b. The number of directors that voted for each amendment was: 2c. The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-30-705, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

a. The number of members entitled to vote was: _____

b. The number of members that voted for each amendment was: _____

c. The number of members that voted against each amendment was: _____

Secretary of State use only

Printed Name: Monica White, Board Director

Signature: _____

Revised 06/2016

204



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4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-30-705, Idaho Code, and was, therefore, adopted by the incorporators, or by the board of directors. (Please fill spaces below)

- a. The number of directors entitled to vote was: 2
b. The number of directors that voted for each amendment was: 2
c. The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-30-705, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

- a. The number of members entitled to vote was: _____
b. The number of members that voted for each amendment was: _____
c. The number of members that voted against each amendment was: _____

Secretary of State use only

Printed Name: Monica White, Board Director

Signature: _____

Revised 06/2016

201



ARTICLES OF INCORPORATION (Non-Profit)

Title 30, Chapters 21 and 30, Idaho Code

Filing fee: \$30 typed, \$50 not typed

Complete and submit the form in duplicate.

2017 SEP 26 PM 1:26
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Elevate Academy, Inc.

Article 2: The purpose for which the corporation is organized is: the operation of a public charter school
pursuant to the Idaho Public Charter Schools Act of 1998

Article 3: Registered agent name and address:

Chris Yorgason

6200 Meeker Pl., Boise, ID 83713

(Name)

(Address)

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

Monica White

1010 W. Jefferson St. #201, Boise, ID 83702

(Name)

(Address)

Matt Strong

1010 W. Jefferson St. #201 Boise, ID 83702

(Name)

(Address)

Randy Schrader

1010 W. Jefferson St. #201 Boise, ID 83702

(Name)

(Address)

Article 5: Incorporator name(s) and address(es):

Monica White

1010 W. Jefferson St. #201, Boise, ID 83702

(Name)

(Address)

Matt Strong

1010 W. Jeffrson St. #201 Boise, ID 83702

(Name)

(Address)

(Name)

(Address)

Article 6: The mailing address of the corporation shall be:

1010 W. Jefferson St. #201 Boise, ID

(Address)

Article 7: The corporation (☐ does ☒ does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed: to organizations described in Internal Revenue Cod
501(c)(3)

Signatures of all incorporators:

Printed Name: Monica WhiteSignature: [Signature]Printed Name: Matthew S. StrongSignature: [Signature]

Printed Name: _____

Signature: _____

Secretary of State use only

Revised 08/2015

204



ARTICLES OF AMENDMENT (Non-profit)

Title 30, Chapters 21 and 30, Idaho Code

Filing fee: \$30 typed, \$50 not typed

Complete and submit the application in duplicate.

2017 NOV -6 AM 10:46

SECRETARY OF STATE
STATE OF IDAHO

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Elevate Academy, Inc.

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2. The text of each article being amended:

Article 2: The purpose for which the corporation is organized: Elevate Academy, Inc. is organized exclusively for educational purposes, specifically a public charter school, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described under section 501(c)(3) of the Internal Revenue Code, or corresponding of any future federal tax code.

3. The date of adoption of the amendment(s) was:
- 11/1/2017

4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-30-705, Idaho Code, and was, therefore, adopted by the incorporators, or by the board of directors. (Please fill spaces below)

a. The number of directors entitled to vote was: 2b. The number of directors that voted for each amendment was: 2c. The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-30-705, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

a. The number of members entitled to vote was: _____

b. The number of members that voted for each amendment was: _____

c. The number of members that voted against each amendment was: _____

Secretary of State use only

Printed Name: Monica White, Board Director

Signature: _____

Revised 06/2016

BYLAWS OF ELEVATE ACADEMY, INC.

1. Name and offices

1. Name

The name of the corporation shall be Elevate Academy, Inc.

1. Mission and Vision

Vision: Community focused, rigorous, personalized education for all.

Mission: **Engage** students in meaningful education that will contribute to success in their future career, **Ignite** a passion within each student to lead their life in a positive direction, **Inspire** students to become engaged, contributing members of their community.

1. Principal office

The principal office of the corporation shall be located in Canyon County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

1. Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

1. Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

1. Board of Directors

1. General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

1. Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

The Directors stated in the Articles shall hold office until the 2020 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the 2020

annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2020 annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years except that for Directors serving from the date of the 2019 annual meeting of the Board of Directors, whose seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat, directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

1. Election of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors Elevate Academy's annual meeting or as needed as per Board-approved nominating policy.

1. Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

1. Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

1. Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

1. Removal of Director

Any board member may be removed with or without cause by majority vote of the board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.4 herein.

8. Meetings by telephone / Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As

public must be able to attend phone meetings, at least one Board member must be present at the posted meeting location.

1. Committees

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

1. Board Meetings

1. Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in November. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

1. Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Agenda's for regular meetings will be posted for the public to review a minimum of 24 hours before the scheduled board meeting.

1. Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

1. Public Meetings

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

1. Notice and Agendas

Not less than 24 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice, which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors' need be specified in the notice or waiver of notice of such meeting.

1. Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors' present may adjourn the meeting without further notice.

1. Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Action required or permitted to be taken by the laws of the State of Idaho at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of all of the Directors shall be the act of the Board. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document.

1. Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

1. Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

1. Officers

1. Numbers

In addition to the Board Chair and Board Vice Chair identified in Section 2, the officers of the corporation shall a treasurer. In the discretion of the Board of Directors, Vice-Chair (the number thereof to be determined by the Board of Directors) may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and Treasurer.

1. Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors held after the annual meeting of the stakeholders of the Corporation. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

1. Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

1. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

1. Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official board documents. The Chair shall also be responsible to ensure compliance by the Board of Directors with the performance certificate, the board manual, if any, and these corporate Bylaws.

1. Vice Chair

In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair, if any, or in the event there be more than one Vice Chair, the Vice Chairs in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.

1. Secretary

The Secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

1. Treasurer

The Treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

1. Salaries

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

1. Contracts, loans, checks, and deposits

1. Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

1. Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

1. Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

1. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

1. Fiscal year

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

1. No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, 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, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

1. Corporate seal

The corporation shall not have a corporate seal.

1. Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

1. Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Bylaw amendments must also be approved by the Idaho Public Charter School Commission.

1. Indemnification

The corporation shall indemnify its directors, officers, employees and agents fully permitted under Idaho Code 30-3-88.

1. Dissolution

Upon dissolution, and once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to the Public School Income Fund other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors.

1. Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

Appendix C: Board of Directors & Petitioning Group

Elevate Academy, Inc. Board of Directors

Brooke Stevenson

bstevenson@elevate2c.org

Becki Woodbury

bwoodbury@elevate2c.org

Amy Rojas

arojas@elevate2c.org

Amaia Vicandi-Bow

avicandi-bow@elevate2c.org

Kellie Foreman

kforeman@elevate2c.org

Brad Ward

bward@elevate2c.org

Erik Bullock

ebullock@elevate2c.org

Elevate Academy Caldwell Founders

Matt Strong

mstrong@elevate2c.org

Monica White

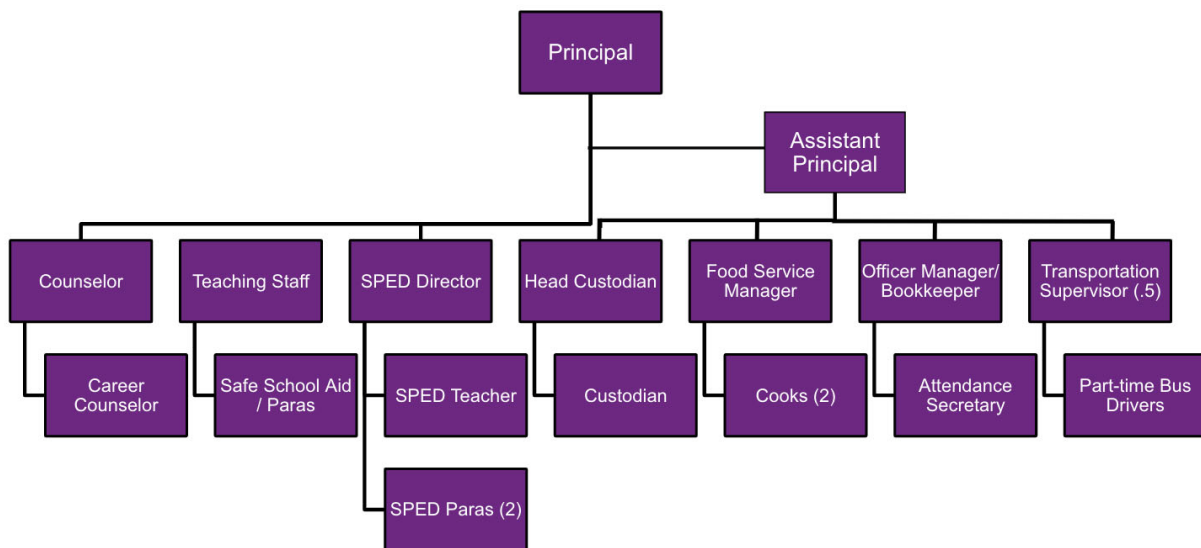
mwhite@elevate2c.org

Elevate Academy North Founder

Marita Diffenbaugh

mdiffenbaugh@elevate-north.org

Appendix D: School Administration Org Chart & Elevate Academy Inc. Roles/Responsibilities (Rapid Framework)





“RAPID” Framework Overview



Recommend. “R” stands for “recommender”—the person who initiates or drives the process. The “R” is the “go to” person who sticks with the process from start to finish, ensures that others understand what they need to do, and keeps things moving along. In other words, the “R” does most of the work to secure the decision.

Agree. “A” stands for an individual who needs to “agree with” or “approve” a recommendation. An “A” is essentially an “I” with more power; an “A” has a stronger voice during the recommendation process. An “A” who raises concerns with a proposal must work with the recommender to develop an alternative or elevate the issue to the person who will decide. Generally, the more people with an “A,” the more time and effort it takes to make a decision.

Perform. “P” stands for “perform.” “Ps” are the people who carry out the decision once it has been made.

Input. “I” stands for “input.” An “I” must be consulted on a recommendation before a decision is made. Although an “I” has the right to be heard, he or she does not have a vote or a veto. Including someone as an “I” says that the organization values the facts and perspectives he or she brings to the decision.

Decide. “D” means “decide.” The “D” has final authority and is the only individual who can commit the organization to action. Generally, the D is one person.

“RAPID” Framework: Part One



Domain	Function	CEO/CAO	CGO	COO	CFO	Principals	Board	Notes
Org Vision & Strategy	Setting vision, mission, values	RD	I	I	I	I	A	
	Setting strategy and growth	RD	I	I	I	I	A	
	Defining core tenets of model	RD	I	I	I	I		
	Measures of success	RD	I	I	I	I	A	
School Program	Standards Mapping	RDP	I					
	Choosing/Creating Curriculum	I	I			RDP		
	Assessment	RD				P		
	Special Education					RDP		
	School Culture					RDP		
	Setting Student Ratio	RDP						
	Setting Daily/Yearly School Schedules					RDP		
	CTE Program					RDP		
	State Testing	RD				P		
	Behavioral Expectations					RDP		
	Grading	RD				P		
	Club/Programs - Community					RDP		
	Elective Offerings - Community					RDP		
	Coaching Model	RD				P		
	RTI	RD				P		

“RAPID” Framework: Part Two



Domain	Function	CEO/CAO	CGO	COO	CFO	Principals	Board	Notes
Operations	Data Collection & Management	D		RP		P		
	Facilities Management					RDP		
	Safety (Safe School)					RDP		
	Technology (Google, LIFT, Infinite Campus)	D		RP		P		
	School Start-Up	RDP	P	P	P	P		
	Transportation Implementation	A		RD		P		
	Food Service Implementation	A		RD		P		
	Federal Programs Implementation	A		RD		P		
	ISEE Implementation	A		RD		P		
	Compliance and Reporting	A		RDP				
	School Look (uniforms, mascots, logo, etc.)	A		RDP		P		
	Alumni Tracking			RDP		P		
	Legal Matters	A		RDP				

“RAPID” Framework: Part Three



Domain	Function	CEO/CAO	CGO	COO	CFO	Principals	Board	Notes
People	Teacher Recruiting	RDP				PI		
	Teacher Onboarding	RDP				PI		
	Teacher Hire/Fire/Management					RDP		
	Principal Hire/Fire/Management	RDP						
	Other School Staff Hire/Fire/Management					RDP		
	Central Staff Hire/Fire/Management	RDP						
	CEO Hire/Fire						RDP	
	School Org Chart					RDP		
	Central Org Chart	RDP						
	Teacher Professional Development					RDP		
	Teacher Evaluation					RDP		
	Setting Compensation					RDP		
	HR policies and procedures							TBD


“RAPID” Framework: Part Four




Domain	Function	CEO/CAO	CGO	COO	CFO	Principal s	Board	Notes
Finance	School budgeting	D			RP	RP	A	
	Eagles Nest budgeting	D			RP		A	
	Facilities Financing	D			RP		A	
	Long-term planning	D			RP		A	
	Audit	D			RP		A	
	AP/AR/Bookkeeping				RDP			
External Relations	Board of Directors	RPD	I				A	
	Authorizing	D	RP					
	Branding/Marketing		RPD					
	Family Engagement					RPD		
	Student Recruiting					RPD		
	Industry Partnerships							TBD
	Fundraising	D	RP			RPD		
	Local Community Relations					RPD		
	Statewide Advocacy	D	RP					

The RAPID Framework was developed through strategic planning through the Elevate Academy Inc. Board and is subject to change future needs and strategic planning.

Appendix F1: Letters to Impacted School Districts

 <p>ELEVATE ACADEMY INC. <i>Engage! Inspire! Ignite!</i></p> <p>Board of Directors</p> <p>Brooke Stevenson bstevenson@elevate2c.org</p> <p>Becki Woodbury bwoodbury@elevate2c.org</p> <p>Amy Rojas-Vice Chair arojas@elevate2c.org</p> <p>Amaia Vicandi-Bow avicandi-bow@elevate2c.org</p> <p>Kellie Foreman-Chair kforeman@elevate2c.org</p> <p>Brad Ward-Treasurer bward@elevate2c.org</p> <p>Erik Bullock ebullock@elevate2c.org</p>	<p>October 20, 2020</p> <p>Superintendent Becky Meyer Lakeland School District 15506 N. Washington St. Rathdrum, ID 83858</p> <p>Dear Superintendent Meyer,</p> <p>Elevate Academy North will be a public charter school working to create a pipeline of highly-skilled, employable workers that meet the needs of North Idaho industry and business, while empowering students to be leaders in their own lives. The school is planned to be open fall of 2022, will be located in Kootenai County, will be a school of choice for at-risk students in Coeur d'Alene, Hayden, Post Falls, and Rathdrum, and will provide CTE (Career & Technical Education) offerings that reflect workforce needs and opportunities in these local communities.</p> <p>Under Idaho Code, section 33-5202A, Elevate Academy North is submitting a copy of the completed charter to Superintendent Meyer and the Lakeland School Board. The purpose of this letter is to inform the Lakeland School District of the primary attendance area and to let the district know that Elevate Academy North is seeking an authorizer. Elevate Academy North founder, Marita Diffenbaugh reached out to Dr. Meyer on February 4, 2020 to discuss local needs and share the vision. Elevate Academy North will be submitting this charter petition to the Idaho Public Charter School Commission for authorization in February 2021.</p> <p>If you have any questions please email Marita Diffenbaugh at mdiffenbaugh@elevate-north.org.</p> <p>Thank you,</p> <p><i>Marita Diffenbaugh</i></p> <p>Marita Diffenbaugh Elevate Academy North Founder mdiffenbaugh@elevate-north.org 208-863-8691</p>
--	---

<p>SENDER: COMPLETE THIS SECTION</p> <ul style="list-style-type: none"> Complete items 1, 2, and 3. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. <p>1. Article Addressed to:</p> <p>Dr. Becky Meyer Lakeland School District 15506 N. Washington St. Rathdrum, ID 83858</p>  <p>9590 9402 6193 0220 6900 04</p> <p>2 EJ 396 078 965 US</p>	<p>COMPLETE THIS SECTION ON DELIVERY</p> <p>A. Signature <i>[Signature]</i> <i>K8</i></p> <p><input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>E-19</i></p> <p>C. Date of Delivery <i>10/21/20</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type</p> <p><input type="checkbox"/> Adult Signature <input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Certified Mail® <input type="checkbox"/> Certified Mail Restricted Delivery <input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Insured Mail <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)</p> <p><input checked="" type="checkbox"/> Priority Mail Express® <input type="checkbox"/> Registered Mail™ <input type="checkbox"/> Registered Mail Restricted Delivery <input type="checkbox"/> Signature Confirmation™ <input type="checkbox"/> Signature Confirmation Restricted Delivery</p>
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PS Form 3811, July 2020 PSN 7530-02-000-9053 Domestic Return Receipt



Engage! Inspire! Ignite!

Board of Directors

Brooke Stevenson
bstevenson@elevate2c.org

Becki Woodbury
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Kellie Foreman-Chair
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Brad Ward-Treasurer
bward@elevate2c.org

Erik Bullock
ebullock@elevate2c.org

October 20, 2020

Dr. Steven Cook
Coeur d'Alene School District
1400 N. Northwest Center Ct.
Coeur d'Alene, ID 83814

Dear Superintendent Cook,

Elevate Academy North will be a public charter school working to create a pipeline of highly-skilled, employable workers that meet the needs of North Idaho industry and business, while empowering students to be leaders in their own lives. The school is planned to be open fall of 2022, will be located in Kootenai County, will be a school of choice for at-risk students in Coeur d'Alene, Hayden, Post Falls, and Rathdrum, and will provide CTE (Career & Technical Education) offerings that reflect workforce needs and opportunities in these local communities.

Under Idaho Code, section 33-5202A, Elevate Academy North is submitting a copy of the completed charter to Superintendent Cook and the Coeur d'Alene School Board. The purpose of this letter is to inform the Coeur d'Alene School District of the primary attendance area and to let the district know that Elevate Academy North is seeking an authorizer. Elevate Academy North founder, Marita Diffenbaugh met with Superintendent Steven Cook and Assistant Superintendent Kelly Nicolls on July 15, 2020 to discuss local needs and share the vision. As per our conversation, Elevate Academy North will be submitting this charter petition to the Idaho Public Charter School Commission for authorization in February 2021.

If you have any questions please email Marita Diffenbaugh at mdiffenbaugh@elevate-north.org.

Thank you,

Marita Diffenbaugh

Marita Diffenbaugh
Elevate Academy North Founder
mdiffenbaugh@elevate-north.org
208-863-8691

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<p>■ Complete items 1, 2, and 3.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p>Dr. Steven Cook Coeur d'Alene School District 1400 N. Northwest Center Ct. Coeur d'Alene, ID 83814</p> <p>9590 9402 6193 0220 6881 17</p> <p>EJ 396 078 943 US</p>	<p>A. Signature</p> <p>X <i>KB C19</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name)</p> <p><i>J Sandle</i></p> <p>C. Date of Delivery</p> <p><i>10-21-20</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input checked="" type="checkbox"/> No</p> <p>3. Service Type</p> <p><input type="checkbox"/> Adult Signature <input type="checkbox"/> Registered MailTM</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Registered Mail Restricted Delivery</p> <p><input type="checkbox"/> Certified Mail[®] <input type="checkbox"/> Signature ConfirmationTM</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery</p> <p><input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery</p> <p><input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> Signature Confirmation Restricted Delivery</p> <p><input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)</p>

PS Form 3811, July 2020 PSN 7530-02-000-9053

Domestic Return Receipt



Board of Directors

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Kellie Foreman-Chair
kforeman@elevate2c.org

Brad Ward-Treasurer
bward@elevate2c.org

Erik Bullock
ebullock@elevate2c.org

October 20, 2020

Superintendent Dena Naccarato
Post Falls School District
206 West Mullan Avenue
Post Falls, ID 83854

Dear Superintendent Naccarato,

Elevate Academy North will be a public charter school working to create a pipeline of highly-skilled, employable workers that meet the needs of North Idaho industry and business, while empowering students to be leaders in their own lives. The school is planned to be open fall of 2022, will be located in Kootenai County, will be a school of choice for at-risk students in Coeur d'Alene, Hayden, Post Falls, and Rathdrum, and will provide CTE (Career & Technical Education) offerings that reflect workforce needs and opportunities in these local communities.

Under Idaho Code, section 33-5202A, Elevate Academy North is submitting a copy of the completed charter to Superintendent Naccarato and the Post Falls School Board. The purpose of this letter is to inform the Post Falls School District of the primary attendance area and to let the district know that Elevate Academy North is seeking an authorizer. Elevate Academy North founder, Marita Diffenbaugh met with Superintendent Dena Naccarato and Assistant Superintendent Trina Caudle on July 15, 2020 to discuss local needs and share the vision. As per our conversation, Elevate Academy North will be submitting this charter petition to the Idaho Public Charter School Commission for authorization in February 2021.

If you have any questions please email Marita Diffenbaugh at mdiffenbaugh@elevate-north.org.

Thank you,

Marita Diffenbaugh

Marita Diffenbaugh
Elevate Academy North Founder
mdiffenbaugh@elevate-north.org
208-863-8691

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to: Supt. Dena Naccarato Post Falls School District 206 West Mullan Avenue Post Falls, ID 83854</p> <p>2. EJ 396 078 957 US</p>		<p>A. Signature x <i>Richard Belas</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>Richard Belas</i></p> <p>C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>3. Service Type</p> <p><input type="checkbox"/> Adult Signature</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery</p> <p><input type="checkbox"/> Certified Mail®</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery</p> <p><input type="checkbox"/> Collect on Delivery</p> <p><input type="checkbox"/> Collect on Delivery Restricted Delivery</p> <p><input type="checkbox"/> Insured Mail</p> <p><input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)</p>		<p><input checked="" type="checkbox"/> Priority Mail Express®</p> <p><input type="checkbox"/> Registered Mail™</p> <p><input type="checkbox"/> Registered Mail Restricted Delivery</p> <p><input type="checkbox"/> Signature Confirmation™</p> <p><input type="checkbox"/> Signature Confirmation Restricted Delivery</p>	

PS Form 3811, July 2020 PSN 7530-02-000-9053 Domestic Return Receipt

Appendix F2: Draft Contracts

Appendix F2: Professional Services Agreement

PROFESSIONAL SERVICES AGREEMENT - DRAFT

This Agreement is entered into between Elevate Academy: Caldwell, LLC, operating as an Idaho public charter school (hereinafter referred to as “EAC”) and Elevate Academy: North, LLC, operating as an Idaho public charter school (hereinafter referred to as “EANO”).

It is hereby agreed by both parties that:

DURATION OF AGREEMENT

The period of this Agreement will commence on the _____. This Agreement is contingent upon the availability of funds to EANO. At the discretion of the parties, the Agreement may be renewed.

RELATIONSHIP OF PARTIES

In performing services under this Agreement, EAC and EANO shall remain separate and distinct Local Education Agency.

SERVICES TO BE RENDERED

EAC shall render the professional services enumerated on Attachment A attached hereto and made a part of this Agreement as if set forth fully herein. EAC shall provide an annual report to the Board of Directors indicating the services EAC has provided to EANO, as contemplated by this Agreement.

RECORD KEEPING

EAC shall be responsible for maintaining complete and accurate records documenting the professional services provided pursuant to this Agreement and shall submit copies of the records to EANO within ten (10) working days of the date requested. Additionally, upon reasonable notice EANO shall have the right to review such records at any time during business hours at EAC's office.

STUDENT DATA PRIVACY AND SECURITY

Both parties to this Agreement acknowledge their obligation to comply with the Idaho Data Accountability Act and further acknowledge the following requirements are being met under this Agreement:

- (a) All information regarding services provided pursuant to this Agreement, including, but not limited to, the student's identity and the nature of services rendered, shall be confidential and comply with all federal and state laws;
- (b) Administrative Security, Physical Security, and Logical Security controls are in place to protect student data from a data breach or unauthorized data disclosure;
- (c) Personally identifiable information (PII) is restricted to access only by authorized staff who require such access to perform their assigned duties;

- (d) The parties are prohibited from using student data and PII for secondary uses including, but not limited to, sales, marketing, or advertising;
- (e) EAC and EANO agree to indemnify and hold harmless the other party from any liability, including, but not limited to, costs, fines, expenses, and attorney fees, resulting from EAC's performance of the services provided under this Agreement and/or non-compliance with state and federal law regarding Student Data Privacy and Security; and
- (f) EAC and EANO represent and warrant that they have an appropriate records retention schedule and/or policy for the destruction of data that is consistent with federal and state law.

CONSENT/AUTHORIZATION TO ACCESS EDUCATIONAL RECORDS OR PROTECTED HEALTH INFORMATION

Both parties to this Agreement shall at all times require the written consent or authorization of the parent/guardian or student, if 18 years of age or older, for the disclosure or access to educational records pursuant to FERPA or protected health information pursuant to the Health Information Portability and Accountability Act (HIPAA) regarding any student, unless an exception applies, and shall maintain the confidentiality of that information consistent with the state and federal law and regulations. For the purposes of FERPA, school officials with legitimate educational interests shall include both EAC and EANO administrators, supervisors, teachers, support staff members (including health or medical staff and law enforcement unit personnel), board members, volunteers, contractors, or a student, parent or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

COMPENSATION/BILLING

EANO shall compensate EAC for the professional services identified in Attachment A as set forth in Attachment B. The services identified in Attachment A, and the compensation for services set forth in Attachment B may be amended at any time in writing by mutual agreement by the parties to this Agreement.

EAC will submit a monthly statement of professional services rendered to EANO for payment, which shall be approved at its next regularly scheduled meeting.

PROFESSIONAL SERVICES

The services rendered pursuant to this Agreement will be provided by individuals who are duly qualified to perform the services, or supervised by a qualified individual in accordance with applicable professional standards.

BACKGROUND CHECKS

All employees of both parties to this Agreement who come into contact with students shall have been subject to a criminal background check as that required by Idaho Code Section 33-130 and policies of EAC, and will have been determined to not have a criminal background inconsistent with working with children.

INSURANCE AND LIABILITY

Both parties to this Agreement shall indemnify and hold harmless the other party from any liability, including, but not limited to, costs, expenses, and attorney fees, resulting from the performance of the services provided under this Agreement. Both parties shall maintain insurance as required by law.

ASSIGNMENT

This Agreement shall not be subject to assignment, in whole or in part, by either party to this Agreement, or by operation of law, so as to authorize any entity other than EAC, or its employees, to assume the duties subject to this Agreement without prior written consent.

SUCCESSORS AND ASSIGNS

This Agreement is binding upon, and inures to the benefit of, successors and permitted assigns to the Agreement.

AMENDMENT

This Agreement may be amended at any time with the prior written, mutual consent of both parties. Any and all amendments to this Agreement shall be in writing.

TERMINATION

This Agreement may be terminated, without cause, by either party, thirty (30) days after providing written notice of the intent to terminate to the other party.

Additionally, either party to this Agreement may immediately terminate this Agreement, upon written notice, in the event that funding for either EANO's program or EAC's program is no longer available.

DEFAULT

Upon default by either party, the non-defaulting party may, upon written notice, cancel this Agreement immediately and may pursue any and all available legal and equitable remedies. The defaulting party shall be liable for any and all expenses that are incurred by the non-defaulting party as a result thereof, including, but not limited to, procuring substitute performance, legal fees, and other losses incurred due to the default.

TIME OF PERFORMANCE

Time is of the essence in this Agreement; therefore, all times for performance of the obligations, as stated herein, shall be strictly complied with by the parties.

NON-WAIVER BREACH

The failure of either party to this Agreement to insist upon strict performance of any of the terms of this Agreement, or to exercise any option herein conferred in any or all instances, shall not constitute a waiver or relinquishment of any such term, but the same shall be and remain in full force and effect, unless such waiver is evidenced by the prior written consent of EAC or EANO.

NON-DISCRIMINATION

The parties hereby agree that no person shall be excluded from, denied participation in, or otherwise subjected to discrimination on the grounds of race, color, creed, national origin, sex, age, or disability in performance of this Agreement.

GOVERNANCE

This Agreement shall be governed by the laws of the State of Idaho. Both parties to this Agreement shall, at all times, comply with and observe all federal, state, and local laws, regulations, and ordinances that are in effect and applicable during the period of this Agreement.

ATTORNEY FEES

If either party defaults in any manner, or fails to fulfill any or all provisions of this Agreement, and if the non defaulting party hires an attorney to exercise its rights upon such default or failure, or if the parties are involved in any litigation, including any proceedings in bankruptcy, the prevailing party shall be entitled to recover reasonable attorney fees and costs from the other party. This paragraph shall be enforceable by the parties notwithstanding any rescission, forfeiture, or other termination of this Agreement.

SEVERABILITY

Any term or provision of this agreement that is invalid or unenforceable in any situation in any jurisdiction (1) will be deemed modified to reflect the intent of the parties, determined by reference to the invalid or unenforceable term or provision, to the greatest extent permissible; and (2) will not affect the validity or enforceability of the remaining terms and provisions of this Agreement, or the validity or enforceability of the offending term or provision in any other situation or jurisdiction.

CONSTRUCTION

This Agreement is to be construed as the joint and equal work product of each party, and may not be interpreted more or less favorably in respect to either party on account of its preparation or drafting.

COMPLETE STATEMENT OF TERMS

This Agreement constitutes the entire agreement between the parties hereto, and shall supersede all previous oral or written proposals, negotiations, commitments, and all other communications between the parties. This Agreement may not be released, discharged, or modified except by an instrument in writing, signed by the duly authorized representatives of the parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on this ____ day of _____ 20 .

Board Chairman, Elevate Academy: Caldwell, LLC Principal, Elevate Academy: North, LLC,

Date Approved by Board of Directors

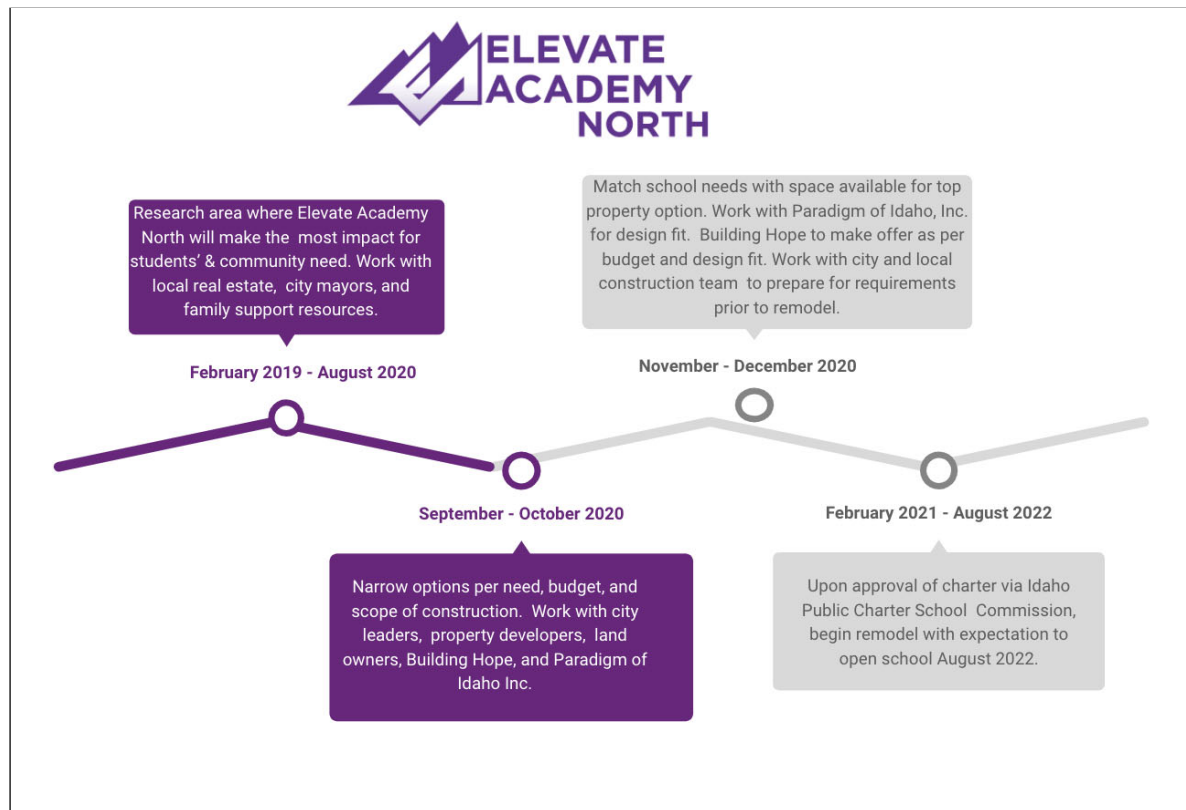
ATTACHMENT A

Professional Services:

- a. EAC agrees to provide the following professional services:
- b. Support the charter application process and the EANO's start-up process;
- c. Provide assistance in developing, in accordance with the Charter, comprehensive program design, including curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;
- d. Find an adequate Facility and coordinate financing and the completion of major repairs;
- e. Assist with fundraising;
- f. Provide a qualified director to oversee the provision of professional services;
- g. Assist with recruitment staff, including the principal, teachers, and administrators and make personnel recommendations to the Board of Directors;
- h. Provide professional development training for teachers, administrators and staff;
- i. Prepare a budget for the Board of Directors to consider and provide monthly financial statements for the Board's review;
- j. Provide payroll and bookkeeping services;
- k. Recommend an auditor and serve as a liaison with the auditor;
- l. Coordinate purchasing as needed;
- m. Oversee the provision of special education services and accommodations pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;
- n. Oversee operations of and in collaboration with EANO and make recommendations to the Board of Directors, as appropriate, regarding facility and ground maintenance, student transportation, food services, policy development, and all other matters pertaining to operations;
- o. Recommend and manage benefits plans for EANO employees selected by the Board of Directors;
- p. Provide human resource services and maintain EANO employee files

- q. Facilitate EANO's purchase and procurement of information technology equipment and services, and provide certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;
- r. Complete, in collaboration with EANO, required State, Federal and State Department of Education reports, including, but not limited to the EANO's SDE annual financial report and monthly ISEE uploads;
- s. Advise and help student recruitment;
- t. Provide marketing and advocacy resources for EANO.
- u. Provide an annual report to the Board of Directors indicating the services provided to EANO.

Appendix F3: Timeline and Support for Facilities





January 5, 2021

Ms. Jen Thompson
 Director
 Idaho Charter School Commission
 304 North 8th Street, Suite 242
 Boise, ID 83702

Re: Elevate Academy North Idaho and Elevate Academy Nampa

Dear Director Thompson,

I am writing to confirm we are actively working with Elevate Academy to support the School's expansion of new school facilities in the Nampa and the Coeur d'Alene market area. We provide technical assistance, real estate development, and we intend to finance an affordable facility that supports the School's program and unique student population to open in fall 2022.

Our team has been actively working with the School's leadership to identify potential locations. We are under contract to purchase a 7.5-acre site in Nampa. In Coeur d'Alene, we are actively negotiating the purchase of two possible school locations.

As a non-profit charter school developer and lender, we have deep experience developing new charter facilities and real estate for schools offering career technical education programs, serving at-risk populations. We also have deep experience in investing in and developing charter schools in Idaho.

The successful School launch of the Elevate Caldwell campus demonstrates student demand for this unique program, and we believe the School will continue to succeed throughout Idaho.

Please let us know if you have any questions or need any additional information. Thank you in advance for your support of Elevate Academy.
 Happy New Year,

Dru Damico
 President
 Building Hope Real Estate

Appendix F4: Elevate Academy, Inc. Action Research



STEP 1: MAP PROBLEM	SET FOCUS
<p>Idaho Career and Technical Education (CTE) Standards are written as general program standards and are lacking a clear progression for 6th-12th CTE Pathways.</p> <p>Elevate Academy is a free public charter school of choice for students who qualify as at risk, according to the State of Idaho's criteria, and are not finding success in a traditional education setting. Elevate Academy's mastery-based program is designed to align industry work with core academic subjects so that students will find purpose behind everything that is learned in the classroom.</p> <p>Having a crosswalk for CTE offerings and core academic subjects in the form of a 6th-12th learning progression will provide Elevate Academy students, families, and staff with a needed tool to determine relevant connections, learning growth, and mastery of essential skills.</p>	<p>The culture of Elevate Academy and the expectations in academic areas in the classroom, will be based on the Workforce Readiness Standards. In addition to industry certification, all students will be expected to graduate from Elevate Academy with their Workforce Readiness Certificate.</p> <p>Elevate Academy opened in the 2019-2020 school year with 320 students (67% Hispanic, 30% White, and 3% Other) and a staff of 40 (core teachers, CTE teachers, support staff). Elevate Academy provides free meals for all students, as 80% qualify for free/reduced.</p> <p>For the 2020-2021 school year, we will have 44 students in the 6th grade class. The 7th and 8th grade classes will be 66 students. The 9th, 10th, 11th grade classes will have 78 students. Elevate Academy will eventually carry 462 students. Our staff size allows for a 17:1 student/teacher ratio and provides opportunity to personalize and offer needed support for each student.</p>

STEP 2: FUNDS OF KNOWLEDGE	CLARIFY YOUR THEORY
<p>Elevate Academy offers both production and service CTE Pathways.</p> <p>CTE Production Pathways: Welding and Manufacturing, Construction, Culinary Arts, and Graphic Arts.</p> <p>CTE Service Pathways: Medical Arts, Criminal Justice, Firefighting (Land and Civic) and Business/Marketing.</p>	<p>The expectation at Elevate Academy is for all students to earn two Industry Certificates, along with their High School Diploma upon graduation, therefore the 6-12th grade CTE Program Standards and 6th-12th Idaho Content Standards will be aligned and incorporated into the hands-on learning opportunities for students. Resources and support will be offered to ensure mastery of these essential standards.</p>

STEP 3: TURN PROBLEM INTO A QUESTION
<p>What resource can serve as a 6th-12th grade learning progression that aligns CTE pathways (offered at Elevate Academy) and Idaho Content Standards?</p>
STEP 4: GATHER DATA
<p>https://cte.idaho.gov/</p> <p>https://cte.idaho.gov/assignment-manual-course-codes/</p> <p>https://www.sde.idaho.gov/academic/standards/</p> <p>https://nextsteps.idaho.gov/program-focus/education-career-pathways/</p> <p>https://sites.google.com/view/idaho-mastery-education/building-a-shared-vision/vision-for-a-k-12-graduate</p>

STEP 5: SORT AND ANALYZE DATA
<p>We spent a lot of time navigating the above websites in order to bring clarity to the Idaho CTE and State Content Standards requirements. We found some outdated resources, and some that didn't align. After reaching out to SDE staff, studying Idaho Statute and IDAPA, we were able to begin alignment and create the 6th-12th learning progressions, specific to Elevate Academy's CTE offerings. Elevate Academy's 6th-12th Learning Progressions</p>

STEP 6: TELL THE STORY OF YOUR RESEARCH

Elevate Academy Middle School CTE Pathways

CTE Program Area	Elevate CTE Pathways	Science/Social Studies	6th Grade	7th Grade	8th Grade
Business Management & Marketing	Marketing	Social Studies	Computer Applications	Computer Applications	Computer Applications
Public Safety Education	Criminal Justice	Social Studies	6th Grade Criminal Justice	7th Grade Criminal Justice	8th Grade Criminal Justice
Skilled & Technical Sciences	Construction	Science	6th Grade Construction	7th Grade Construction	8th Grade Construction
Family & Consumer Sciences	Culinary Arts	Science	6th Grade Culinary Arts	7th Grade Culinary Arts	8th Grade Culinary Arts
Public Safety Education	Firefighting	Science	6th Grade Fire Science	7th Grade Fire Science	8th Grade Fire Science
Engineering Technology Education	Graphic Arts	Social Studies	6th Grade Graphic Arts	7th Grade Graphic Arts	8th Grade Graphic Arts
Skilled & Technical Sciences	Manufacturing - Welding	Social Studies	6th Grade Manufacturing	7th Grade Manufacturing	8th Grade Manufacturing
Health Professions	Medical Arts	Science	6th Grade Medical Arts	7th Grade Medical Arts	8th Grade Medical Arts
Skilled & Technical Sciences	Precision Machining	Science	6th Grade Precision Machining	7th Grade Precision Machining	8th Grade Precision Machining

Elevate Academy High School CTE Pathways

CTE Program Area	Elevate CTE Pathways	Science/Social Studies	9th Grade	10th Grade	11th Grade	12th Grade
Business Management & Marketing	Marketing	Social Studies	Business Computer Applications	Business Essentials	Marketing Economics	Business Marketing/School Based Enterprise
Public Safety Education	Criminal Justice	Social Studies	Orientation (10 wk)	Orientation (10 wk)	Law Enforcement, Detention Correction (40 wk)	Law Enforcement, Detention, Correction II (40 wk)
Skilled & Technical Sciences	Construction	Science	Residential A Level 1 (10 wk)	Residential B Level 1 (10 wk)	Residential II (3 wk), Residential 1 (10 wk)	Residential III (40 wk) - SRB
Family & Consumer Sciences	Culinary Arts	Science	Nutrition and Foods	Nutrition and Foods	Introduction to Culinary Arts - Food Program Management	Advanced Culinary Arts - SRB
Public Safety Education	Firefighting	Science	Orientation (10 wk)	Orientation (10 wk)	Essentials of Fire	Fire Fighting II
Engineering Technology Education	Graphic Arts	Social Studies	Media Technology Fundamentals A (10 wk)	Media Technology Fundamentals B (10 wk)	Graphic Communications I (20 wk) Graphic Communications II (20 wk)	Graphic Communications III- SRB
Skilled & Technical Sciences	Manufacturing - Welding	Social Studies	Welding Level 1A	Welding Level 1B	Welding Level 1C (10 wk) Welding II (30 wks)	Welding III (40 wks) - SRB
Health Professions	Medical Arts	Science	Fundamental Health	Fundamental Health (2 - 10 wk blocks) Mid-Term (1 block)	A & P (11th grade) Medical Terminology	Emergency Medical Technician- Capstone
Skilled & Technical Sciences	Precision Machining	Science	Precision Machining Level 1A	Precision Machining Level 1B	Precision Machining Level 2	Precision Machining Level 3

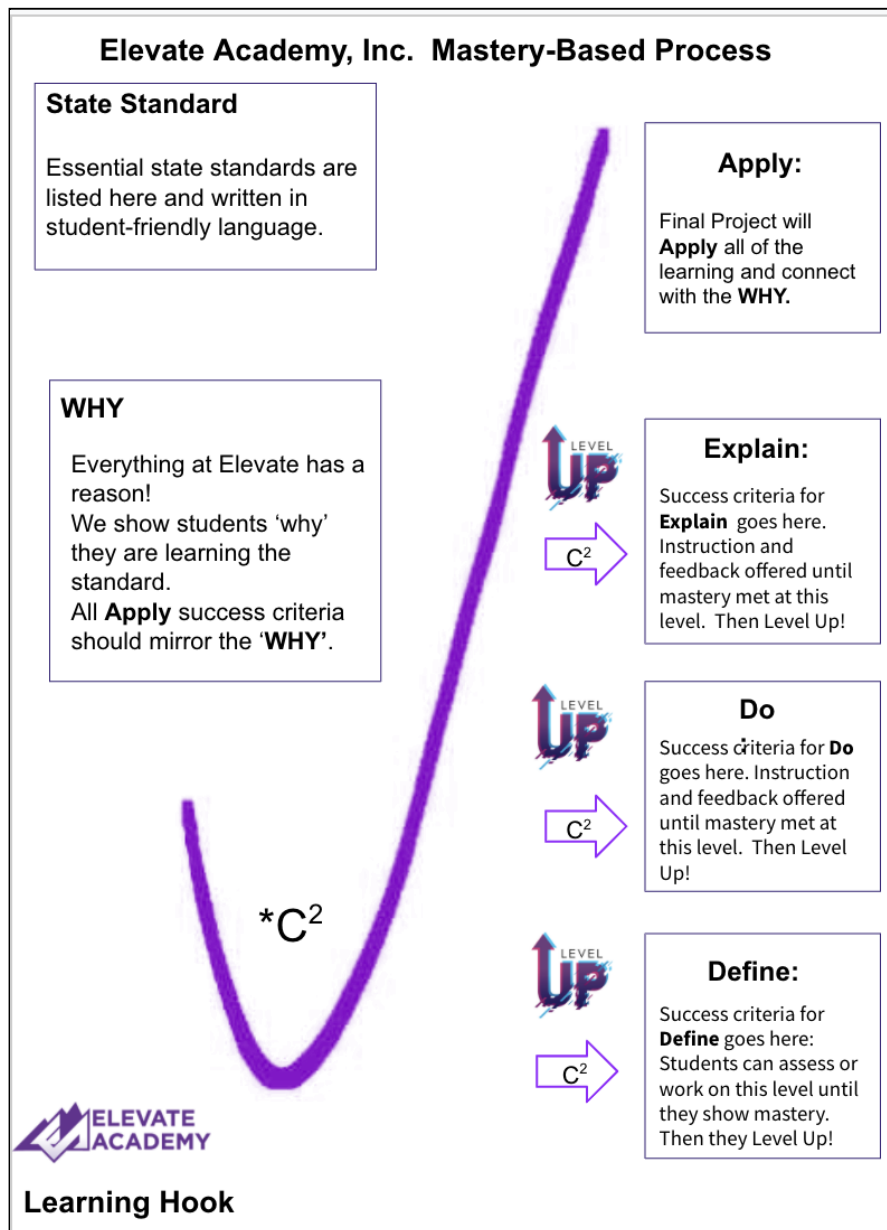
The visuals above show the 6th-12th CTE pathways for Elevate Academy. Each CTE Pathway has a live Google Spreadsheet that CTE teachers and Core Standards teachers use to map out learning opportunities and projects. Having a resource, like the above, that shows the overarching expectations helps grade level teams to determine levels of mastery for all required standards. Required standards are student-facing and displayed in their Learning Management System, LIFT.

STEP 7: TAKE INFORMED ACTION AND ASK NEXT QUESTION

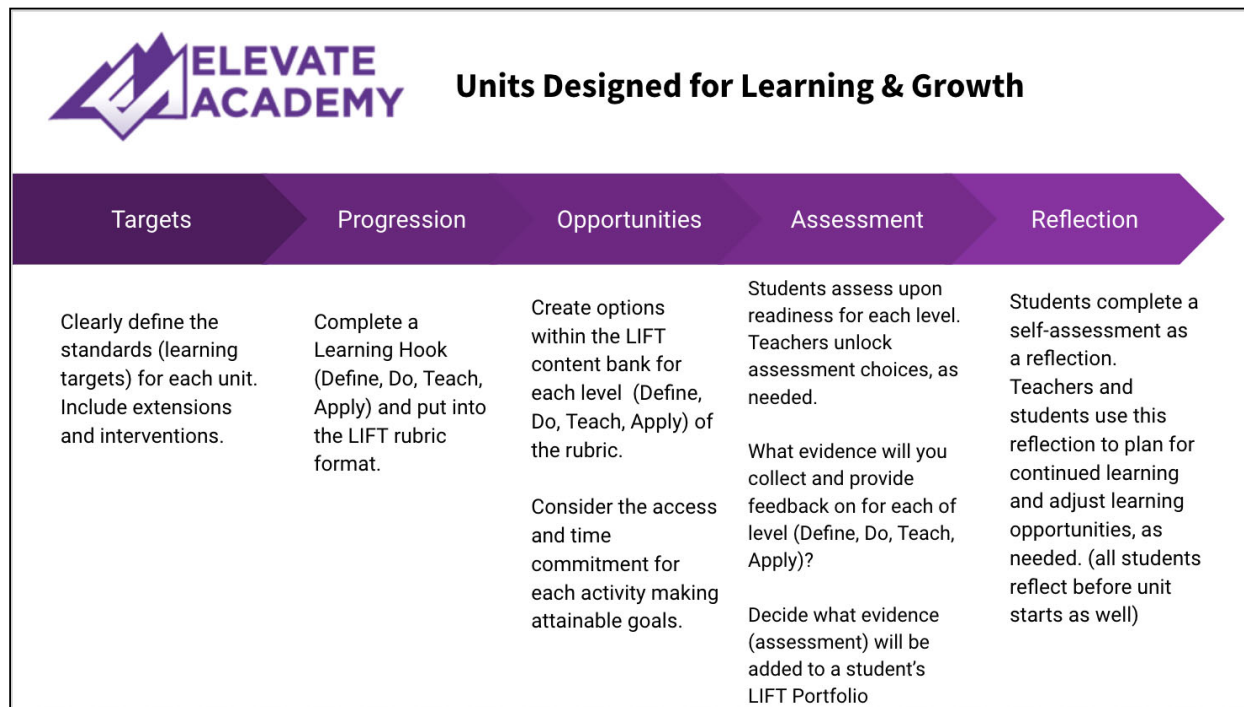
As Elevate Academy is mastery-based, opportunity and community driven, career tech focus, with an integrated purpose driven curriculum the 6th-12th grade CTE/Core Standards Learning Progression will provide the needed crosswalk to support our team with focusing on how to measure and provide feedback for individual student growth.

Elevate Academy's 2019-2020 Action Research has provided a 6th-12th grade learning progression that aligns with CTE pathways and Idaho Content Standards. Our next question will involve how we provide feedback and offer support along this learning progression.

Appendix F5: Elevate Academy Inc. Learning Hook and Learning Management System

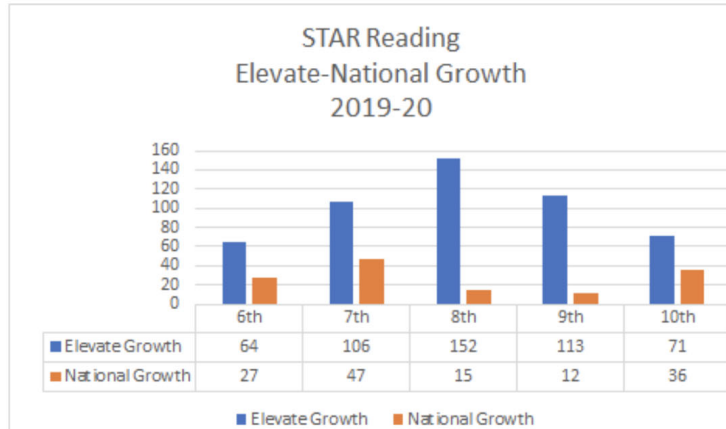


Elevate Academy, Inc. Learning Management System - Unit Design



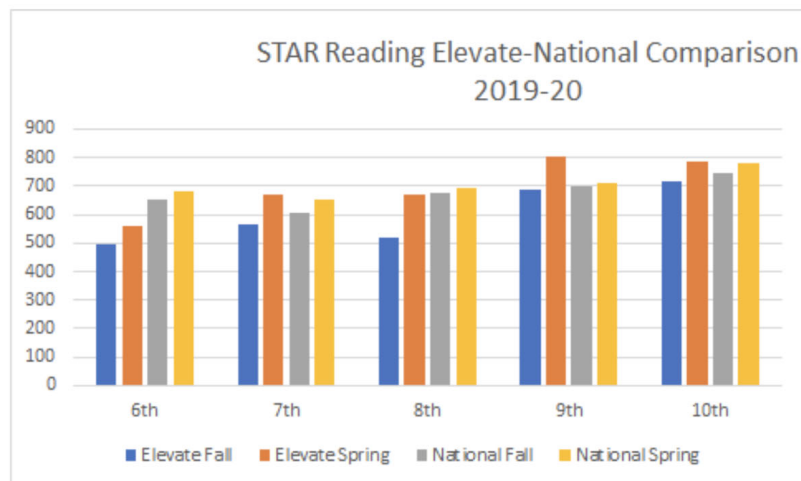
Appendix F6: Elevate Academy Caldwell Academic Data 2019-2020

STAR Reading Growth



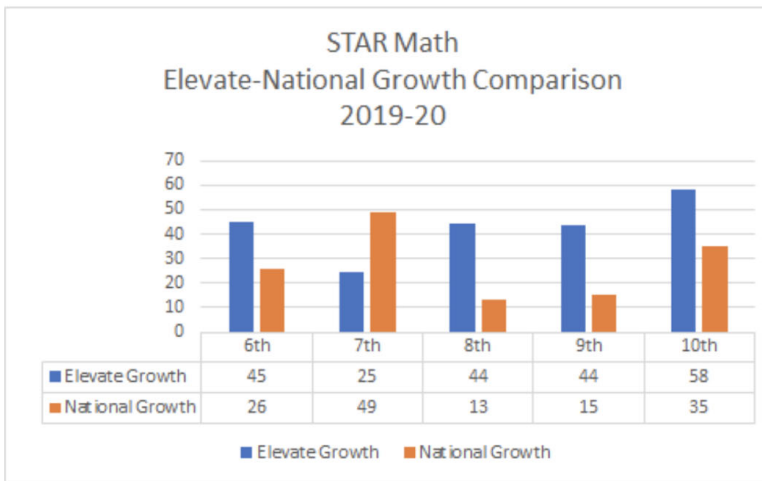
- During Covid, STAR data was the only standardized academic data collected.
- Reading growth at Elevate Academy dramatically outpaced national at-risk growth rates.

STAR Reading Continued



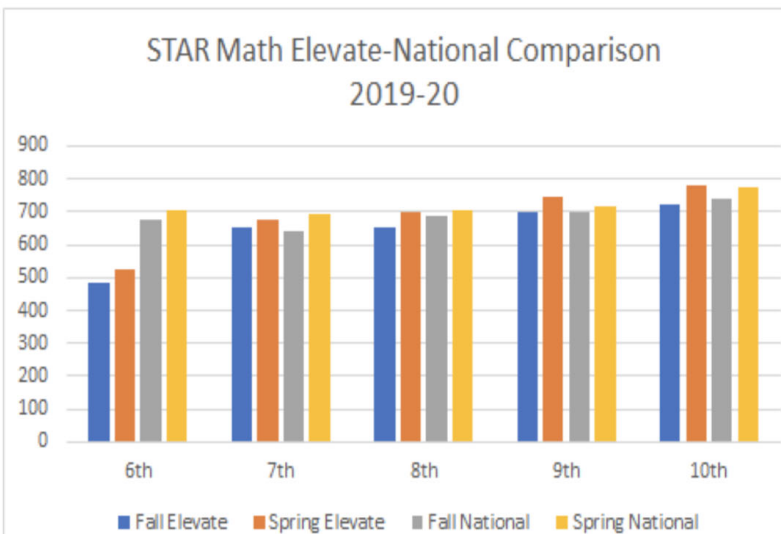
- Note that Elevate Academy students started the year well behind the national at-risk average.

STAR Math Growth



- Math growth at Elevate Academy significantly outpaced national averages of national at-risk students in four out of five grades.

STAR Math Continued



- Elevate Academy students started the year below the national at-risk average in math in three out of five grades..

Appendix F7: Elevate Academy Inc. Power 100 Curriculum Sample



Power 100 Curriculum Sample

STRENGTHS - (8 days)

- Intro/Learning Hook (½ day)
 - What are strengths? Why are we studying them?
- Take Test (1 day)
 - Strengthsfinder Assessment
- Summary (2 days)
 - Students summarize their top 5 strengths and 5 additional strengths that they feel represent them (must have specific evidence).
 - Discuss the four categories of strengths and how it is beneficial to work with others who have different strengths.
 - Students determine which categories they are strongest in and which category they have the fewest strengths. Students read the strengths of the category that they have the fewest strengths in and determine what three strengths would be most beneficial to have in a partner/team.
- Presentation (4 days)
 - Students create a presentation that contains the following:
 - Top 5 Strengths
 - Definitions
 - Categories they are in
 - How it benefits them
 - Additional 5 Strengths
 - Definitions
 - Why they believe this is another strength of theirs
 - Strengths they need in their team
 - Definitions
 - Why these would be most beneficial

Students present individually to the teacher for feedback
 Students present their presentations at rotating tables 4 times
 Students make notes during presentations of who has strengths that would benefit them or categories of strengths that would benefit them in a team environment.
- Create group (1 day)
 - Students create groups based off their strengths to work with during the next unit.

VULNERABILITY - (5 days)

- Intro/Learning Hook (½ day)
 - What is trust? Why are we studying it? Who do we currently trust? Why?

Appendix F8: Elevate Academy Inc. Integrated Purpose Driven Curriculum and Sample Schedules



**Math-in-CTE Curriculum Map:
Manufacturing (Welding)**

CTE Course/Unit	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
Tank Safety	Start up (shut down); 100% accuracy; 1/7 th rule; Adjust regulator; Max pressure; Dangers (hazards) (explosions, rupture); Tachometer analogy; Shielding gas mixtures	Reading gauges, scales; Finding numbers on a line (scale); Volume of cylinder; Order of operations; Lbs/ft ³ estimate; Vocabulary; Ratio-PSI; Percent; Multiplication	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.2; 6.G.3; 7.G.6; 8.G.9; 6.EE.2; 7.G.1; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.GMD.1; G.GMD.3; G.MG.2; G.MG.3
Grinder Safety	Keep hands out of the wheel; Drop wheel throw away; Check condition; Chunk off wheel; Cutting vs grinding; Know RPM; Match rpm to grinder	Circumference (diameter/radius); Rpm to mph; Reaction time; Average each student (online reaction test); Change in size effects of speed at edge	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.1; 7.G.4; 7.G.6; 8.F.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.CO.5; G.GMD.1
Linear Measurement	Read to 1/16"; Read metric (millimeter, centimeter, meter); Estimating size	Reading a ruler; Reducing fractions; Equivalent fractions; Comparing fractions; Reasonable dimensions; Tolerance	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.NS.1; 6.EE.2; 7.NS.2; 7.NS.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; N.Q.3

manuf_weld_map_01

Manufacturing Curriculum Map

1

Sample Schedules

CTE Grade Level Progressions

CTE GRADE LEVEL PROGRESSION

** CTE'S will have 11th and 12th graders all year, in addition to the grades below.

	Aerospace	Business	Construction	Manufacturing/Welding	Culinary Arts	Technology	Medical Arts	Law Enforcement
MS Block 1A/HS Block 1	9th		10th	9th	6th	7th	8th	10th
MS Block 1B	9th	6th	10th	9th		8th	7th	10th
MS Block 2A/HS Block 2	7th	9th	8th		10th	9th	10th	6th
MS Block 2B	8th	9th	7th	6th	10th	9th	10th	
MS Block 3A/HS Block 3	10th	8th	9th	10th	7th		6th	9th
MS Block 3B	10th	7th	9th	10th	8th	6th		9th
MS Block 4A/HS Block 4	6th	10th		7th	9th	10th	9th	8th
MS Block 4B		10th	6th	8th	9th	10th	9th	7th

Middle School and High School - Sample Block Schedule

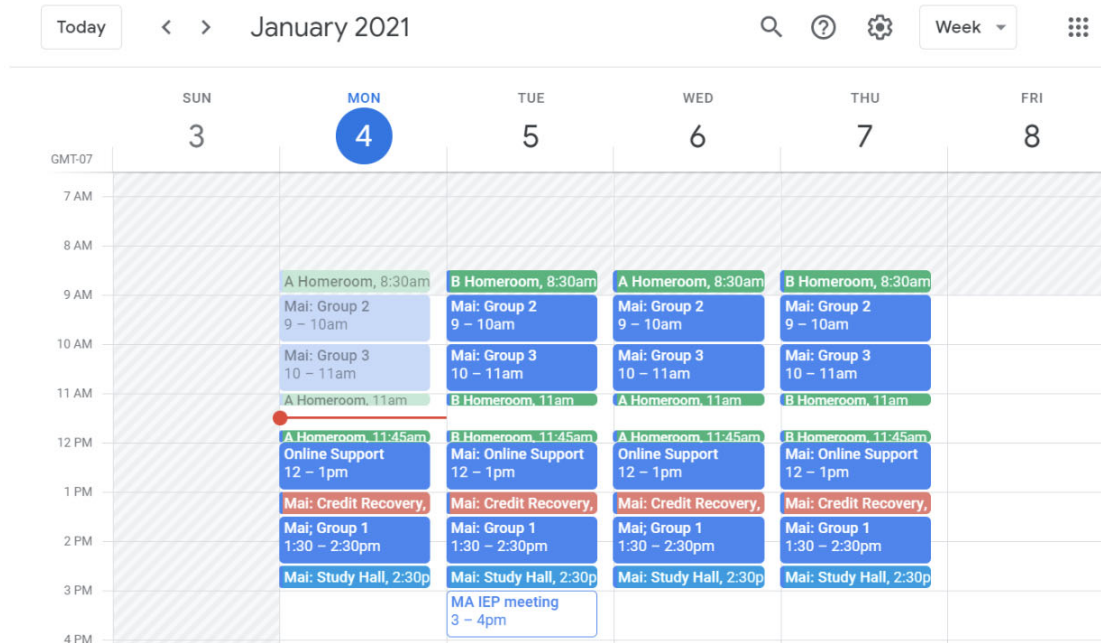
MIDDLE SCHOOL - SAMPLE SCHEDULE - OVERVIEW FOR CTE and CORE SUBJECTS

MS Block 1A	6th Grade Teacher	6th Grade Teacher	7th Grade Teacher	7th Grade Teacher	7th Grade Teacher	8th Grade Teacher	8th Grade Teacher	8th Grade Teacher
8:15 Homeroom	6th	6th	7th	7th	7th	8th	8th	8th
9:05 Shift 1	Cul Math 6	Cul ELA 6	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8
10:08 Shift 2	Cul Math 6	Cul ELA 6	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8
11:11 Lunch								
11:44 Shift 3	Cul Science 6	Cul ELA 6	History Support	ELA Support	Math Support	ELA Support	Science Support	Math Support
12:47 Shift 4	Cul Science 6	PBL	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8
1:50 Shift 5	Cul Math 6	PBL	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8
2:53 Homeroom	6th	6th	7th	7th	7th	8th	8th	8th

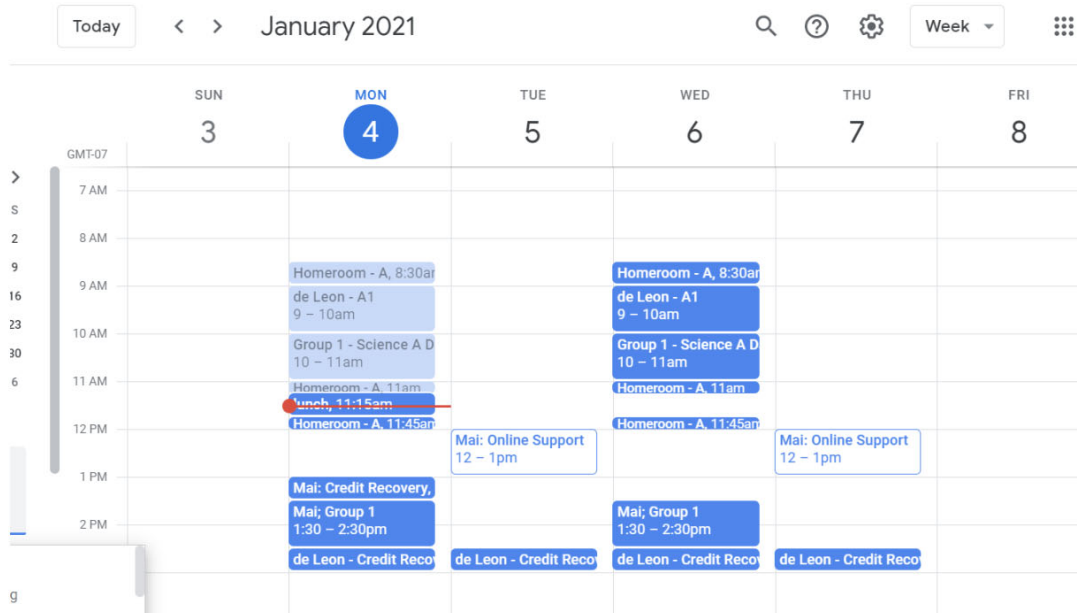
HIGH SCHOOL - SAMPLE SCHEDULE - OVERVIEW FOR CTE and CORE SUBJECTS

HS Block 1	9th Grade Teacher	9th Grade Teacher	9th Grade Teacher	10th Grade Teacher	10th Grade Teacher	10th Grade Teacher	11th Grade Teacher	11th Grade Teacher	11th Grade Teacher
8:15 Homeroom	9th	9th	9th	10th	10th	10th	Support HS	Support HS	Support HS
8:48 PBL	ELA 9 Support	Math 9 Support	Work Support	ELA 10 Support	Math 10 Support	Science 10 Support	Work Support	Work Support	Science Support
9:05 Shift 1	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10		Government	Envi. Science
10:08 Shift 2	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10		Government	A & P
11:11 Shift 3	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10		Government	Envi. Science
12:14 Lunch									
12:47 Shift 4	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		A & P
1:50 Shift 5	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		Envi. Support
2:53 Shift 6	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		A & P

Sample Daily Schedule - Teacher



Sample Daily Schedule - Student (Updated daily, as per need)



Appendix F9: Letters of Support



The Salvation Army Ray & Joan
Kroc Corps Community Center

1765 W Golf Course Road
Coeur d'Alene, Idaho 83815
208.667.1865 Phone
206.298.4130 Fax

www.kroccda.org

October 30, 2020

To Whom It May Concern:

On behalf of The Salvation Army Kroc Center, I am writing this letter in support of Elevate Academy. The Coeur d'Alene area has been proactive for many years in recognizing the need for alternative education paths for local youth. Partnerships with North Idaho College, the development of K-TECH and a host of local charter schools have given area students choices in how to prepare, academically, for a robust future.

The Kroc Center is committed in its own programs and mission to provide a trajectory to change the lives of local youth and adults with inexpensive but world class offerings in the areas of art, STEM, aquatics, fitness, theater and spiritual development. After meeting with Marita Diffenbaugh, to learn about the opportunities and impact Elevate Academy can make to our North Idaho community, we are enthusiastic in our support.

We have seen, firsthand, the benefit of alternative or non-traditional educational resources, in pursuit of trade skills, a Christian focus, S.T.E.M. focus or the traditional secondary education path. There is room and need for all of it. Our community must work to provide opportunity for local youth and young adults to find career paths that are sustainable and rewarding, allowing financial independence and continued contribution to community. Institutions such as Elevate Academy work to meet this pressing need.

Kootenai County has a rich network of non-profits, educational institutions and community volunteers and leaders who work in collaboration to serve those most in need in our community. The Kroc Center team would be proud to welcome Elevate Academy into this mix of committed leaders, agencies and services.

The Coeur d'Alene Kroc Center is excited about the opportunity to work with and support the Elevate Academy concept. If you have any questions, please feel free to contact me.

Sincerely,

Kip Sharbono
Center Director

FRIENDS. LEARN. LIVE. HEALTH. ARTS. NEIGHBORHOOD. FITNESS. E
ETHER. ACT. COMMUNITY. TEACH. BELIEVE. GIVE. FAMILY. DREA
H. FRIENDS. LEARN. SPLASH. LAUGH. HEAL. INSPIRE. **PLAY.** BELIEV



14206 N Ohio Street, Rathdrum, Idaho 83858
(888) 569-3745 • (208) 687-3311 • Fax: (208) 687-4153 • www.BayShoreSystems.com

November 3, 2020

To Whom It May Concern:

I am writing this letter in support of Elevate Academy on behalf Bay Shore Systems, Inc., a manufacturing company in Rathdrum, Idaho.

We have many skilled jobs at Bay Shore Systems. We have welders, machinists, fabricators, painters, engineers, hydraulics mechanics, etc. All these jobs are necessary to design and manufacture the construction equipment we produce. And skilled workers are needed to operate this equipment. During the last several years we hear from our customers that it is hard for them to find reliable and experienced operators. Making some research, we have learned that the median age for the drilling equipment operator was about 45 years and that younger people were not interested in pursuing this career. I hear similar stories from my plumber and my electrician. Young people do not want to do skilled jobs.

Our equipment won't work without an operator. There won't be any new buildings and houses built without construction equipment. There won't be water in the houses without plumbers. If our lights go off, we will not be calling a programmer or an artist. We will be calling an electrician.

Having met with Marita Diffenbaugh, Charter Administrator of Elevate Academy North, and having learned about the plans of founding the Academy in our area, I am personally and as a part of Bay Shore very excited. It is essential in my opinion to restore and maintain the enthusiasm of the young generation towards the skilled jobs and I am confident that Elevate Academy would do an amazing job of that!

With Elevate Academy, starting in the middle school, the students will get exposed to various jobs and opportunities, which will help them to choose their career paths and acquire work ethics. It is especially important for the youth at risk.

Bay Shore Systems is excited about the opportunity to work with and support the Elevate Academy concept. If you have any questions, please feel free to contact me.

Respectfully,

Eva Minatre

Vice President

Bay Shore Systems, Inc.

Our Mission Statement:

"To make our customers say wow, to be the envy of our competition, and to provide the best jobs our employees ever have."

Our Vision Statement:

"To create a business of business people."



October 29, 2020

To Whom It may concern.

On behalf of Pacific Steel, Dalton Gardens Idaho. We are reaching out in support of Marita Diffenbaugh, Elevate Academy North. The steel distribution and recycling industries are vital to our economy and environment. Steel and steel related produces are in most items we use every day. After we done with these products they can be recycled and produced into a new form, steel is a commodity that can be used repeatedly. These are industries that requires allot of hard work and the ability to think on your toes with an ever-growing hunger to move towards automation.

With the possibility of the Elevated Academy North moving to our area, we are excited to help give today's youth a direction and potently a future in the steel distribution and recycling worlds. Pacific Steel has been around for over 100 years, with locations in 9 states and Canada. We are growing and expanding our footprint to better serve our customers.

It would be our hope we can bring some of these young adults into our company, help them grow and prosper. We pride ourselves on hire people that live in our communities and want to grow within our company and footprint.

We are excited and thrilled at the opportunity to support Marita and Elevate Academy North.

Best regards.

Steve Bender.
General Manager.

7448 Aqua Circle • Dalton Gardens, ID 83815
P.O. Box 1570 • Hayden, ID 83835
P: 1.800.552.5695 • 208.762.4766 • F: 208.762.5210
www.pacific-steel.com • www.pacific-recycling.com

COMMITTED TO A TRADITION OF QUALITY AND TRUST
Montana • Wyoming • Colorado • Idaho • Oregon • Washington • Utah • South Dakota • North Dakota • Alberta



To whom it may concern

I am writing this letter today to express my support and excitement regarding Elevate Academy entering the Northern Idaho market.

Every year, a tremendous amount of school resources is dedicated to promoting and preparing our children to attend college. Which is great. Unfortunately, college is not for everyone, and is still out of reach for many who do not have parental support or resources to attend.

I recently met with the leadership team from Elevate Academy and I am extremely impressed with their vision and desire to help young people prepare for and succeed in the workforce.

Elevate Academy's work force development design is impressive and fully aligns with the mission of the Boys & Girls Clubs. The array of technical skills and classes will provide hope and opportunity to young people who are not traditionally college bound students. I have no doubt, this school is going to change lives and help put young people on a path to success.

Developing competency in areas like welding, graphic design, or culinary arts gives kids confidence and allows them to develop life skills and perhaps find a career they are passionate about. A career they can succeed and earn a decent wage to support a family.

Boys & Girls Clubs in Northern Idaho are looking forward to partnering with the Elevate Academy to inspire and encourage youth to find their passion and develop workforce skills

Please feel free to contact me with any questions

In service to youth,

Mark Kuhnhausen
Executive Director
(208) 889-9799



Meeting employer's needs today and tomorrow

Date: November 6, 2020

To: Marita Diffenbaugh, Administrator

From: Wendi Secrist, Executive Director

A handwritten signature in blue ink that reads "Wendi Secrist".

Subject: Elevate Academy North

Please consider this memorandum as an expression of support for the expansion of Elevate Academy to North Idaho. The vision to combine mastery-based education with a career focus is one that the Idaho Workforce Development Council wholeheartedly supports. In 2017, the Workforce Development Taskforce issued a recommendation to better connect education to careers, including the integration of project and work-based learning throughout Idaho's education system. Elevate Academy provides opportunities for students to learn both academic and critical workplace skills that will provide pathways for their personal success and grow Idaho's economy by providing a highly-skilled workforce to our employers. These dual goals provide a win-win for our great state.

As Elevate Academy grows in Caldwell and expands to North Idaho, please don't hesitate to reach out to the Council to identify partnership opportunities. As you know, we recently received a \$2.5 million grant from the US Department of Labor to expand youth apprenticeship in Idaho. I believe we could develop opportunities for Elevate Academy students that would integrate the very best practices in education and workforce development.

A proud partner of the  americanjobcenter network

317 W. Main Street, Boise, ID. 83735

208.488.7560



January 11, 2021

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigiano

Re: Support for Elevate Academy North

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

I am writing in support of Elevate Academy North. The Bloom team has been working closely with the leadership team and board of Elevate, and with the Idaho New School Fellow and veteran educator Marita Diffenbaugh, since the summer of 2020. Over the last six months, and in partnership with the J.A. and Kathryn Albertson Family Foundation (JKAF), we have provided Diffenbaugh with Idaho New School Fellowship support in the amount of \$125,000.

Further, over the last three years we have worked closely in partnership with Monica White, Matt Strong and the Elevate board in launching and financing the highly successful Elevate Academy in Caldwell. This partnership to provide a strong Career Tech Education option to Caldwell's neediest students is one of the most productive school partnerships Bloom has had over the last five years.

Starting in the autumn of 2017, Bloom worked closely with Monica White and Matt Strong, both of them Idaho New School Fellows themselves, to help navigate all the hard work that goes into launching a great charter school. Specifically, Bloom worked closely with the Elevate team to raise \$1 million in grant support from the J.A. and Kathryn Albertson Family Foundation and \$1.25 million in support from Idaho's *Communities of Excellence* federal Charter School Program grant. Elevate has met every target and every promise they have made to Bloom, to the J.A. and Kathryn Albertson Family Foundation and to the U.S. Department of Education.

More importantly, they are meeting the promises they have made to their students to provide a pathway to both academic and life success. The school is connecting students to employers in ways that benefits all of Idaho.

Based on this track record, and the outstanding team of leaders doing the work for Elevate Academy North, we will do all that we can to support their growth and development in Post Falls/CdA and hopefully in other communities across the state that are reaching out and asking for them to open schools in their communities. Demand for the type of opportunities provided

by the Elevate Academies is great and I know the Elevate team is committed to doing all that they can to meet this growth in the coming years.

The Bluum team is committed to working with the Elevate leadership team to seek additional grant support from the J.A. and Kathryn Albertson Family Foundation and other local funders and partners. Further, upon approval from the Idaho Public Charter School Commission, Elevate Academy North will be eligible to apply for up to \$800,000 in federal Charter School Program (CSP) funding from Bluum. I cannot promise that Elevate Academy North will receive either JKAF funding (that decision is made by the JKAF board) or CSP funding (that funding is competitive and awarded through a third-party review process). But, the Elevate Academy and its leadership team is exactly the sort of group that these funding opportunities are meant to support, and they are expecting to serve the families and children who need a lift up the most.

Should you have any questions or concerns please do not hesitate to reach out to me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Terry Ryan', is written over a horizontal line.

Terry Ryan
CEO

Appendix F10: Resumes for Leadership & Governance



Marita Diffenbaugh

Current Service

Elevate Academy North Administrator
elevate-north.org

mdiffenbaugh@elevate-north.org

As a leadership partner, with Elevate Academy, Inc., Marita is planning, developing, and launching, Elevate Academy North, a Career Technical school of choice for 6th-12th grade students who are not finding success in their current school situation.

Education

EDUCATION SPECIALIST

Executive Educational Leadership
Idaho Superintendent Certificate
Boise State University
2018

MASTER OF ARTS IN TEACHING

Specialization in Educational Technology
National University
2013

BACHELOR OF ARTS

K-8 General Education
Boise State University
1999

Leadership Experience

IDAHO NEW SCHOOL FELLOWSHIP, BLUUM

ELEVATE ACADEMY NORTH - ELEVATE ACADEMY, INC. | 2019

IDAHO STATE DEPARTMENT OF EDUCATION

Instructional Support for Student-Centered Learning Administrator | 2018

Needs-based support for rural and remote Idaho school districts along with action research and professional development for mastery-based education.

BOISE STATE UNIVERSITY - LEADS LEARNING NETWORK

Technical Service Provider | 2017

Implementation assistance and research for the Idaho Mastery Education Network, consisting of 32 schools, through a service grant.

IDAHO DIGITAL LEARNING

Implementation Specialist | 2015

System planning and professional development for Idaho districts and schools in the areas of Instructional Technology Integration, Blended and Personalized Learning.

BOISE SCHOOL DISTRICT

K-12 Instructional Technology Manager | 2013

Responsible for planning and implementing processes and offering professional development to strengthen the integration of technology within schools and the overall district system. Co-designed community outreach and digital citizenship experiences with principals. Supervision for IT Project Leaders, Student Information System Team, and Library Services.

Teaching Experience

WEST ADA (MERIDIAN) SCHOOL DISTRICT - STAR ELEMENTARY

Elementary School Teacher | 2000

Thirteen years of teaching and learning across the grade levels (2nd, 3rd, 4th, 4/5 combo, 5th) with Star Elementary students, families and educators. Participated in leadership roles for school improvement, curriculum and instruction and family/community events.

MIDDLETON SCHOOL DISTRICT - MILL CREEK PRIMARY

Elementary School Teacher | 1999

Taught kindergarten in a K-3 elementary school environment. Through collaboration and reflection gained experience and resources to support early childhood development and learning.

Skills

- Team-building
- Collaboration
- Problem Solving
- Mentoring/Coaching
- Strategic Planning
- Budgeting & Financial Literacy
- Data Management & Analysis
- General Safety, Student Data Security and Privacy
- Community Outreach

Awards

IDAHO EDUCATION TECHNOLOGY ASSOCIATION (IETA)

Educator of the Year 2015
IETA President's Award 2015

IDAHO STATE DEPARTMENT OF EDUCATION

Digital Learning Day 2013

DISCOVERY EDUCATION

Ambassador & Creative Event Awards - DENapalooza Boise

KELLIE FOREMAN

21395 Chicago St
Caldwell, ID 83607
(208) 249-0574
kforeman63@msn.com

QUALIFICATIONS

Managerial and director experience, staff recruitment and retention, staff development and training, flexible scheduling, excellent communication skills, excellent critical thinking skills, like to think outside of the box to effect change, knowledge of TJC and CMS standards.

EDUCATION

2013-2015 MSN, Research College of Nursing
2007-2009 BSN, University of Phoenix
1999-2002 ASN, Boise State University
1991-1992 RMA, American Institute of Health Technology

CERTIFICATIONS

Basic Life Support
Advance Cardiac Life Support

ORGANIZATIONAL AFFILITATIONS

Association of Peri-Operative Registered Nurse
Sigma Theta Tau International

EMPLOYMENT

2015-Present Clinical Educator, Education Coordinator

Responsibilities include development and coordination of education for facility encompassing live training and computer based education. Health Stream Administrator, AAP/NRP Administrator, and monitoring of staff education to ensure compliance with regulatory bodies. Work closely with local high schools, technical school, colleges, and universities to provide clinical opportunities for students including development and maintenance of affiliation agreements, and coordination of clinical opportunities.

2012- 2015 RN, Manager of Perioperative Services

Responsible for oversight of the operations of all departments of surgical services including recruitment; retention; training and development of staff; development and maintenance of policies and procedures; process improvement; labor control; scheduling; and physician satisfaction.

2007-2012 RN, Director of Nursing, Idaho Surgery Center.

Responsible for oversight of the operations an ambulatory surgical center including recruitment; retention; training and development of staff; development and maintenance of policies and procedures; process improvement; risk management; quality control; infection control; safety; pharmacology; supplies; labor control; scheduling; and physician satisfaction. Primary participant in very successful surveys with both CMS and AAAHC.

2002-2007 RN, Saint Alphonsus Regional Medical Center

Circulator: Responsibilities include patient advocacy, ensuring safe surgical environment, collaborating with anesthesia, surgeons, and OR to provide quality care.

Preceptor Coordinator: Coordinate the training and development of new nurses during their orientation phase.

Service Line Coordinator: coordinating the activities of 8 ORs with the control desk, anesthesia, and surgeons, RNs, CSTs and ORAs to ensure that cases ran smoothly and efficiently.

1992-2002 RMA, Saint Alphonsus Medical Group

Responsibilities included directly assisting the physicians with patient care, assisting with office surgeries, ensuring a smooth flow of the schedule, coordinating appointments for patients, patient phone calls, patient education, triage, urgent care, immunization program, OSHA educator, preceptor, employee schedule, x-rays, phlebotomy, insurance forms and referrals.

1996-1997 RMA, Russell Snow D.O.

Responsibilities included direct assisting of Dr. Snow, assisting in office surgeries, triaging, billing and collections, OSHA maintenance, scheduling of patients, coordination of patient appointments.

Erik A. Bullock
15701 Palomino Ln.
Murphy, Idaho 83650
404-783-2474
erik.bullock@ymcatvidaho.org

PERSONAL QUALIFICATIONS:

Highly successful and visionary YMCA Team Leader ready for VP Executive Leadership position. Demonstrates exceptional skills through program progression, staff training and management, fundraising, and nurturing community relations. Passion for enhancing youth development, establishing community relationships, and elevating the overall member experience. Accomplished in staff hiring, training, fiscal management, volunteer recruitment, marketing, fundraising, facility management, and overall program delivery. Known for integrity and character, developing staff, and producing quality programs that are engaging and align with the YMCA mission. Visible and highly regarded in the community as a devoted servant and respected YMCA leader.

EXPERIENCE:

Executive Director – Caldwell YMCA Branch and Y Camp at Horsethief Reservoir **2015 to Present**

- ◆ Complete operation responsibilities of two facilities totaling \$10.4 mill. gross annual budgets.
- ◆ 14,000 members / 250 staff.
- ◆ Increased and achieved total Annual Campaign Goals by \$100,000 for a current ytd of \$324,000.
- ◆ Increased membership growth by 15%.
- ◆ Increased resident camp registration by 48%.
- ◆ Reduced Insurance claims and MOD rates through focused area of safety and training culture.
- ◆ Achieved Capital Campaign \$800,000 for new weight room installation (90 days)
- ◆ Secured \$1 million in Grants to date.

Senior Program Director - Cherokee Outdoor YMCA and Pruett YMCA **2007 to 2015**

- ◆ Accountable for \$900,000 annual gross budget with complete operations and growth of 7 successful programs at 2 branches consisting of large (+600) summer day camps, school break camps, group retreats, outdoor education and teens.
- ◆ Supervise 2 full time staff and 85 seasonal camp staff.
- ◆ Established strong community partnerships along with fundraising for Why It Matters Annual Campaign and value based volunteer opportunities, while exceeding overall expectations of funds raised through community, member, and WIM Golf Tournament.
- ◆ Demonstrated facility risk assessment knowledge on 225 acre outdoor branch on Lake Allatoona and indoor Pruett facility.
- ◆ Ensured relationship building and enhancement through membership service experience.
- ◆ Provided measurable results through programs serving the community's needs. Implemented visionary programs that are sustainable and impacting the community through youth development and healthy living.

Assistant Camp Director – Cherokee Outdoor YMCA **2006 to 2007**

- ◆ Served exceptional leadership through budget management, summer staff development, member service, and program delivery.
- ◆ Managed summer day camp for approximately (+400) campers and supervised 65 counselors.
- ◆ Conducted weekly staff meeting and training sessions.
- ◆ Handled member concerns and delegated authority on high stress situations.
- ◆ Provided staff feedback and document evaluations.
- ◆ Demonstrated the responsibility of primary lead over camp when director was off site.

Day Camp Unit Leader – Cherokee Outdoor YMCA **2005 to 2006**

- ◆ Managed day camp for approximately 120 campers and supervised 12 counselors.
- ◆ Wrote weekly lesson plans and scheduled activities through duration of summer.
- ◆ Operated a safe, inclusion based program that was beneficial to YMCA, staff and members of camp.

Site Coordinator – Treasure Valley Family YMCA**1998 to 2000**

- ♦ Operated successful summer day camp and after school program.
- ♦ Responsible for daily programing of 65 children and 5 staff.
- ♦ Conducted training with staff through YMCA mission and guidelines.
- ♦ Established an efficient program from the ground up and generated awareness in the community through marketing initiatives.
- ♦ Primary lead supervisor over the facility and handled all parent concerns with timely resolution.
- ♦ Procured extension of annual site contract through presentation to Kuna City Council.

EDUCATION:

- ♦ Reinhardt University / Criminal Justice / Graduate 2015
- ♦ Attended Borah High School / Graduate 1994

COMMUNITY INVOLVEMENT:

- ♦ Caldwell Kiwanis 2015-Present (Board Member 2019-Present)
- ♦ Caldwell School District Superintendent Ad-Hoc Search Committee 2015-16
- ♦ Treasure Valley Community College Advisory Committee 2015-Present
- ♦ Caldwell Chamber of Commerce Education Committee 2016-Present
- ♦ Advocates Against Family Violence 2018 Man in Top Tier Award
- ♦ YMCA Campfire Conference Chair 2013-15

REFERENCES:

- ♦ John Hicks (Professional)
Executive Director
Cherokee Outdoor YMCA/Pruett Indoor YMCA
678-880-3500
johnh@ymcaatlanta.org
- ♦ Shane Brown (Professional)
Executive Director
Camp Kanata
919-270-8149
Shane.brown@campkanata.org
- ♦ Wes Bender (Professional)
Senior Consultant
Daxko T2 Consulting
770-490-4946
wbender@daxko.com
- ♦ Carolyn Holly (Personal)
News Anchor
KTVB Channel 7
208-283-6007
cholly@ktvb.com

Brooke Stevenson

11650 Willis Rd. Middleton, ID 83644
(208) 869-2295 brooke.stevenson@rulesteel.com

PROFESSIONAL SUMMARY

Team-oriented detailing manager dedicated to being a leader the Structural Steel industry by producing an innovative top quality product. Driven to utilize cutting edge technology and a continual desire to learn new and more efficient practices with the specialized real-world knowledge in the steel fabrication industry.

EDUCATION

Certificate of Completion: Tekla Structures and Steel Detailing
Dowco Consultants Ltd – Burnaby, BC

Nov 2002

AutoCad Drafting

Treasure Valley Community College – Ontario, OR

Jun 2000

High School Diploma

Middleton High School – Middleton, ID

May 1999

SKILLS

- Software Knowledge:
 - Tekla Structures
 - Auto Cad
 - Blue Beam
 - Office 365
- Valued consultant in connection design, installation efficiencies, and 3D model capabilities
- Experienced in construction general practices, processes, means and methods
- Extensive experience Design Build and BIM collaboration on high profile complex construction projects
- Versatile background in project phasing and Levels of Development for General Construction

PROFESSIONAL EXPERIENCE

Rule Steel, Caldwell, ID, Feb 2002 – Present

- Manage and train our detailing staff of 11 to follow industry protocols, standards and practices.
- Collaborate with design teams on design-build projects, delivering cost effective processes and procedures that positively affect the overall construction process.
- Continually integrate cutting edge technology with a focus of keeping my division ahead of our competition
- New client development and education on our company capabilities.

Weld Tech, Caldwell, ID, May 1992 – Feb 2002

- Pre-fab – creating cut lists, operating cutting equipment and fabrication of detail parts.
- Welder – interpretation of fabrication drawings and responsible for the layout, fit up and final welding of steel handrail systems and white water rafting frames.
- Estimating – responsible for providing quantity take offs for structural and miscellaneous steel providing accurate and timely estimates for customers.
- Detailing – Created fabrication documents that can be used in the fabrication shop for the fit up, and final fabrication on construction projects

SUCCESSFUL PROJECTS

- Micron Building 50
- Micron Nano-Fab
- Zion Bank 18 Story Tower – 8th & Main
- JUMP (Jacks Urban Meeting Place)
- Chobani Yogurt Plant
- Melaleuca WHQ
- City Center Plaza
- Simplot WHQ
- Scentsy WHQ



Merit LLC
 General Contractor
 Nampa, ID 83686
 208-571-3446
 brad@mgcidaho.com

Brad Ward, working all his adult life in the construction industry which includes commercial, industrial and residential projects. He worked his way up in various positions from labor, foreman, and project superintendent. In the mid 90's he started his own construction company. In 2013 he decided to combine his talents and resources with his brother and they created Merit LLC. They have continued to expand the business to include residential additions, remodels, new custom homes, commercial projects, including new build, renovations and tenant improvements throughout the Treasure Valley.

He started his construction experience in concrete as a teenager, learning the trade from the ground up. He learned how to read blue prints, layout forms, pour foundations, footings, curb and gutter and various other types of concrete work. He picked up the work naturally and went on to other types of construction leading to a job with ESI in the early 80's as a laborer advancing to lead man, steel foreman, then as a project superintendent traveling throughout the US. Tired of Traveling he decided to start his own business in concrete and steel erection which led to other business opportunities and has been self-employed to current.

In 2016 Merit LLC teamed up with the City of Caldwell /Caldwell Housing Authority to build 3 homes and a townhouse. This enabled Brad to give back to the community and see a difference in the pride these neighborhoods had when you had a builder who invested time to be on site and interact with the neighbors and the home owners who felt part of the process.

Merit LLC has also partnered with investors and developers and look forward to providing quality-built homes for residents and commercial projects.

Brad has developed a strong business relationship with many trades companies and suppliers. Some examples are Steve's plumbing service, Coburn concrete, Energy smart wiring, Franklin Building Supply, Boise supply. He is also an authorized builder for CBC Steel Buildings.

Brad received his education through numerous business, and construction related college courses and hands on experience. He holds an EPA Lead paint certification that allows him to work on and supervise projects containing lead paint. He also received his certification as a home inspector, which enabled him to expand and serve him in the field with Realtors. He has received other training and certifications from Osha, NTSB (National Transportation and Safety Board), Structural Welding, Fork lift operator and numerous others. He is in good standing with the Nampa Chamber and the BBB. He is also a proud member of the Snake River Valley Building Contractors Association and the National Building Contractors Association.

References:

Adam Hyer -Manager Franklin Building Supply Caldwell Store 208-941-2851
 Amy Cardenas- Loan Officer- Guild Mortgage 208-405-1766
 Nony Housh- Real Estate Agent- Silverhawk Realty 208-608-8876

Becki Woodbury is the Executive Director of CLM Marketing in Boise, Idaho. Becki has 20 years of experience in marketing and advertising leadership, including 14 years at CLM. She has worked on business, marketing and media strategy for a wide array of clients in industries including retail, healthcare, financial, manufacturing, mining, entertainment, hospitality, automotive and gaming. Her clients have been local, regional and national in scope.

In her role at CLM, Becki has been instrumental in helping the Idaho Lottery return the largest to-date dividend to the State of Idaho and was on the team that helped grow Idaho Central Credit Union from hundreds of millions in assets to billions in assets. She pioneered the CLM embedded-team model that seasonally manages Western Idaho Fair's award-winning marketing and advertising programs. She worked extensively with Pizza Hut across many markets throughout the West to test concepts and promotions for National rollout. Becki is an analytic with a knack for numbers, but she often uses non-traditional methodologies to find solutions.

Becki was born and raised in Emmett, Idaho. She attended Idaho State University and graduated with a Bachelor of Arts in Advertising/Public Relations with a Minor in Music. Becki studied with the National Media Buying Academy on all forms of media. In addition, she recently completed an Executive Education program from Northwestern's Kellogg School of Business on Digital Marketing Transformation. She loves to volunteer, read, travel, bake and be a mom to her three kids.

A few things you should know about Becki if you work with her. She can help you develop complex competitive advantage, but she can't be your road trip navigator – she has no sense of direction. You will rarely see her take notes because she has excellent recall, but if you ask her about a movie reference from pop culture, she won't know it or won't remember it. She is a huge Notre Dame fan, even when they are losing and she'll let everyone know, "it's just a rebuilding year."



2619 S. Indiana Avenue
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Amy Rojas

EDUCATION	1986 Diploma	Caldwell Senior High School	Caldwell, ID
	1986 – 1987	ITT Technical Institute	Boise, ID
	Automation Secretarial Diploma		
	<u>Courses:</u>		
	Business Law	Dictation & Transcription	
	Electronic Calculations	Legal Procedures	
	Payroll Accounting	Accounting I	
	Progressive Filing	Proofreading Skills	
	Business Communications	Advanced Word Processing	
	Speedwriting	Public Relations	
PROFESSIONAL EXPERIENCE	1993-Present	Looks Nu, Inc.	Ontario, OR
	Owner/Bookkeeper		
	<ul style="list-style-type: none"> ■ Maintaining a complete accounting system; Accounts Receivable/Accounts Payable; processing payroll, payroll taxes and reports; sending monthly invoices; compiling monthly financial reports; answering phones; filing; data entry; reconciling checkbooks and communicating with customers and businesses regarding accounts. 		
	1989 - 1998	Canyon County Courthouse	Caldwell, ID
	Pre-Trial Release Officer/Misdemeanor Probation Officer		
	<ul style="list-style-type: none"> ■ Conducted pre-sentence and special investigations, personal interviews and made release recommendations of an inmate. NCIC certified and made extensive background and criminal research. Attended court hearings to determine release of inmate to our programs. Made collateral contacts with family members, law enforcement agencies, attorneys, etc. Extensive data entry; answering phones; typing subpoenas and warrants; supervision of clients and files. Served as interpreter and translated documents. Assistant Supervisor to the Pre-Trial Release Supervisor. Assisted in the set up of the computer programs. 		
	1988 – 1989	Goicoechea Law Offices	Boise, ID
	Accounts Receivable/Bookkeeper		
	<ul style="list-style-type: none"> ■ Bookkeeping duties; handling the accounts receivables, helping clients, translation of documents and extensive filing. 		
REFERENCES	Richard Comstock (208) 454-7596	Kathy Vanscoy (208) 454-7495	
	Alicia Brown (208) 454-4101	Rebecca Lovelace (208) 459-2743	
	Carol Hoadley (208) 454-7300	Susie Greenfield (208) 459-0673	

F. AMAIA VICANDI-BOW

10062 Linden Road NAMPA, ID 83687
(208)463-8222
email:keithamaia@gmail.com

OBJECTIVE:

My objective is to further my career in the criminal justice field, by obtaining a challenging position within your company that will allow for growth in my job experience and educational skills.

EXPERIENCE:

2009-Present Canyon County Juvenile Probation Caldwell, Idaho
Training Coordinator

- Develop and update all training materials for Juvenile Probation staff.
- Create, evaluate, and modify all training materials.
- Document all training for Juvenile Probation personnel.
- Schedule orientation training for all new hires and interns as well as ongoing training for staff.
- Works with other agencies to share common training resources.
- Presents and or arrange training programs.

1999-2009 Canyon County Juvenile Probation Caldwell, Idaho
Senior Juvenile Probation Officer

- Conduct social history interviews for juvenile offenders.
- Verify information received for social history reports.
- Compile information and data.
- Write detailed factual reports.
- Justify recommendations in written form.
- Ensure offenders are in compliance of court order.
- Conduct home visits and record progress of offenders.
- Coordinate services with agencies for offenders.

EDUCATION:

Associate of Arts, General Studies, College of Southern Idaho
Associate of Science, Criminal Justice Administration, Boise State University
Bachelor of Arts, Spanish, Boise State University

SKILLS:

Word	Excel	Lotus	10-Key	Fax
Telemagic		PeopleSoft	Copiers	Multi-line Telephones
CMS	ISTARS	Spillman	Outlook	Recording Equipment
Speak, read, write Spanish	Interpret		Documents	Certified POST instructor

A:\RESUME.DOC

Monica White

23906 Garret Ranch Way Wilder, ID 83676 | 208-407-4963 | mwhite@elevate2c.org

Monica White has been in the education profession for 19 years. During this time, she has served as a teacher, coach, principal and assistant superintendent. She believes that there is genius in all of us and that the best way to create success is to ensure that people have the tools to work and live with passion and purpose. Monica is an inspired and passionate educator who is committed to being an advocate for teachers, and even more importantly, students. She's a problem-solver who will work tirelessly with her team to find opportunities and resources to help all students become successful. Monica is deeply involved in the Caldwell community and the education community. She currently serves on the Caldwell YMCA leadership circle and the Teach for America regional board. In both of these roles she aids in finding ways to better serve the youth of the communities she impacts. Professionally she is strong in visionary leadership, professional development, budgeting, and advocating for those that cannot advocate for themselves. Monica is Co-Founder of [Elevate Academy](#), a public charter school designed to train and create a pipeline of highly-skilled, employable workers that meet the needs of Idaho industry and business, while empowering students to be leaders in their own lives.

EDUCATION

University of Idaho ED.S Education Leadership Superintendent Focus	2014
Montana State University, Bozeman MT M.A. Education Leadership School Principal Focus	2007
Boise State University, Boise, ID B.S. Kinesiology Physical Education	1999

AWARDS

2006 Teacher of the Year, New Plymouth High School
2005 Carol M. White Physical Education for Progress, Federal grant awardee: New Plymouth School District
2008 Carol M. White Physical Education for Progress, Federal grant awardee: Caldwell School District
2017 Lifetime Service 3rd District Coaches Association
2019 Idaho Juvenile Justice Commitment to Service Award

EDUCATION LEADERSHIP EXPERIENCE

Founder & Director of Elevate Academy At-Risk Charter School Opened Fall 2019 Designed, Developed and implemented an innovative approach to reaching at risk youth.	2017- Current
Principal, Canyon Springs High School, Caldwell, ID School Improvement, Turn Around Status School Developed systems and culture that inspired at-risk youth.	2013-2017
Central Office Administrator, Caldwell School District, Caldwell, ID Developed budget, advised on curriculum and federal programs, managed human resources, supervised principals and other central office staff as well as grounds, maintenance, and nutrition services.	2011-2013
Principal, Syringa Middle School Managed day to day operations of Syringa Middle School including teacher evaluation and supervision, curriculum and budgets	2009-2011
Assistant Principal, Syringa Middle School Managed day to day operations with a focus on school safety and discipline.	2007-2009

MONICA WHITE**PAGE 2****RELATED EXPERIENCE****New School Entrepreneur****2017 – 2019**

Research and develop a charter school designed to meet the economic, social emotional and academic needs of at risk youth in Canyon County.

Western Governors

Student Teacher Supervisor**2014-2019**

Evaluate and mentor aspiring teachers in their final semester with Western Governors.

Idaho Leads

Professional Development Consultant**2016-2018**

Engage teachers and administrators in training to enhance their practice.

MEMBERSHIPS

Association of Supervision and Curriculum Development, ASCD 2007-2017

American Association of Health Physical Education Recreation and Dance, AAHPERD 2001-2009

National Association of Secondary School Principals, NASSP 2007-2017

Idaho 3rd District Coaches Association 2004-2007

Idaho Alternative Schools Network 2015-2016

PROFESSIONAL SPEAKING ENGAGEMENTS

2008 Lobby Team for Sports Equipment USA, Advocating for continued support of Carole M. White program, Washington D.C.

2009 ASCD National Convention, Philadelphia, PA

2013 National Drop Out Prevention Conference, Louisville, KY

2013 National At-Risk Youth Conference, San Antonio, TX

2017 Idaho At-Risk Youth Conference, Sun Valley, ID

VOLUNTEER EXPERIENCE

2001-2007 2A Representative 3rd District coaches board

2018-Current Board Member Teach for America

2018-Current YMCA Leadership Circle

REFERENCES

Heather Williams

Program Coordinator of Executive Educational Leadership

Boise State University

208-316-6205

Mayor Garrett Nancolas

Mayor

Caldwell Idaho

208-455-3011

Terry Ryan

CEO

BLUUM

202-341-4575

1103 West Ash St.
Caldwell, Idaho 83605

Cell Number: 208-869-7458
Email: mstrong@elevate2c.org

Matt Strong

BIO

I have been an educator since 1995, my tenure includes time at Weiser Middle School, Skyview High School and Caldwell High School before becoming the assistant principal at Canyon Springs High School. I have been deeply involved in athletics; coaching football at every level, including an assistant football coach at the College of Idaho. I am community minded and serve with Caldwell Proud, a community improvement organization, and Go Purple, a College/Community collaboration initiative. As an assistant principal, I was an instrumental part in transforming Canyon Springs High School from a school in need of restructuring to a school that has become a model throughout the state of Idaho. I believe my true gift is working with at risk students and making them believe in their potential, while providing them the opportunity and resources necessary to reach it. My strengths lie in community relations and recruitment, fundraising, classroom management and school culture.

Experience

2019-Present Principal Elevate Academy Caldwell, ID

2017- 2019 Elevate Academy (BLUUM) Boise, ID

- Co-Founder, Innovator of Elevate Academy

2014 – 2019 College of Idaho Football Caldwell, ID

- Coach Defensive Line, Linebackers and Defensive Backs. Started a community booster group that supports College of Idaho athletics called Go Purple.

2010- 2017 Canyon Springs High School Caldwell, ID

- Vice Principal at Canyon Springs High School

2003 – 2010 Caldwell High School Caldwell, ID

- Physical Education/Weight Training teacher at Caldwell High School
- Head Football Coach 2003 – 2009
- Head Track Coach 2004 – 2007
- Assistant Track Coach 2007 – 2009

1999 – 2003 Skyview High School Nampa, Id

- Physical Education/Weight Training
- Head Football Coach & Assistant Track Coach

Compiled a 31-10 record

District Champions 2001

State Playoffs 1999-2001

2X Girl's State Track Champions

Matt Strong - Resume 2

1996-1999 Weiser Middle School Weiser, ID.
Health & P.E. Instructor 7-8

Head 7th Grade basketball Coach 1996-1999
 8th Grade Girl's Basketball Coach 1996

1996-1999 Weiser High School Weiser, ID.
Assistant Football Coach/ Assistant Track Coach

State Champions 1997 State Semi-finals 1998
 1997-1998 District Champions

Education

Carroll College Helena, MT.
Eastern Oregon State College LaGrande, OR.

B.S., Physical Education and Health

Boise State University Boise, ID.

Secondary Education Teaching Certificate

University of Phoenix Meridian, ID.

Masters in Educational Leadership

References

Monica White

Principal at Canyon Springs High School 208-407-4963

Reagan Rossi

Athletic Director at the College of Idaho 208-989-6457

Mike Moroski

Head Football Coach at College of Idaho 208-615-0776

Garrett Nancolas

Mayor of Caldwell, Idaho 208-250-9022

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DARREN URANGA, MBA, CPA

CERTIFICATION

Certified Public Accountant – November 2007

PROFESSIONAL EXPERIENCE

July '19 – Present Elevate Academy Inc – Caldwell, ID
Chief Financial Officer

- Manage all monthly payroll functions
- Prepares & manages the budget.
- Administers accounts payable and receivable functions.
- Prepares monthly and annual financial reports for review by the Board and auditors.
- Completes monthly bank reconciliations.
- Completes all state reporting (ISEE)

May '08 – June '19 Middleton School District #134 – Middleton, ID
Director of Finance & Operations

- Manage all monthly payroll functions for over 300 employees, including quarterly & annual tax filings.
- Prepares & manages the \$20+ Million budget.
- Administers accounts payable and receivable functions.
- Prepares monthly and annual financial reports for review by the Board and auditors.
- Completes monthly bank reconciliations.
- Completes all state reporting (ISEE)
- 2018 School Business Official of the Year

Nov '05 – May '08 Legislative Services Office: Audit Division – Boise, ID
Staff Auditor II

- Conduct financial/compliance audits of federal grants received by state entities (A-133 compliance audits)
- Conduct financial/compliance audits by reviewing systems of internal controls, analyzing financial information, and appraising the economical and efficient use of resources
- Complete financial opinion audits based on the standards of GASB 34.

Winter '06 & Winter '07 H & R Block Corporation – Boise, ID
Tax Associate

- Prepare individual tax returns
- Provide tax planning advice

Dec '04 – May '05 J.R. Simplot Company – Boise, ID

Small Business Accountant

- Provide daily accounting functions for three small companies (Brundage Mountain, Osprey Resorts, and Bar-U Inc.)
- Prepare month end bank and account reconciliations
- Prepare monthly and quarterly financial statements

Dec '02 – Mar '03 TitleOne Corporation – Boise, ID

Accounting Internship

- Assist with daily accounts receivables and payables
- Assist in preparation of daily activities report

EDUCATION

2004 – 2006 Northwest Nazarene University – Nampa, ID

Masters of Business Administration

- 3.75 cumulative GPA

1999 – 2003 College of Idaho – Caldwell, ID

Bachelors of Science in Accounting (Minor Computer Science)

- 3.56 cumulative GPA
- 4 year participant in baseball; Academic All-American

COMPUTER SKILLS

Microsoft Word, Excel, Access, PowerPoint, Outlook, Quickbooks, Proseries, Skyward, Google Apps

INTERESTS AND ACTIVITIES

Basketball, Golf, Softball, Hunting, and Coaching Youth Sports

REFERENCES

Available Upon Request

SUBJECT

Elevate Academy Nampa– New Charter School Petition

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5205

IDAPA 08.02.04

BACKGROUND

Elevate Academy Nampa is a proposed new charter school to be located in Nampa, ID. The school would offer a CTE program for up to 486 at-risk students in grades 6-12.

The school intends to occupy a custom-built facility, and has partnered with BLUUM and Building Hope to complete this project.

DISCUSSION

Please see the Petition Evaluation Report for details.

SPEAKER

Monica White, CEO of the Elevate Academy, Inc. network of schools and Phil Diplock, proposed assistant principal will provide a presentation. Kellie Foreman (board chair) and Jewels Carpenter, proposed principal, will be available for questions.

IMPACT

If the PCSC approves the petition, the PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the new charter school petition for Elevate Academy Nampa.

COMMISSION ACTION

A motion to approve the new charter school petition for Elevate Academy Nampa as presented; OR

A motion to deny the new charter school petition for Elevate Academy Nampa.

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION EVALUATION REPORT



Re: Elevate Academy Nampa

Report Issued 1/22/2021

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

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

Alan Reed, Chairman
Jenn Thompson, Director

Petition Review Summary

Elevate Academy Nampa intends to serve at-risk students in grades 6-12 in the Nampa area. The proposed school would provide a Career and Technical Education (CTE) program, helping students develop technical skills and achieve employment while also earning a diploma or GED when possible.

The school intends to engage with local businesses and community partners to provide practical experience to the educational model. The school also intends to purchase back office and management services from Elevate Academy Caldwell via a professional services agreement.

The petitioners have experience working with this student population, and exhibit enthusiasm for providing the proposed educational model to their community. The academic program is research-based and provides a unique experience for at-risk students, allowing them to stay engaged and build skills they can use as part of the Treasure Valley workforce.

PCSC Staff Recommendation: PCSC staff recommends that the Public Charter School Commission approve Elevate Academy Nampa's petition for a new public charter school.

Summary of Section Ratings

Section 1: Educational Program ↓↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓↓

MEETS STANDARD

Section 3: Board Capacity and
Governance Structure ↓↓

MEETS STANDARD

Section 4: Student Demand & Primary
Attendance Area ↓↓

MEETS STANDARD

Section 5: School Leadership and
Management ↓↓

MEETS STANDARD

Section 6: Virtual Schools ↓↓

NOT APPLICABLE

Section I: Educational Program

MEETS STANDARD

Comments

The school will utilize a CTE model and provide students with an opportunity to both earn a diploma and develop specific skills that will help them enter the Treasure Valley workforce.

Students attend school in a year-round format with a flexible schedule and work to close learning gaps.

Students are categorized into one of three groups (Summit, Peak, and Crest) based upon where they are in relation to earning a diploma. Each group has a primary focus: Summit students focus on achieving graduation within 5 years; Peak students are not on track to graduate in either 5 years or before they turn 21, and focus on workforce readiness, earning one industry certificate, and preparing for the GED exam; Crest students enter Elevate after several years of not attending school, and focus on earning one industry certification, and basic reading and math skills.

Strengths

- Students will develop skills that will help them obtain employment after leaving the school.
- The design of the program is based on an existing charter school and connected to local community needs.
- The instructional model is unlike other alternative schools, and provides an opportunity for students in the community that may otherwise be unable to participate in CTE programs.

Concerns

- No significant concerns.

Section II: Financial and Facilities Plan

MEETS STANDARD

Comments

The school has built relationships with community partners in order to provide practical career and technical services.

The school is currently under contract for property located in Nampa, and expects to negotiate a facility lease similar to Elevate Academy Caldwell. This includes a graduated payment over the first three years, with interest (page 69).

Strengths

- Elevate Academy Caldwell employs a business manager with experience managing school finance in traditional public schools and in this specific charter school model in Idaho. Elevate Academy Nampa will contract with Elevate Academy Caldwell for these services.
- A pre-development agreement (page 69) and a letter from Building Hope is included in appendix F3 (page 120) documenting facility options.
- Elevate Academy Nampa will purchase management and curriculum design support from Elevate Academy Caldwell, specifically the services of Monica White and Matt Strong (page 86).

Concerns

- The levels of cash on hand indicated in the 3-year operating budget (page 59) do not meet the standards required in the performance framework and in Idaho statute. Please note that the school must meet standard on all measures of the performance framework, and this must be corrected in order to earn a subsequent term of operation.
- PCSC staff acknowledge that the financial structure is complex with large growth in a multi-faceted network. It is important that the school and network have sufficient internal controls in place in order to properly navigate complicated network finances and the required separation of funds for each school.

Section III: Board Capacity and Governance Structure

MEETS STANDARD

Comments

If approved, Elevate Academy Nampa's charter will be held by Elevate Academy, Inc, the non-profit entity that also holds the charter for Elevate Academy Caldwell.

Board directors are experienced with charter school governance and school start up. The board consists of an education coordinator, executive director of a local YMCA, business manager, construction company owner, marketing executive director, accountant, and juvenile probation training coordinator.

The petition also notes that the school will have a local advisory board, which "will act as an incubator for governing board members." This should provide experience to potential future board members, and ensure that future board transitions go smoothly.

The board capacity interview summary is presented on the following page.

Strengths

- The petition identifies training opportunities for board directors.
- Board members have experience with charter schools.

Concerns

- No significant concerns.

Governance Capacity Interview Summary

Interview Date: 1/12/2021

Present: Erick Bullock, Becki Woodbury, Brad Ward, Kellie Foreman, Monica White, Matt Strong, Jewels Carpenter, Phil Diplock, Marita Diffenbaugh

Not Present: Amy Rojas, Amia Vicandi Bow, Brooke Stevenson

PCSC Staff Present: Jenn Thompson, Jared Dawson, Mel Rivera

Personal introductions - Please take a moment to introduce yourself and tell why you chose to serve on this board:

Kellie Foreman - Education Coordinator, school is goal-driven and productive within the community, it provides hope and a whole new perspective for students

Erick Bullock - executive director at Caldwell YMCA, very impressed with the vision of the school

Becki Woodbury - executive director of marketing company, raised by educators and values education, appreciates different approaches for different learning styles

Brad Ward - business owner/construction, from Idaho, appreciates how Elevate can spread out and solve gaps in workforce

- 1. How would you describe your team's strengths as a governing board? What training have you sought out? What training would you like to pursue in the future?**

The board has different backgrounds and skillsets, and that helps to cover almost all questions that arise. Board meetings are open and members have the ability to talk through issues openly with all members participating.

The board as a whole is focused on an end goal, and all members are passionate about what they do and why they are invested, and are generally on the same page.

- 2. How do you know if your school leader is being successful in the role? What is your process of evaluation? What would be indicators of successful leadership? What would be indicators of struggle?**

The school leader is formally evaluated once per year. The board gets a good look at financial reports at board meetings to determine whether they are financially viable and able to provide for students. Evaluations are, in turn, not done just annually but performed on an ongoing basis based upon information presented during board meetings.

Public perception of the school is another evaluation tool, as members of the community oftentimes approach board members with questions and comments about Elevate. This serves as a good marker to understand how the school is performing.

3. **How is the board transition plan working? (How do you plan on ensuring that you are able to provide governance for multiple schools)?**

The board knows teaching and governance styles for the school, and will ensure that that vision stays solid across multiple schools. The Elevate model and concept will not change with the addition of more schools, as keeping the culture that currently works is vital to the vision, foundation and success of the Elevate network of schools. The board is working to ensure that there is adequate workforce development in each community, and the school has relevance in each location.

The board is also focused on ensuring that policies remain the same across all schools, while also remaining relevant to distinct community needs. The board has also worked on strategic planning approaches with Andrew Bray (Colorado).

4. **What are your plans for ensuring that the board represents the communities the two new schools are located in, considering board members do not live in those communities?**

One board member (Becki Woodbury) travels often for work in the communities each new school is located in, and feels that she has a good sense of community need. School leaders in each area will also provide updates on community needs for each location. This will be particularly important as the school leaders not only live in the community but see how the school impacts the community on a daily basis.

Advisory/adjunct boards in each community will allow the board to know what is happening in each community and what specific needs are. This is particularly important related to the workforce in each area and how the school is currently and can continue making a positive impact. Additionally, the board has discussed board expansion to allow for members of each new community to add representation.

5. **What evidence makes you confident that your schools would be successful (academically and financially), particularly in areas where successful CTE programs already exist?**

The board feels that they currently have a good track record with their existing school. The Business Manager does a good job of finding appropriate funding, and helps set them up to be successful financially.

The drop-out rates for each new community show a need for the Elevate program, particularly since the board feels that there are a large number of at-risk students in each area. The board notes that there is a lot of community support in each area based upon conversations, as the Elevate CTE program differs from existing local programs. Students that can participate in CTE programs in traditional schools need to have good grades, and these opportunities generally aren't present for many of the students that are expected to enroll at Elevate. Also, while the goal is to help at-risk students, any student can enroll at Elevate to develop the skillsets offered.

6. **Will it be possible for you to be successful without cannibalizing the district programs? Why so?**

The board feels that the issue of recruiting students and, more importantly, qualified teachers is more of a statewide issue and not one that applies specifically to Elevate. The pool of qualified teachers is admittedly small, and teachers should work where they want to and where their skills are valued appropriately. Essentially, there is always competition to recruit qualified teachers, and the State must do a better job of addressing this.

The board feels that they are creating opportunities for students that aren't currently available in each new community. They are removing barriers to these programs that students in local districts currently don't have access to.

Section IV: Student Demand and Primary Attendance Area

MEETS STANDARD

Comments

If approved, the school will be located in Nampa, with an anticipated year-one enrollment of 342 students in grades 6-10, with a break-even enrollment of 290 students. By year three the school anticipates enrolling 486 students in grades 6-12.

While CTE programs exist in the area, Elevate Academy Nampa is unique in that it serves at-risk students who may not be qualified to participate in the programs offered at other schools. The school will also provide a CTE program to 6th-8th graders, which is currently not available in this format.

Strengths

- The petition indicates that the potential school leaders have built community partnerships with local industry leaders.

Concerns

- Nampa School District attendance has decreased overall the last five years (13,760 students 2015-2016 to 12,959 students 2019-2020) according to Full-term ADA data compiled by the [Idaho SDE](#).
- Additionally, Union High School, the alternative school located in the primary attendance area, had 157 students enrolled in 2019-2020 according to [Idaho SDE data](#).

Section V: School Leadership and Management

MEETS STANDARD

Comments

The school intends to have a principal (Jewels Carpenter) and an assistant principal (Phil Diplock), both of whom have extensive careers in education (page 35).

It is PCSC staff's understanding that Elevate Academy Inc. is the entity comprising the board of directors. Elevate Academy Inc. is legally accountable for Elevate Academy Nampa and other schools in the Elevate Academy Network (e.g., Elevate Academy Caldwell and Elevate Academy North). Elevate Academy Nampa has a Principal who oversees teachers and counselors, and an Assistant Principal who oversees office and custodial staff. The Principal, CFO and COO report to the CEO, Monica White, who reports to Elevate Academy Inc, the governing board.

Strengths

- The school leaders have extensive history and exhibit enthusiasm via the petition in working with the proposed student population.
- A sample services agreement is clarified on page 86.
- The Network structure is clarified in Appendix D (page 104).
- An organization chart is listed on page 105.

Concerns

- No significant concerns.

Section VI: Virtual Schools

NOT APPLICABLE



Alternative Charter School
Serving 6th-12th Grade Students
Opening August 2022
Nampa, Idaho

Contact Information

School Administrators

Jewels Carpenter
jcarpenter@elevate2c.org

Phil Diplock
pdiplock@elevate2c.org

Chairman of the Board

Kellie Foreman
114 W.Chicago St.
Caldwell, ID 83605

Non-Discrimination Statement:

Elevate Academy Nampa does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Executive Summary

Elevate Academy Nampa is a Career & Technical Education (CTE) school of choice, serving at-risk (under the state of Idaho's At-Risk qualifiers) students, 6th - 12th grade. Elevate Academy Nampa shares the key tenets of Community and Opportunity Driven, Career Technical, Beat the Odds for At Risk Youth, Integrated Purpose Driven Curriculum, and Mastery-Based Education that are empowering students at the first Elevate Academy in Caldwell founded by veteran educators Monica White and Matt Strong. This responsive approach to education meets the short-term needs of its target population, while providing students an educational opportunity that will meet their emotional and academic needs through a comprehensive approach to educating the whole child.

Elevate Academy Nampa will operate on a year-round model. Students at Elevate Academy Nampa will attend four days of traditionally scheduled school. The fifth day of the week will be dedicated to intervention for academically deficient students, enrichment for students that are on or above grade level, and extended CTE opportunities. Elevate Academy Nampa's primary goal is to ensure that every student has the capacity to lead their own life in a positive direction and graduate with a multitude of skills that lead to opportunities. Additionally, dual credit opportunities will be available. These opportunities compliment the mission of Elevate Academy Nampa and open more doors for its graduates.

As a CTE focused school, Jewels Carpenter and Phil Diplock, school leaders, interviewed business leaders throughout the community. During these interviews, common themes emerged: 1) students need to be able to read and comprehend technical manuals; 2) students need a strong work ethic and workplace readiness skills and understanding; and 3) students must be able to follow instructions and understand the importance of punctuality. Elevate Academy Nampa will embed these skills

throughout the curriculum and the instructional programming by focusing on the State's Workplace Readiness Standards and the industry specific State CTE Standards.

Through community partnerships and an innovative approach to hiring CTE teachers, Elevate Academy Nampa intends to offer multiple CTE industry certifications. This ensures multiple career options for graduates. CTE areas of study that will be offered include: 1) Health Professions 2) Residential Construction 3) Culinary Arts 4) Agricultural Mechanics 5) Business and Marketing 6) Public Safety 7) Welding/Manufacturing 8) Computer Programming/Networking. These industries were chosen based on the current economic needs of the local community, conversations with State CTE Program Managers and through interviews with industry leaders that will employ the next generation workforce.

Elevate Academy Nampa, as part of the Elevate Academy Inc., has partnered with expert researchers to review accountability data and measurements for alternative career technical schools serving at-risk youth. In the first year and a half of operations Elevate Academy's flagship school in Caldwell Idaho proved successful financially, academically and parents and students were highly satisfied with the performance of the school.

Research will continue to ensure that Elevate Academy Nampa students from diverse backgrounds have opportunities and resources needed to inspire hope, learning, and competency in necessary skills, knowledge, and characteristics that will help them live life to its fullest. Elevate Academy Nampa administration will equip teachers and the school with accountability measures that reflect the true nature of the work being done within the school setting.

Mission Statement

Elevate Academy Nampa is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

Vision

Community focused, relevant, personalized education for all.

Core Values

Elevate Academy Inc. has identified six core values that drive all of the decision making, data collection and operational decisions for Elevate Academy Nampa. They include:

Beat The Odds: We believe in finding a way for every student that meets the at-risk criteria and is disenfranchised in the traditional school model.

Integrated Purpose Driven Curriculum: We believe students should not have to learn information in isolation. All learning will come with a purpose behind it, an explanation of why we are learning it, and content standards are crosswalked with the careers they are studying. We provide purpose and the 'why' behind everything we teach.

Career Technical Education Focus: We believe every kid has a genius within them, however the genius is often not realized in a traditional classroom. Elevate Academy Nampa is committed to offer opportunities for students to find that genius. CTE courses that align with local industry not only are a vehicle for a student to find their passion, but also a vehicle for the student to be employable upon graduation.

Mastery Based Personalized Education: We believe that every student should have the opportunity to learn content at a pace that makes sense to them. We believe that taking ownership of your education is paramount to being successful in school, and as an adult. Education at Elevate Academy Nampa is offered so students can master out of content they already know, focus on skills they are learning, and learn to lead their own life when doing so.

Opportunity Driven Focus: We believe in a system that seeks out, creates, and provides opportunities for students that traditionally do not get those opportunities. In all of life, we don't know what we don't know. Elevate Academy Nampa values creating systems that allow students to explore outside of their comfort zone, try new things, practice vulnerability, and gain experience beyond the traditional education.

Community Driven Education: We believe we are educating the future workforce, and community members in the communities we serve. We believe that the Community must be a driving force in planning, sustaining, and informing what is needed in the workforce as well as what is needed to develop a strong generation of citizens.

Educational Philosophy

Elevate Academy Nampa is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them, and that provides a direction and sense of purpose for their future.

At-risk students are generally lacking the dispositional skills necessary for making good life choices, and ~~t~~this makes it difficult for them to advocate for themselves and their future. At-risk students traditionally have reached a point in their academic careers where they chose to close the door to their own opportunities and

successes. Once a student chooses this path, they are no longer on a trajectory to becoming a contributing member of their community. Once a student becomes a dropout, odds are they will become a burden to themselves and to the larger society. School dropouts cost the national economy more than \$150 billion annually, and they qualify for fewer than 10% percent of all jobs (Barnes, 2015). Nampa School District currently has a graduation rate of 82% (Public School Review, 2020). This leaves a large population in Canyon County that does not have the skills or education necessary to become contributing members of their community.

Elevate Academy Nampa believes that the more students have the opportunity to engage in school and activities that inspire them, the more likely they are to develop good habits; and dispositions that will lead to success in the workforce as well as keep students structured and on a path towards success. Because of this, Elevate Academy Nampa has developed a year-round calendar that utilizes summer school finances from the Idaho State Department of Education. This allows the students to have more time and opportunity throughout the school year to master core academic standards and CTE knowledge and skills. This time will also allow students to receive additional intervention support to close learning gaps.

Knowing there is a deficit of skilled workers in Nampa and the high costs to society of school drop-outs, Elevate Academy Nampa believes there are ways to inspire students with a second or even a third chance. We know how to provide these young people with the opportunity to train academically and technically; and to help them develop the skills and dispositions necessary to become contributing members of their communities. For too many, second chances are hard to come by, and if you make mistakes as a young person getting back on track is overwhelming. Elevate Academy Nampa believes that past circumstances and mistakes should not narrow the opportunity of youth to engage in a meaningful education once they make the conscious decision to Elevate.

As a result of the many barriers an at-risk student faces in life, there are multiple considerations that must be made to ensure he or she receives the services and education that will put the student on track to becoming a successful, contributing member of society. Research tells us that students at risk of not finishing high school can be identified as early as third-grade (Hoff, Olson, & Reece, 2015). Dropping out of high school is often viewed as a one-time event. Dropping out, however, is in fact a culmination of events.

Disengaged students show a dislike for school at a young age. They find it boring and not relevant to their needs. They display low achievement, poor grades, and academic failure. Young students experiencing these factors in turn engage in behaviors that increase the likelihood of becoming a drop-out. They face academic suspensions for behavioral problems, chronic absenteeism, and an overall disengagement with school. This disengagement comes at a time when a student has lost faith and trust in the adults in his or her life. We commonly see this occur in the middle school grades. As a sixth-grade student, the indicators of becoming a

high-school dropout are clear to thoughtful observers. The following indicators in the 6th ~~sixth-grade is~~ are indicative of a lower graduation rate: failing Mathematics, failing English, attending grade ~~six~~ 6 less than 80% ~~percent~~ of the minimum required time, and receiving a poor final behavior grade in a course (Education, 2011).

As educators, if we know the indicators, we can anticipate the causes of the behaviors that alert us to the indicators. We must take a proactive approach to ensuring that all students have access to choices in their education that are meaningful to them, and provide a path to becoming a contributing member of society that can lead their own life with purpose and passion. Through its intervention structures, Elevate Academy Nampa will teach a student math and reading, but at the same time educate the student how to take control of their decisions, how to live life from a responsible perspective versus a victim perspective, how to find purpose in their education, and engage even when it isn't 'fun'.

At-risk students have lost their ability to trust. They do not trust the system, they do not trust the adults around them, and they do not trust themselves. As trust is lost, the cognitive abilities of hope have been dismantled within the student. Snyder, Irving & Anderson (1991, as cited in Snyder, 2000, p.8) define hope as *"a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)."* Hope is broken down into four categories: 1) goals, 2) pathway thoughts, 3) agency thoughts, and 4) barriers.

Goals are the ability for a student to be able to have clear direction and an endpoint for their thinking. Pathway thoughts are routes students take to achieve desired goals. Agency thoughts refer to the motivation students must undertake to achieve their goals. Barriers are any one or more things that block the attainment of student goals and their efforts to give up or use their pathway thoughts to create new routes.

In schools and society today, we often see the teaching of mindset and grit. For a student that has hope embedded in their personal cognitive makeup, mindset and grit are valuable tools needed to overcome the barriers that are discussed in the Hope Theory. However, if a student lacks hope overall, a traditional school setting that does not cater to helping students develop a capacity for rebuilding a framework of hope, will continue to lose the battle of academics, ~~and purpose for an at-risk student.~~

To restore hope to a student we must intervene early and purposefully. The first step in intervention ensures that a student feels safe and has hope for a better future. We ignite hope in a student by establishing trust and educating the young person in the cognitive processes that are involved for them to move from a victim of their circumstance to a person that has the tools and resources to take responsibility for themselves and their future. While re-establishing the cognitive function of hope, we can expose students to a rigorous curriculum that meets them where they are; and connects them to where they should be, ~~and b~~By using the strategies employed through the

Hope Theory, students will be guided to set goals. This creates agency pathways and thoughts to ensure success in their academics. Once students clearly understand agency and ~~thought pathways~~ pathway thoughts, they will have increased their cognitive awareness of the effects of a growth mindset, and ~~they are able to~~ will better understand the benefits of grit.

The next step in intervention includes increasing a student's awareness of their metacognitive makeup and introducing them to the strategies that meet the needs of their personal learning. One of the discrepancies that is are often seen in at-risk students ~~are~~ is their personal lack of understanding about how they learn. By intentionally teaching students metacognitive strategies and helping students employ these strategies students improve academically. Meta-cognitive instruction on reading comprehension has a reported effect size $d = 0.71$ (Hattie, 2009). Hattie writes, "The effect size of 0.04 sets a level where the effects of innovation enhance achievement in such a way that we can notice real-world differences, and this should be a benchmark of such real-world change" (Hattie, 2009). Understanding this relationship allows us to understand that intentionally teaching meta-cognition will lead to real world changes in a student's equation.

At the core of all learning within a school, ~~the most vital piece~~ is the relationship between the teacher and the student. For a student to learn in the most efficient way, the teacher must establish an environment of care, trust, cooperation, and respect. These conditions are necessary to promote a classroom where error is not only tolerated, but is welcomed. For students to learn best, teachers must establish and build relationships of growth, trust, and rigor. These relationships must include a sense of students knowing that the teacher is passionate about their success and will push them to their cognitive boundaries and beyond.

A school that is designed for students to embrace the cycle of learning, embrace being in cognitive conflict, and embrace the challenges that they are met with daily is where learning best occurs. As educators, it is our duty to foster resilience and build the collective efficacy of each individual student by meeting them where they are and expecting them to reach new heights.

Student Achievement Standards

In developing student outcomes, ~~the Elevate Academy founders researched research was done on~~ CTE industry standards, and national norms for at-risk youth in math and reading, ~~attended the at-risk youth accountability forum~~ and consulted with leading education experts, including Jody Ernst, board member for the National at Risk Policy Forum to determine measures that aligned with the mission of Elevate Academy Nampa. These Measures are strong predictors of a student's ability to become successful in the workforce or college upon graduation. Careful consideration has been taken to ensure that the goals of Elevate Academy Nampa are balanced, relevant, and in-line with the mission of Elevate Academy Nampa.

Elevate Academy Nampa intends to measure the most important elements of their program with the intent of showing that students, when given the right environment and meaningful instruction, are successful. Elevate Academy Nampa believes that students must be assessed on a regular basis. The assessments must be quick and used to inform their day to day instruction. Elevate Academy Nampa will utilize Renaissance Learning Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk youth. This data has been compiled by Jody Ernst with Momentum Strategy and Research out of Colorado, using data gathered from alternative schools nationwide. Due to the at-risk specific nature of this research, using STAR data, it is in the best interest of alternative school students to have measures to compare themselves with on a national level. In the first year of operation Elevate Academy in Caldwell outpaced at-risk schools growth data when compared to national growth averages (See Appendix F6). Additionally, Elevate Academy Nampa will measure teacher and student satisfaction, graduation rates, industry certification passage rates, credit completion, and moving students to being on track to graduate.

Student Success Metrics	
We look at a small set of key performance indicators to determine if our schools are performing at the high levels we are committed to.	
Measure	Goal
Credit completion rate	90% of credits attempted meet proficiency mark.
On track to graduate	80% of students not on track will be on track the following year.
Attendance Rate	90%
5 Year Graduation Cohort	80%
Industry certification	Exceed State passage rate in each area.
STAR Reading & Math	Each grade level will average a minimum of 1 year growth in Math and Reading.

Instructional Practices and Curriculum

Key Design Elements

Elevate Academy Inc. Board approved Key Design Elements include:

1. Elevate Academy Nampa will serve at-risk students.
2. Elevate Academy Nampa will offer multiple pathways that focus on skill attainment.

3. Elevate Academy Nampa will operate on a year-round calendar.
4. Elevate Academy Nampa will focus on personal development of each student through a focused curriculum.

Academic Model

Learning at Elevate Academy Nampa will be designed around intentional scaffolding, moving from surface to deep knowledge based on an adaptation of the *Structure of Observed Outcomes* (SOLO taxonomy). “In this model, there are four levels, termed as ‘uni-structural,’ ‘multi-structural,’ ‘relational,’ and ‘extended abstract’ – which simply means ‘an idea,’ ‘many ideas,’ ‘relating ideas,’ and ‘extending ideas,’ respectively.” (Hattie, *Visible Learning for Teachers*, 2012)

At-risk students traditionally lack the surface level knowledge necessary to be successful in meeting higher level competencies. The use of the SOLO taxonomy enables teachers to activate students’ knowledge in a manner that is not overwhelming; and connects them to deeper learning at a more rapid pace. Students will move through learning progressions defined by anchor standards with the learning occurring in four stages. With the final stage leading students to apply their knowledge to real world problems and/or projects.

The adaptation of SOLO taxonomy has been transformed into the Elevate Academy Learning Hook (Appendix F5). The Elevate Academy Learning Hook is an academic and psychological framework that enhances the engagement and guides the at-risk student to understanding and owning their academic pathway. The Elevate Academy Learning Hook has six distinct components that are relevant to higher levels of learning. Four of the components are a direct relation to the SOLO taxonomy, and The other two components are psychological strategies that help students understand the purpose behind the work they are doing and embrace the cognitive struggle that occurs when true learning is happening.

Four Phases of Learning

The first phase of learning is to get a clear understanding and knowledge of the academic and subject language that is being used within the standards. This is referred to as the *Define/Identify* phase of learning. Students in this phase will know success when they can clearly make sense of words that are important to deeper learning as they progress through the stages of learning.

The second phase of learning is *Do/Create*. Once the students possess basic knowledge they will work on projects to create or do something with the knowledge. Students in this phase have the opportunity to use their thinking and make connections

to their surface level learning. All of this happens with the end in mind. Ultimately students will be working to create something that can display their knowledge of the anchor standard.

Once a student has created something, the true test of any knowledge is can they demonstrate their learning. During the third phase, *Communicate*, students will have success criteria that includes displaying and educating others on their work. If a student cannot articulate the learning, they have not learned it. The system focuses on students being able to clearly speak to their thinking.

The final phase of the adapted taxonomy is for students to *Apply* their knowledge to content and or activities outside of the subject they are learning. Students will also identify how the application phase of the learning will align with the WHY (1st phase of psychology of learning).

Psychology of Learning

In *Start With WHY*, Simon Sinek shows us that everyone finds their purpose and meaning in 'why.' (Sinek, 2009) Often in schools, countless activities are assigned to students every day and students either want to know why they must do the assignment or why they are being asked to learn something. At Elevate Academy Nampa the aim is that every classroom will be a purpose driven classroom where students will understand the 'why,' and the purpose behind the learning and activities. Therefore, with every anchor standard, there will be a 'why' attached to it. As students begin the learning process they will work to create their personal 'why' behind each lesson. This process is essential to students taking ownership of their learning. The final connection is that the 'why' must be directly attached to the apply phase of the learning progressions.

"The mind develops in response to challenge or disequilibrium, so any intervention must provide some *cognitive conflict*." (Hattie, Visible Learning for Teachers, 2012) Understanding cognitive conflict and its importance to learning is the second psychological component of the program. However, cognitive conflict can't be taught in a silo. In order to embrace cognitive conflict, students must understand the difference between a fixed and a growth mindset. At-risk students are commonly disengaged because of their fixed mindset. Carol Dweck defines a fixed mindset as "intelligence is thought of as set in stone at birth." (Kaufman, 2013)

When students enter school with a fixed mindset they are firm in their belief that intelligence is static and that they do not have any control over it. Students believe that people were either born to be smart, or they were born to be dumb. To not appear "stupid" in front of their peers', students will behave in a disengaging manner. It is much easier for students to disrupt class, quit and rush through work than it is to simply ask for help. With the intentional teaching of the concept of cognitive conflict students begin to embrace the struggle of learning. Students are taught how dendrites form, and that the act of learning new material causes your brain to change and adapt. The

Understanding that this is a difficult process, helps students towards embracing a growth mindset, and embracing the struggle that we call cognitive conflict.

As students move through the learning progressions they are made aware that they will dip into cognitive conflict. This process is natural for everyone and if embraced will lead to successes in student learning. The final barrier to embracing cognitive conflict and working on moving to a growth mindset is the willingness to become vulnerable. Brene Brown defines vulnerability as “uncertainty, risk, and emotional exposure.” (Schawbel, 2013) For a student that has come to the time in life where they are considered at-risk, vulnerability requires a culture that fosters trust and hope ~~if it is able to~~ for it to thrive. When you take a risk in a class you are leaning into a vulnerable state. When we look deeper into why student’s lack the ability to be vulnerable in the classroom and have a classic fear of failure we understand that in many cases, hope is lost.

“Snyder, Irving and Anderson define hope as a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals.” (Hanson, 2009) The word hope, is derived from hopa. Hopa is defined as “confidence in the future.” (Online Etymology Dictionary, n.d.) A deeper look into the etymology of hope leads us to understand that the word originates from the notion of “trust, confidence.” (Online Etymology Dictionary, n.d.)

Since hope is considered a cognitive function of positive psychology, it has to be a focus in schools. This is to ensure that education creates an opportunity to have confidence in the school so that students are able to be vulnerable as they design pathways to learning. Students that understand hope, ~~and~~ begin to trust again, and work in an environment that fosters vulnerability as a superhighway to learning will naturally gravitate towards a growth mindset and embrace cognitive conflict.

To break these barriers to learning, a school must develop a culture that fosters failure as a road to success while teaching students to embrace vulnerability, creating a level of trust in all students that will restore hope, and designing authentic learning experiences that engage students in cognitive conflict. Once those barriers are broken, a student’s learning potential becomes exponential.

Three main focuses of Education must include literacy, mathematics, and workforce readiness. When interviewing business leaders, the main question asked was ‘what do you need employees to know to be successful in your environment?’. The common themes included reading, comprehending, and executing instructions from basic instructional manuals. Understanding mathematics that are involved in their everyday technical skilled positions and the ability to take instruction, be punctual, and reliable.

Literacy: Elevate Academy Nampa will focus heavily on technical literacy. Students will focus on technical reading and writing as it pertains to the workforce and industry needs. “Research has shown that one of the best ways to help students gain literacy skills is to motivate them with content related to their interests.” (Hyslop, 2010)

As students work through the integrated curricular approach, which is based on industry standards, student work will align with their interests and future goals.

Another point of interest in literacy at Elevate Academy Nampa is the focus on rigorous opportunities that meet the needs of industry. Currently, the reading levels required for high school are significantly lower than the reading that is required for entry level occupations. According to the *Reading Skills and Readiness Gap* report, “Occupational reading is changing with time and high school graduates have to be prepared to read any and all nature of texts while on the job.” (Daggett, 2014) *Reading Skills and Readiness Gap* shows us that entry level occupational jobs require a reading level between Lexile 1170 to 1424. Common Core state standards for English Language Arts has a Lexile requirement of 960-1220 and high school textbooks are written at the lower limit of the 11th grade common core band (Daggett, 2014).

Technical reading and writing will be a catalyst for the curriculum at Elevate Academy Nampa. We know and understand that when students are interested in the material they study, buy in and engagement is higher. We also know that we are working with students that are behind academically. Technical reading and writing as it relates to a student’s chosen field will be a top priority in the academic curriculum that a student receives.

Mathematics: Career Technical Education (CTE) courses rely heavily on mathematics. Elevate Academy’s system integrates industry requirements and standards into all of their CTE programs. Students will learn mathematics in the CTE lab as well as in the classroom. Teachers from industry and academics work together to create meaningful learning experiences that directly tie industry needs in mathematics to classroom experiences and lessons. Teachers have access to best practice research for Math and CTE. The Math in the CTE Pedagogic Framework will be a guide to ensuring that students have the scaffolded learning experience that aligns with the SOLO taxonomy developed for our at-risk youth. Students will meet the Idaho core for graduation by completing Algebra 1 and Geometry. Skills learned in Algebra and Geometry are taught in conjunction with CTE programs, and direct application of math skills, when appropriate, in each CTE course.

Workplace Readiness: The culture of Elevate Academy Nampa and the expectations in academic areas and in the classroom, will be based on the Workplace Readiness Standards (2016). During their research, Jewels Carpenter and Phil Diplock found a resounding theme among all employers across the valley. The theme was, many young people don’t know how to work; and don’t understand what work ethic is. Examples shared include: abuse of cell phones during work, not showing up on time to work, and not embracing or understanding that you have to be present, engaged and accountable to your employer. It is the goal of Elevate Academy Nampa to instill in each student the importance of being a good employee and ensuring that all students have employability skills. All students enrolled at Elevate Academy Nampa will be expected to maintain behaviors that are in agreement with the workplace readiness skills. Skills that will be emphasized will include, attendance and punctuality, people

skills, collaboration, and communication. Elevate Academy Nampa will operate on a traditional schedule for four days for all students, with the fifth day designed for students that need to make up time, receive academic interventions and/or get ahead on their Career Technical projects and/or their academics. Elevate Academy Nampa will be open with breakfast, and lunch and bussing available for students five days a week. The benefits of the four-day schedule, with the fifth day being designed for other opportunities, allows teachers and students to participate in the following activities on Friday: small group interventions for struggling students, or extended Career & Technical Education time for students to master their craft. Fridays will also be used for the integration of special programs for students through local partnerships. Examples of these opportunities include: drivers training, financial literacy acquisition through local financial institutions, swimming lessons at the Nampa Recreation Center, cooking skills, and job shadowing opportunities. As students move into their junior and senior year of high school, Fridays will also be invaluable for bringing industry into the school for new/special projects, field trips to local industry and other CTE programs, industry simulations, peer collaboration/mentorships, community service, leadership skill training through Career & Technical Student Organizations (CTSO's), local, state and national competitions, and internship opportunities. This will allow students to work alongside industry professionals and their local high school peers outside of the school.

Elevate Academy Nampa will crosswalk Content Area CTE standards, Workforce readiness focus standards, and Deep Learning Competencies focus for every unit (See Appendix F7). Digital Content through Google Classroom will be developed by a curriculum writer during Elevate Academy's building year. Each student will have a digital file that tracks mastery of each standard in Math, ELA, and Science. As students progress into specialized areas in their high school years, the math and technical writing that they are using will become a more focused part of their studies. However, students will also be responsible for and be exposed to all standards required for graduation.

Middle School Students

Students in grades 6-8 will also have access to digital content and workflow within Elevate Academy Nampa's Learning Management System to begin their learning portfolios and establish their learning plans. In addition, middle school students will utilize the *Power 100* curriculum, to support them in their social emotional skills and introduce them to essential work and life skills. Students in grades 6-8 will utilize the *Power 100* curriculum with additional resources to enhance a students self efficacy. This curriculum was designed by Elevate Academy Caldwell founder, Monica White in collaboration with teachers, administrators, students and professional life coach, Brett Williams. The curriculum focuses on reinforcing and rewiring behaviors that have led to students being at risk. The *Power 100* curriculum was implemented as an intervention for at risk youth and studied by Dr. Heather Williams at Boise State University (Appendix F7). Traditionally students that meet the at-risk criteria have not had the

opportunity to build the personal dispositional skills that are needed to transform into a 21st century work and life skills.

Students will loop through four pillars of resiliency training. The first pillar is Hope Restoration. Hope Restoration is guided by Hope Theory and understanding that hope is an essential cognitive behavior that is necessary to excel in life and learning. In Hope Restoration training students are assessed on their optimistic behaviors, and their ability to believe in themselves. The second pillar is Cognitive Conflict. Beyond learning about the physiology of brain development in the learning process, students will also be challenged in, and assessed on, their ability to adapt to different situations, and their ability to problem solve in and out of the academic setting. The third pillar is Social Responsibility. In Social Responsibility students will be assessed on self-control. This focus will be primarily an inward focus that relates to one's self. Students will work on emotional awareness and empathy training as well as social support. Both extensions of the Social Responsibility pillar are grounded in civics education, and understanding the world beyond ourselves.

Students in grades 6-8 will attend exploratory units that expose them to careers that they can train for once they enter high school. Students will work in a personalized, learning structure designed with visible learning research to accelerate their academics while emphasizing the skills that are aligned with their career path that they will need to be successful once they reach the high school level.

Students in grades 6-8 will maintain the same teacher in Math, English Language Arts, Science and Social Studies for up to three consecutive years depending on when they enroll in Elevate Academy Nampa. This consistency allows teachers to understand the vertical alignment of the curriculum, finite details on each student's learning progress, and appropriate next steps. This will increase learning time by eliminating the need for restart and closure that is necessary in the classroom each academic year. After the first part of sixth grade, teachers and students will be familiar with each other. They will understand routines, classroom expectations, and will establish ongoing relationships that are imperative for the success of at-risk students. This will benefit students from a social emotional lens as well as an academic lens. Thus, ensuring students are on a path to high school success.

Middle School students will start their day in a homeroom setting where they will engage in the *Power 100* curriculum that will set them on a path for success in class and in the classroom. In addition to the Power 100 curriculum, during the morning block of instruction, students will assess where they are in meeting their goals, and review their learning schedule for the day.

Students will then move to their POD for Core Subject time. During this time, each student will be scheduled with the guidance and mentoring of their teacher to best utilize their time. Students will be assigned to lecture style learning, independent work, or small group instruction during this two-hour block. Each of these options will be

tailored to what the students need each day and it will be pre-scheduled from the evaluation of the students' progress the day before.

During the third block of the day, students will move to their exploratory classes. Students will participate in each exploratory class for 1/8th of the school year. During exploratory classes, students will focus on a specific industry. Student's core instruction from each block will be aligned with the industry that students are studying during their exploratory block.

Students will have a period of time for lunch and Physical Education. Students will then return to their POD for another block of core learning. Students will check in and review their progress from their morning block and continue to work towards their personalized goals.

Students will end the day in their homeroom with a review of the Power 100 lessons for the day, tracking their goals and setting their schedule for the next day. Teachers will ensure that students are making adequate progress, and assign students to particular lectures, or small group work for the following day to help students maximize their learning time.

Students will be placed with a team of three personalized learning teachers. The teachers will roll with the students from 7-8 grade. Sixth grade students will work in more of an elementary setting with two core teachers. Students will study Math, English Language Arts, Science and Social Studies in an integrated approach using problem-based learning that is aligned with career technical application and the *Power 100 curriculum* (See Appendix F8). Students will spend equal time in 6-8th grade learning and exploring each Career Technical Opportunity that is offered at Elevate Academy Nampa. When a student graduates from the 8th grade in addition to finding their interests, they will also have several life skills they would not have in a traditional setting. Each student will have competencies in cooking, basic construction, welding, public safety, CPR, and first aid. For many students this is also a catalyst for a successful life.

High School Students

Elevate Academy Nampa is an alternative Career Technical Education high school that aims to meet all enrolled at-risk students where they are in their learning. Elevate Academy Nampa has designed a three-option program that offers students, regardless of their situation, the opportunity to become skilled workers. A primary goal of Elevate Academy Nampa is to increase the skilled workforce in Nampa and throughout the greater Treasure Valley by providing students the opportunities they need to take advantage of the chances they are offered.

The three options available to students at Elevate Academy Nampa will be the Summit, Peak, and Crest programs. Each program is designed to ensure that students leave with sufficient skills to become contributing members of the workforce. Each program will ensure that students leave with industry certification as well as workforce

readiness training. Knowing that students will enter Elevate Academy Nampa with varying levels of education, and experience it is important that each program has realistic rigor that is attainable for students regardless of their situation. Therefore, each program is based on the time available for students to complete a program as well as age appropriate opportunities for each student. It is also important to note that entry into each program is flexible. For example, if a student enters the Peak or Crest program and discovers they are progressing through their content and their industry certifications, it is the goal of Elevate Academy Nampa to transfer students into the Summit program in an effort to be on track to earn a full diploma. The goal of the tiered program is to ensure that students have educational opportunities available for them, and meets each student where they are on their educational journey, and work with each student to ensure that they are getting the best possible opportunity to graduate with a diploma based on their engagement or re-engagement in their educational journey. The goal is that every student graduates with a diploma and multiple industry certifications. All classes assigned at Elevate Academy Nampa will be aligned with ISEE codes that meet state requirements towards graduation. The tiered programs are designed to re-engage students into school and provide a platform that is manageable for each student to obtain success. If a student enters Elevate Academy Nampa and is severely deficient in credits, Elevate Academy Nampa will work with each that student and develop a plan with a timeline that will earn the student a diploma. If a student dis-engages in school and or ages out of school, Elevate will work with each ~~that~~ student and outside organizations to help the student minimally earn their GED. Although the programming for GED is not available at Elevate, and classes specific to GED prep will not be offered, the courses and curriculum taken during their time in the Peak and Crest programs will be rigorous enough that students will be prepared to pass their GED. Students will also ~~and~~ have worked toward earning industry certifications to ensure a high quality education for disenfranchised youth.

The **Summit** Program is designed for students that enter Elevate Academy Nampa and are on track to graduate within 5 years of their high school origination date. Students that complete the Summit Program will graduate from Elevate Academy Nampa having met all State of Idaho Graduation requirements. Students will also demonstrate proficiency in the following Deep Learning Competencies: critical thinking, creativity, collaboration, and communication. Students in the Summit Program will demonstrate proficiency in Workforce Readiness Standards, as demonstrated by the Workforce Readiness Exam. Each student has the opportunity to earn a minimum of two industry certifications in their chosen fields of study. Students in the Summit program will be required to earn 46 credits to graduate with a diploma. Students will meet the State of Idaho's credit requirements. In addition to required courses, students will receive their elective credits through participation in their CTE course work. Students in the Summit Program will work in pods. Each pod will have four teachers. Students will complete coursework using an integrated approach based on themes that align with workforce readiness standards. Each workforce readiness standard is designed as the anchor and projects are crafted to incorporate core content in a problem-based structure where students use the knowledge to solve problems that

relate to the history and the science behind the industry, as well as the technical skills in math and English language arts that are necessary for a student to become a contributing member of the workforce.

All lessons will be focused on meeting the Deep Learning Competencies (Fullan, Quinn, and McEachen, 2018) of communication, collaboration, critical thinking, and creativity. As part of zero-year development, Elevate Academy Nampa has engaged with curriculum writers to continue the development of the integrated curricular approach that aligns CTE and Idaho Content Standards. Students will work in their POD for the duration of each school day with the exception of their scheduled shifts for their industry training and physical education. During their structured POD time, Students will personally design and schedule their day, with the coaching and mentoring of their instructors and with the consideration of their CTE program shift and physical education time. Pods will be divided so that 9th and 10th grade will be in one learning pod; and 11th and 12th grade students in the other learning pod. Learning will occur in a structured environment with ample support for struggling learners, however, it will allow for students to work at a personal pace to achieve their learning goals. The nature of the pod allows students to schedule their whole group instruction and their individual needs for intervention based on their industry focus. Inspiration for this model comes from the Summit Learning platform, observation in the Summit classrooms at Kuna Middle school, and conversations with Melissa Sweezy, who utilized Leap Learning Innovations in the Chicago area. During our building year, a curriculum coordinator will be hired to ensure proper development and deployment of the POD system.

Students in the Summit program will meet daily in their homeroom as school starts. During this time, they will do their Power 100 lessons, review their learning schedule and their goals for the day. Students will be enrolled in a minimum of two core classes each block. Those classes will be the focus of their POD time. Throughout the day, students will schedule their shifts for their industry training and work. Students will leave the POD for their industry work and possibly a physical education class each day.

The **Peak** Program is designed for students that enter Elevate Academy Nampa with insufficient credits to complete the requirements of the Summit Program within five-years of their high school origination date, and or before they are age 21. Students enrolled in the Peak Program will demonstrate proficiency in Workforce Readiness and earn a minimum of one industry certificate. Students in the Peak Program will be given a realistic second chance. Too often when a student falls too far behind there is not a solution for them in the traditional school setting. The Peak Program will offer a second chance that is realistic and attainable for students who are ready to engage in a program that will lead them on a path to successful learning. Students entering the Peak Program will enroll in courses that focus on understanding and molding their life after attaining workforce readiness skills. Students in the Peak program will be placed in their age appropriate pods to engage in their personalized academic learning. This will occur during the traditional school day. Students will have a similar schedule to students in the Summit program. However, their academic time will focus on the four areas of study to assist students in passage of the GED program while, at the same

time, making progress towards credits that can earn them a diploma. Students will be placed in credit bearing courses for this work in the hopes that they rekindle their love for school and choose to continue work towards a traditional high school diploma.

Students will prepare to pass the workforce readiness test. This preparation will occur throughout their work in their chosen technical career. Students will have the option to attend school during the school day, and/or in collaboration with high school classes when available. Courses will be taken on the individualized learning platform in their grade appropriate pod. For example, a 17 year old student that has freshman credits will take their courses with juniors, or like age students. However, when they are learning new content that is specific to them, live instruction will be available at their instructional level. While students tackle their academic courses, they will choose a CTE program of focus and work towards certification. Within two years, a student will be prepared to sit for an industry certification exam, and be prepared to commit to moving to the Summit program. Peak is designed for credit deficient students that want to re-enroll in school. For example, if a student enrolled in high school in the fall of 2022 and only earned six credits, by the fall of 2024 they need to earn 40 additional credits by June of 2026. Using the alternative school accountability framework, it is highly possible that students will have access to earn those additional credits and become a 5th or 6th year graduate. Once a student enrolls in the Peak program, finds their passion in the trades, and understands the value of education they will have the opportunity to reintegrate into the Summit program. Elevate Academy Nampa will work with each student on an individual basis to push them, within limits, to reach their full potential and not close a door to any student that is working to achieve.

Crest: The Crest program is designed for students that enter Elevate Academy Nampa later in their high school career after several years of being out of school. Crest Program students will demonstrate proficiency in Workforce Readiness, earn one industry certification, and receive basic reading and math intervention to ensure they have the basic skills necessary for success in their chosen industry. Crest will be staffed by flexing the time of the CTE industry teachers and partnering with local post-secondary institutions for continued education. The Crest Program is designed for students over the age of 17 that are seriously deficient in earning credits towards graduation from high school. This program is designed to give students the opportunity to earn an industry certification, and to ensure that students understand the demands of the workforce and the importance of being a good employee that an employer can count on. Crest students will attend industry specific classes beginning at 3:15 pm and have access to Elevate Academy's personalized learning platform which is supported by live teachers in the evening. Elevate Academy Nampa faculty and staff will work with Treasure Valley Community College to create a faculty plan that meets the needs of students in the Crest program for both CTE courses and for core content courses. Crest students will enroll in reading and math classes based on their current levels of reading and math skills. These classes will be taught by certified teachers and will be high school credit bearing courses.

Reading and Math instruction will be provided for students using Elevate Academy Nampa's Learning Management System supported by in-person instruction, as needed. In-Person Instruction will be available throughout the day and full blocks of time on Fridays. Students will have availability to Elevate Academy Nampa's Learning Management System outside of the school day to progress through their content at a more rapid pace. This allows students the opportunity to get back on a path toward full graduation. Students will be placed in classes equivalent to the level of instruction based on how they test when they start the program. Students will work with a teacher to set goals in relationship to their learning. These goals are designed to set them on a trajectory towards acquiring the reading and math skills needed to be successful in the workplace. These classes will take place in the evenings, on a personalized learning platform with instructors available throughout the week. Academic training will be based on the needs of the industry for mathematics and will ensure students have reading skills that are needed to be successful in their field of study. Students will leave Elevate Academy Nampa, knowing their current academic level, and the areas they need to work on to ensure future success.

Career & Technical Education

Eight Career & Technical Education programs will be offered when operating at capacity with the option to expand as demand indicates (See Appendix F8). Full capacity will be reached in the 2024-2025 school year when Elevate Academy Nampa has full enrollment 6-12th grades. In year one of operation students will be exposed to career technical offerings and have the opportunity to take entry level courses that are related to their field of interest. In the second year of operation Elevate Academy Nampa students will have the opportunity to take the first-year courses in each technical pathway. In year three of operation Elevate Academy Nampa will have 8 eight full functioning Career & Technical Education pathways offering the following programs of study; 1) Manufacturing/Welding; 2) Construction Management; 3) Computer Programming/Networking; 4) Public Safety; 5) Culinary; 6) Health Professions; 7) Business/Marketing; and 8) Agricultural Mechanics. Elevate Academy Nampa has intentionally developed a variety of service industry and production industry pathways so that students are exposed to a variety of opportunities.

As an alternative to traditional electives, all of Elevate Academy's electives will be offered through Career & Technical Education. Elevate Academy Nampa will have three years to fully phase in the Career & Technical Education programming. Although Elevate Academy Nampa intends to offer all 8 eight programs initially, we will be offering exploratory and first year courses. In year two we will add an additional course, and in year 3 three all CTE pathways will have become full CTE pathways with capstone classes and internship opportunities. Of the 8 eight career pathways offered, four of them are very easy to implement and can be managed in a traditional classroom setting with minimal supplies and equipment. Those include: Public Safety, Health Professions, Computer Programming and Business. Starting these four programs

would be similar to starting traditional electives such as an art class, a computer class, or a physical education class. In an effort to fully implement the other four pathways with fidelity Elevate Academy Nampa has worked with industry experts to ensure proper startup of the programs.

Over the past several months the Local Administrators of Elevate Academy Nampa have met with industry leaders and potential partners of industry to ensure that the programs that will be offered at Elevate Academy Nampa will be of the highest quality and meet industry standards. Jewels Carpenter and Phil Diplock have extensive knowledge of both state and local CTE programs. Recently, they have visited with Idaho Career & Technical Education (ICTE) Program Managers to gain insight into recommended or new CTE Pathways that are necessary to meet our local industry needs.

Industry leaders throughout the Treasure Valley have engaged in conversations regarding the needs of each industry, best practices, and what type of education systems they would like to see that would have a positive impact on their industry. Many other industry partners have agreed to become a part of our technical advisory board that will advise the implementation and advancement of the Career & Technical Education programs at Elevate Academy. Our current industry advisors include; Rule Steel, R & M Steel, Capital Educators Credit Union (Cap Ed), The Sweet Spot Bakery, St. Alphonsus Medical Center, St. Luke's Medical Center, Norco, Wes Miller Construction, ZoRoCo Packaging/Manufacturing, Idaho Tractor, Inteframe, Canyon County Juvenile Probation, Nampa Police Department, and the Nampa Fire Department. Each industry will advise and have designated representatives that will serve on Elevate Academy's technical advisory committees.

Concerns associated with CTE programs include: staffing, cost, and safety. Elevate Academy Nampa leaders, and industry partners have started the process of recruiting talent that will ensure the students of Elevate Academy Nampa have a highly qualified instructor that understands the needs of students as well as the needs of the industry. All of the CTE course offerings at Elevate Academy Nampa are supported by Idaho CTE (ICTE) and Elevate Academy Nampa will apply in February of 2021 for state approval for all ~~8~~ eight programs. Once Elevate Academy Nampa is recognized by Idaho CTE, state allocations will be made available and Elevate Academy Nampa will be eligible to apply for Federal Perkins grants to supplement programs. Instructors for Elevate Academy Nampa will be compensated from the state general fund. Startup costs for all CTE programs will be supplemented through grant support and donations from industry partners as well as incurred in our start up building budget. All instructors at Elevate Academy Nampa will follow industry protocol and safety measures as part of the curriculum and the day to day work within each program. Schools across the nation are offering similar courses. This type of programming and the safety concerns are not individual to Elevate Academy Nampa.

All CTE courses will be taught in a sequential manner starting in the ~~6th~~ sixth-grade with exploratory opportunities being a focus for sixth-grade students (See

Appendix F8). Exploratory classes will be aligned to state content standards where students will be exposed to the content not only in a class that focuses on the CTE class, but is supported in the student's classwork as well. For example, a 6th sixth-grade student will have their year divided into 8 eight blocks for Math. The blocks will be aligned with their CTE exploratory time. In block one the students will be focusing on Manufacturing. During their math instruction, all of their mathematical concepts will be based on manufacturing concepts using math that is aligned to the application of their learning in their manufacturing classes. This same process will be repeated throughout a student's middle school career within each CTE program. As students move closer to high school, they will begin the selection process to specialize their CTE learning path.

Plan for Serving All Students

Strategies for Effectively Serving Special Populations

Elevate Academy Nampa recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Elevate Academy Nampa will serve all students, this will include: English Language Learners (ELL), students with intellectual and physical disabilities, and Gifted and Talented Learners that meet the at-risk criteria as set forth by IDAPA code. Each student will receive equal access to educational opportunities; no student shall be excluded from Elevate Academy Nampa or referred to surrounding schools due to unique needs. Elevate Academy Nampa intends to hire a special education teacher dedicated to special education needs in its first year. Elevate Academy Nampa will implement best practice, research-based special education curriculum, and instructional material specific to each student's needs.

Elevate Academy Inc. Board of Directors will annually adopt the Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Elevate Academy Nampa will plan and budget to hire a highly qualified special education teacher who meets Idaho state requirements. Elevate Academy Nampa will build physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

Elevate Academy Nampa will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and

who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

Elevate Academy Nampa will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. Elevate Academy Nampa's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, and in registration materials.
3. Elevate Academy Nampa will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Elevate Academy Nampa will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

Child Find

Elevate Academy Nampa will develop a referral process to RTI. The process will include meeting with teachers, administrators, and educational specialists to problem-solve for students identified as needing to go through the RTI process. The team will use a problem-solving process, which includes parental input, to plan accommodations and interventions within the general education classroom to ensure that referrals of students to be considered for special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to be considered for special

education services.

Discipline

Elevate Academy Nampa will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Elevate Academy Nampa will follow the guidelines provided by the IDEA and Idaho Special Education Manual regarding the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

As part of the restorative programming, Elevate Academy Nampa is partnering with a third-party counseling service for mental wellness. All students, including students with disabilities, will have access to a full-time counselor for all student's mental health needs. Traditionally, a school counselor must focus on scheduling, testing, and college/career counseling. Rarely do they have the opportunity to focus on mental wellness. When working with an at-risk population, it is important to have supports in place that can work proactively to help a student be successful in the school setting when mental wellness is a barrier for that student.

Resources and Materials

Elevate Academy Nampa CTE teachers, and classroom teachers will consult with the special education department to ensure appropriate accommodations are made for all students. Materials provided may include virtual manipulatives such as VR welding machines, adapted core content materials, and software that provides a more accessible avenue for students to gain CTE and core content experiences. A portion of the Elevate budget will be allocated to ensure these needs are met.

Gifted and Talented

Elevate Academy Nampa will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity, and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Elevate Academy Nampa will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners

Elevate Academy Nampa will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon the students' enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Elevate Academy Nampa's goal is to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. The ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Elevate Academy's academic programming, students will be supported across the curriculum. Elevate Academy's ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other ELL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance. Researched based programs such as Reading Horizons among others will be used in conjunction with day to day instruction.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Elevate Academy Nampa will review the surveys and determine whether or not a student may be an ELL student.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Elevate Academy's staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified

as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.

- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading.
 - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELL students will take place during the Spring of each school year. Based on the student score on the Spring assessment, students will continue in the ELL program for the following year or exit (with monitoring).

Section 504

Any student attending Elevate Academy Nampa is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education.

Section 504 responsibilities:

- Student and Parent/Guardian:
 - Be involved in suggesting accommodations
 - Participate in Section 504 meetings
 - Benefit from the accommodations
- School Administrator, Counselor, Certified, and Classified Staff:
 - Conduct non-discriminatory practices in classrooms
 - Refer, identify, and evaluate students as appropriate
 - Encourage parental involvement

- o Develop and implement program modifications and accommodations
- o Coordinate Section 504 processes and training
- o Provide staff and parent training
- o Manage Section 504 grievance procedures
- o Help conduct the self-evaluation
- School Board of Directors
 - o Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
 - o Have an understanding of all civil rights laws
 - o Develop grievance procedures
 - o Develop 504 hearing procedures

Food Service & Transportation

Full food service will be provided for all students that attend Elevate Academy Nampa. As a network of schools we will work with experienced food service and transportation experts to ensure we are providing high quality service that meets the needs for all of our students. This includes working towards qualifying for the Community Eligibility Provision to provide free meals to 100% of students.

Professional Development Plan

Elevate Academy Nampa's success depends on a highly trained staff that has expertise in several areas beyond their classroom/subject area training. In order to support capacity building for expertise and continuous improvement, our staff will have access to professional development geared for specific school and community needs, core values supported through the Elevate Academy Inc. Network of schools, and Elevate Academy Inc. Network Action Research. All professional development will be designed to meet the needs of staff and students. The professional development model designed for Elevate Academy Nampa will be a collaborative effort with students, teachers, school leadership, and the Elevate Academy Inc. Network.

Elevate Academy Nampa staff will have professional development opportunities through the Elevate Academy Inc. Network that will provide resources, research-based practices, and strategies for all six core values of Beat the Odds for At-Risk Youth, Integrated Purpose Driven Curriculum, Career Technical Education Focus,

Mastery-Based Personalized Education, Opportunity Driven Focus, and Community Driven Education. Elevate Academy Nampa has positioned itself well to have Elevate Academy Inc. Network specialists in all core value areas, for example Marita Diffenbaugh (Elevate Academy North) specializes in mastery education and instructional technology.; Jewels Carpenter (Elevate Academy Nampa) specializes in Career & Technical Education.; Matt Strong (Elevate Academy Caldwell) and Phil Diplock (Elevate Academy Nampa) specialize in school culture, at-risk youth, and restorative practices. The Elevate Academy Inc. Network will also have an Academic Liaison, as a think partner for Elevate Academy Nampa. ~~that~~ The Academic Liaison will support professional development planning and action research happening between the Elevate Academy Schools to ensure that all professional learning is based on evidence of success. Deep Learning pedagogy and competencies (character, citizenship, collaboration, critical thinking, communication, creativity) will be incorporated into our daily work with our teachers integrating these into the culture of our building and our expectations for students.

As an Elevate Academy Inc. school, Elevate Academy Nampa has access to Elevate Academy's proprietary Learning Management System. All staff will be trained on the use and benefits of our students' learning platform to ensure that all students are provided transparency, feedback, and support to help them in reaching their learning goals. For example, teachers will integrate Elevate Academy Learning Hooks (SOLO Taxonomy/Hattie's Visible Learning) into the platform to provide scaffolding and learning opportunities throughout all four levels of the learning process (Define, Do/Create, Communicate, Apply). Teachers will support students in creating learning plans and curating evidence of their learning, through rubrics, checklists, and portfolios. Elevate Academy's Learning Management System will store Elevate Academy Nampa's Integrated Purpose Driven Curriculum, a 6th through 12th grade learning progression of knowledge and skills that provides teachers with a guide to allow students to learn and move at their optimal pace. Elevate Academy Nampa teachers will work in Professional Learning Communities with their teams; and the Elevate Academy Inc. Network to develop competency benchmarks that demonstrate mastery for essential anchor standards in each curricula area. This continuous study will be built on the Action Research (2019-2020) that Elevate Academy Caldwell conducted through their collaboration with the Idaho Mastery Education Network, hosted by the Idaho State Department of Education (Appendix F4).

As teachers become proficient in recognizing levels of competency/mastery in how they relate to Career & Technical Education, we will continue to revisit and revise our documents. We will do this to ensure that students are reaching their maximum potential and that the goals are relevant to the skills, knowledge and dispositions that are needed in the workforce. As we implement our integrated learning approach, with the foundation being career and technical pathways, we will build Professional Learning Communities that center around industry experts. Many CTE teachers coming to Elevate Academy Nampa from industry may not come through the traditional route to become an educator.

Elevate Academy Nampa is prepared to implement training and coaching in pedagogy and best practices as it relates to classroom management, formative assessment, and effective efficient planning to maximize student potential. On a reciprocal note, traditionally trained teachers need additional training in the needs of industry and the application of content to industry standards. This work will be an ongoing process at Elevate Academy Nampa to ensure we maintain a culture of collaboration and high expectations that emphasize all staff working together for the betterment of all students. CTE teachers will also participate in training offered by the state, and work with their Technical Advisory Committees (TAC) to ensure they are remaining current on industry standards.

To ensure that Elevate Academy Nampa is ready for full academic operation upon opening in August of 2022, lead teachers will be hired early and receive training on the mission, vision, and academic components. Lead teachers at each grade level will be responsible, with help from the school administration, to train teachers and continue the development of Elevate Academy's Integrated Purpose Driven Curriculum throughout the school year. Elevate Academy's core values professional development will be featured not only during the onboarding process for teachers, but as a reflection to review each year. This work ensures that teachers are providing transparency, feedback, and support needed to help each student learn at their optimal pace. Elevate Academy Nampa's mission includes the expectation that students will take ownership of their educational journey, therefore transparency and two-way communication is vital.

Before the opening of Elevate Academy Nampa, teachers will become experts in feedback looping, teacher communication, and the importance of teacher credibility. Elevate Academy Nampa will align with the Danielson Framework and the work of John Hattie to develop a teacher evaluation tool that is focused on the growth and development of staff. Our evaluation tool will reflect our mission to ensure that students are taking an active role in owning their educational journey. Elevate Academy Nampa's evaluation tool will be based on research that is in this charter petition and best practices for at-risk youth.

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

It is our philosophy that we maximize each dollar that Elevate Academy Nampa will receive to maximize the learning experience for all students. To do this we plan on allocating a significant amount of our budget to staffing. A passionate experienced staff that is committed to educating at-risk youth is the catalyst to student success. Elevate Academy Nampa believes that students must have access to state of the art Career Technical equipment and curriculum. Elevate Academy Nampa also believes that learning must occur outside of the school day. As we develop our programs, additional resources will be allocated to offsite field trips, personal development opportunities, and internships for students. Due to the nature of Elevate Academy Nampa we will allocate

a percentage of our budget for these endeavors. It is important to have a building that meets the minimal requirements of Career & Technical Education Programming.

Elevate Academy Nampa will operate on a four-day traditional schedule with the fifth day being designed for student enrichment and professional development for teachers. This model allows incredible opportunities for academic programming while at the same time creating a budget that compensates teachers well and helps to maintain programs that meet the needs of all students through the enrichment and intervention opportunities.

Transportation

Elevate Academy Nampa will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. Our priority is to ensure that a lack of transportation will not affect potential students for whom transportation may be a barrier for attendance. Elevate Academy Nampa intends to purchase busses and handle transportation in house.

The Elevate Inc. Network currently has expertise in operating transportation including a full bus fleet from within. If costs do not allow for this, these services will be contracted out through a contractor. At the appropriate time, Elevate Academy Nampa will follow the transportation bidding process as per Idaho Code if needed.

To be eligible for transportation services, students must reside within Elevate Academy Nampa's primary attendance area and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop. Elevate Academy Nampa may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102 of Idaho Code may substitute for the student's residence for student transportation to and from school. Elevate Academy Nampa will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Elevate Academy Inc. Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under the school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school and is an important part of Elevate Academy Nampa in providing opportunity to all students.

Food Service

Elevate Academy Nampa will run a full food service for our students in accordance with federal requirements, beginning the first year of operation. As healthy food service is critical to the physical and academic well-being of students. Elevate is committed to have a fully operational cafeteria that aligns with the National School Lunch Program.

Financial Management

The Elevate Academy Inc. Board of Directors will be responsible for the financial management of Elevate Academy Inc. Network Schools. The Board of Directors' role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget and monthly bank reconciliation sheet.
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures more than \$10,000.00 coupled with a monthly review of Elevate Academy's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Elevate Academy Nampa in monitoring financial performance and ensuring financial viability and success.
- Processes and Procedures to ensure no commingling of funds between Elevate Academy Inc. Network schools.

Elevate Academy Nampa will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set

forth by the Idaho State Department of Education. Elevate Academy Inc. Board of Directors will have a designated CFO that will engage with Elevate Academy Nampa to be a fiscal planner, and reporter to the Board of Directors.

Budget Description

Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate, will involve a competitive bidding process.

Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, payroll shall be handled by the Elevate Academy Inc. Network CFO and administrative support personnel as retained by the administrator pursuant to the authority set forth above.

Facility needs

While Facilities can be a challenge for charter schools in Idaho, Elevate Academy Nampa is aware that a successful facility is crucial to school success and meeting the goals of Elevate Academy Nampa for every student. Securing a high-quality, Industry specific facility that meets the needs of CTE programming is a priority for Elevate Academy Nampa. The Elevate Academy Inc. network is engaged with Building Hope as a facilities real estate development and finance partner (See Appendix F3). The flagship facility was built on time and within budget. It is the intent that additional schools in the Elevate Academy Inc. network will work with many of the same providers to allow for efficiencies throughout the project.

At its full capacity, Elevate Academy Nampa will require approximately 60,000 square feet of space. Based on Elevate Academy Nampa's CTE programs, industry specific space will be needed for programs specific to the Nampa Community. Currently we intend to build space for the following programs: agricultural mechanics, computer programming/networking, welding & manufacturing, residential construction, culinary arts, health professions, public safety, and business/marketing. Each program has specific space and equipment needs to ensure a high-quality program. Each industry will require a classroom attached to the industry work space. Elevate Academy Nampa will require 19 traditional classrooms that are set up in the pod structure for integrated learning opportunities at every grade level. Elevate Academy Nampa will need five total pods. Grades 6, 7 and 8 will each require a three-classroom pod with a common area

for each pod. Grades 9-12 will require two, four classroom pods, with a common area for each pod.

- 19 Classrooms, each approximately 900 square feet
- Manufacturing including Welding approximately 5,700 square feet
- Residential Construction, approximately 5,700 square feet
- Culinary Arts/ Kitchen approximately 2,400 square feet
- Health Professions 2,000 square feet
- Public Safety, approximately 2,000 square feet
- Agricultural Mechanics approximately 5,700 square feet
- Business, including Marketing, approximately 2,000 square feet
- Computer Programming/Networking approximately 2,000 square feet
- Administrative Space 1,200 square feet
- Cafeteria/commons area 2,500 square feet
- Kitchen, 1,600 square feet
- Barber Shop, 100 square feet
- Shower area boys and girls 200 square feet
- Workout room 1,000 square feet
- Laundry room; 100 square feet
- 20 percent additional overall square feet for restrooms and circulation

Elevate Academy Nampa will be at full capacity after three years of operation. Due to the specific nature of CTE requirements, all CTE facilities will be built prior to opening in the Fall of 2022. It will also be important that the facility is functional in order to offer exploratory classes to middle school and early high school students so they are able to plan for their path to graduation. Elevate Academy Nampa will start with the minimum equipment needed to operate exploratory options. Elevate Academy Nampa, along with the Elevate Academy Inc. Network team has begun engaging in grant writing, fundraising, and partnerships with industry to ensure state of the art equipment is available for use in all CTE programs by the third year of operation.

Elevate Academy Nampa will model facility financing after Elevate Academy Caldwell. A facility financing package will be secured, with the assistance of Building Hope, that ensures facility and/or lease payments are not a burden on the Elevate

Academy Nampa budget and allow for the purchase and build of a facility that can maintain the integrity of the Elevate Academy Inc. program while maintaining a fiscally responsible debt service ratio. Accounted for in the budget are graduated payments in the first three years until full enrollment is reached. This allows for us to increase our payments based on our enrollment schedule. In the budgeting process approximately 20% is allocated to facilities and maintenance. In working with Building Hope to secure facility financing, it is understood what the budget can support for acquisition of property and development of facilities. In modeling after Elevate Academy Caldwell the facility payments will be structured in a graduated fashion. Year one will be approximately \$617,000 in lease or finance payments, total facility costs including maintenance and utilities are budgeted totalling \$731,000. This is approximately 21% of the overall budget. In year 2, there is an increase to 22% of total budget allocated to facilities including a lease or finance patent of \$885,000 and total maintenance and utility costs at \$1,014,000. At full enrollment, facilities including payments, maintenance and utilities, are budgeted at 1,085,385 which corresponds to 19% of the total budget. The facilities template in appendix A5 outlines the current options that are being explored at this time. Proposed costs have been vetted by Building Hope are reflected in each scenario (See Appendix F3: Building Hope Support).

Board Capacity and Governance Structure

Elevate Academy Inc. will be the charter holder (the board of directors) and will govern Elevate Academy Nampa, LLC. pursuant to Elevate Academy Inc. existing Articles of Incorporation, Bylaws, and Board Policies. Elevate Academy Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code. Elevate Academy Inc. will be the sole member of Elevate Academy Nampa, LLC.

Board of Directors: Governance Structure and Responsibilities

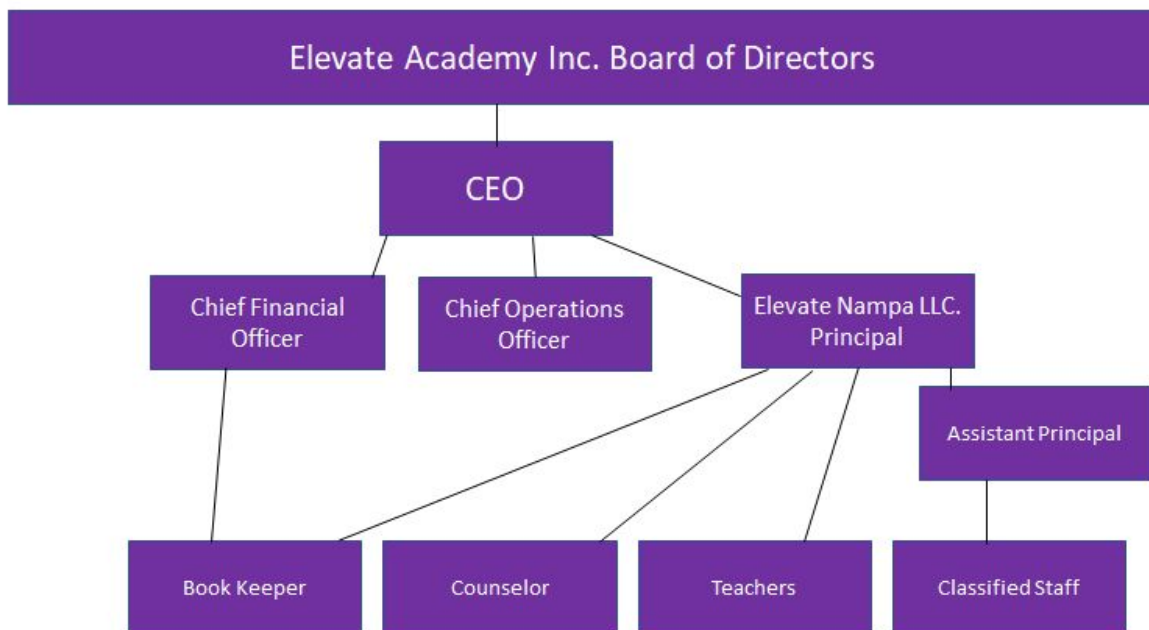
The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws. Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as liaison between the school

and the authorizing entity.

Relationship between the Board of Directors and School Administration

Elevate Academy Inc. The Board of Directors is the governing board of the Elevate Academy Nampa school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the Executive Director. If their concern is still not resolved, it will be brought before the Board of Directors. The organization chart below demonstrates the reporting and interaction structure for Elevate Academy Nampa.



The Elevate Academy Inc. Board of Directors is responsible for:

- Policy development and review
- The financial health of the school
- Administrative and operational oversight (not day-to-day operations)
- The legal affairs
- ~~The adoption~~ Adopting, advocating for, and overseeing a school budget, which is responsive to school goals and meets the needs of all students

- Conducting an annual self-evaluation of its own leadership, governance and teamwork.
- Communicating and interpreting the school's mission and other policy related matters to the public and stakeholders.
- Ensuring there is a supportive, smoothly operating leadership team, which advocates for both children and the community.
- Selecting and evaluating the Chief Executive Officer.

The Chief Executive Officer (CEO) works under the direction of the Board.

Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure Elevate Academy Nampa meets the performance requirements outlined in the performance certificate
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendations to the Board on issues facing the school

The Chief Financial Officer (CFO) reports to the CEO.

Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements

- Payroll
- Insurance
- Benefits
- Accounts Payable

The Chief Operation Officer reports to the CEO

Responsibilities include but are not limited to:

- Facilities ~~M~~management
- Transportation
- Nutrition
- Building security & ~~S~~student ~~S~~safety
- Growth and ~~D~~development planning
- Project management
- Culture ~~D~~development

The Building Principal reports to the CEO

Responsibilities include but are not limited to:

- Parent and public relations
- Building wide community and culture
- Student supervision
- Staff ~~E~~evaluation
- Participate in ~~C~~curriculum development
- Academic scheduling
- Local community relations and programming
- Career & Technical Education Programming
- Advisory Board relations

- Conduct ~~A~~all staff ~~E~~evaluations
- Hire all staff
- Provide teacher mentoring and coaching
- Resolve ~~P~~ersonnel issues
- Student Enrollment Records
- Attendance
- Student Data collection
- Develops ~~R~~eports to the Board of Directors with Executive Director

Board Member Qualifications

The appointed Elevate Academy Inc. Board of Directors will be legally accountable for the operation of Elevate Academy Nampa. The school is committed 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 not only seeks potential board members who support Elevate Academy Nampa students but also who have the specific skill set needed on the board.

The Elevate Academy Inc. Board of Directors is composed of a talented and seasoned group of professionals and civic leaders. Board expertise and strength covers all necessary governance areas such as education, law, real estate, strategy, finance, management, ~~and~~ community relations, etc. Further strengthening the board, the current board chair has 4 ~~four~~ years of governance experience with Elevate Academy schools, and the vice-chair has 3 ~~three~~ years with Elevate Academy and several years in a traditional school district. Board members who represent local communities will be given appointment priority as we develop into the Elevate Academy Inc. network of schools, strengthening representation throughout and state.

Board Transition Plan

The Elevate Academy Inc. Board has moved past founding board status, has been in governing status, and is now transitioning to network expansion status. Through the strategic planning process, strengths and weaknesses of the board have been identified, ~~and~~ ~~Current board members~~ roles are being replaced with board members that are well connected throughout the state, ~~and~~ understanding scaling and developing ~~a~~ networks. Additionally, as we transition to the Elevate Academy Inc. Network, board members of the Elevate Academy Nampa advisory board will become part of the Elevate Academy Inc. Network governing board when the opportunity presents itself. The Elevate Academy Inc. ~~b~~Board is a member of the Idaho Schools Boards Association.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Elevate Academy by staggering the transition of board members so that no more than four-sevenths of the board is replaced at any one time. Currently 3 three of the current board members are on the founding board, the remaining board members have been part of the governing board, and/or have been added to the board for their expertise in development.-

The diverse skill sets that are represented on the Elevate Academy Inc. ~~b~~Board are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy Nampa represents. Elevate Academy Nampa will have technical advisory committees for each CTE industry offered. As part of the transition plan, members of the technical advisory committees will be encouraged to become successors of the original board members. This pipeline will be crucial to ensure continued representation from industry. Additionally, through community involvement activities, a list of community members have shown interest in becoming part of the Elevate Academy Nampa is being generated.

Board Recruitment & Training

Elevate Academy Inc. Board Members are recruited in the best interest of the students and local community. Each member will represent the mission of Elevate Academy Nampa and contribute to the growth of Elevate Academy Schools throughout the state. Elevate Academy Nampa has also secured industry leaders to ensure success with our Career & Technical programs. The diverse skill sets that are represented on the Elevate Academy Inc. Board of Directors are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy Nampa represents.

Elevate Academy Nampa will have a local advisory board, the local advisory board will act as an incubator for governing board members. Securing adequate and appropriate board leadership and training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance, and strategic planning. The board will annually evaluate its needs relative to training available through ISBA and will enroll and select training programs in which it will participate.

Examples of training for the Board of Directors include but are not limited to the following topics to ensure the success of Elevate Academy Schools.

- Open Meeting Laws
- Ethics and Governance
- Management & Board Roles
- The Value and Best Use of Committee's

- Academic Excellence, Define and Understand Measurement.

Student Demand and Primary Attendance Target

Enrollment & Growth Projections

Class size is anticipated to be approximately 22 students per learning space, with the instructional staff-to-student ratio 17:1. Anticipated enrollment for year one will be 342 students. Elevate Academy Nampa's priority is the recruitment of struggling (academically and behaviorally) 5th graders and enrolling them as 6th grade students. Traditionally by the 7th grade, at risk students are more clearly identified. It is the intention of Elevate Academy Nampa to operate 6th-8th grade at full enrollment in year one and in subsequent years. Careful planning and consideration has been put into determining enrollment numbers in 9th through 12th grade classes. It has been determined that when starting in 9th and 10th grade, Elevate Academy Nampa will seek a larger enrollment number. The reasoning behind this is that when students enter an alternative setting they are often behind in credits. However, given the right environment they often catch up quickly. By enrolling an inflated number of 9th and 10th grade students in year one, we can catch and serve students that would traditionally be an 11th or possibly 12th grade student by age (not credits earned), and help them get back on track. When these students roll to the next school year they will roll up to their grade level. By year three, Elevate Academy Nampa will have full enrollment of 486 students and we are confident that enrollment projections by grade level can remain constant. In order to break even for operational costs, Elevate Academy Nampa must enroll 290 students in year one.

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
6 th	66	66	66
7 th	66	66	66
8 th	66	66	66
9 th	72	72	72
10 th	72	72	72

11 th	x	72	72
12 th	x	x	72
Total	342	414	486

Primary Attendance Area

The school will be located in Nampa, ID. dependent on land acquisition.

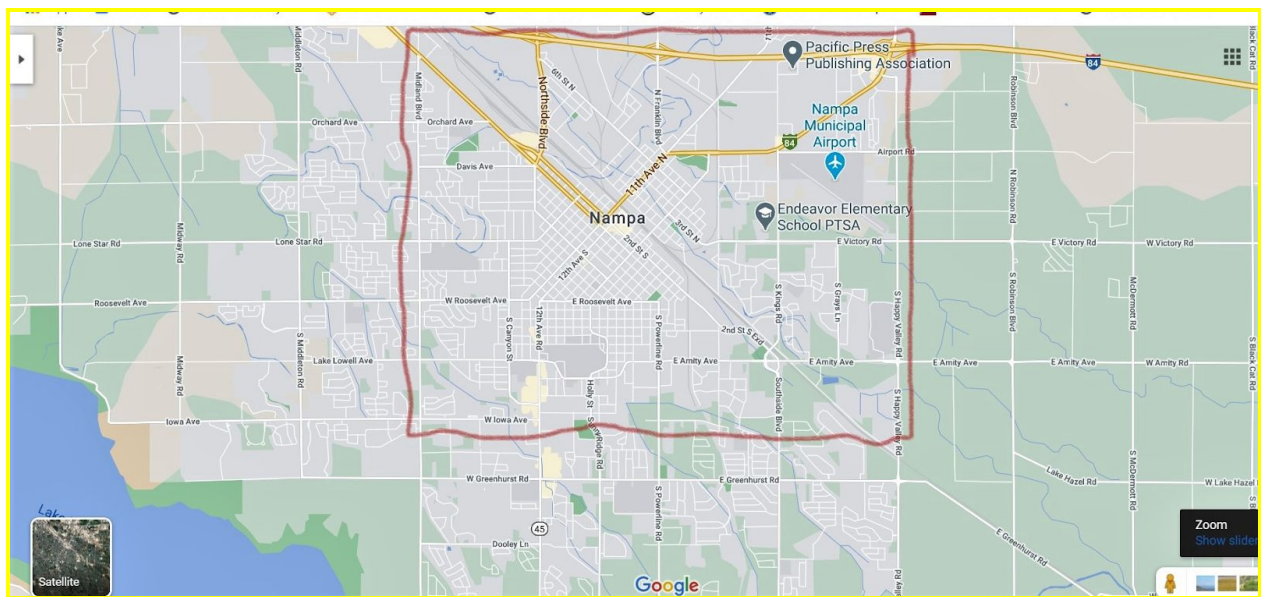
Northern border is Interstate 84.

Eastern border is Happy Valley Road

Southern border is Amity

Western border is Midland

Elevate Academy Nampa is currently under contract with property located at 2205 3rd St. North, Nampa 83687.



The school may also draw students from the remainder of the Nampa School District or from the surrounding school districts with attendance priority given to students in the primary attendance zone.

Community Need and Market Interest

In interviews with local community leaders it quickly became apparent that Elevate Academy Nampa will serve a dire need in Nampa. Nampa is the 10th fastest growing community in the nation (Bamer, 2019). “Nampa is the largest city in Canyon County, with a population of 102,030, followed by Caldwell, population 58,830. The population of Nampa grew 3.7% between 2018-2019, according to the data” (Talerico, 2019). This data supports the growth increase in the city of Nampa and should indicate a strain on schools and the local community. The Caldwell School District has a total of 3,428 secondary students and supports two successful alternative schools. The Nampa School District currently has 8,918 secondary students and the capacity for 157 alternative students. It is important to note Caldwell and Nampa are very similar in demographics and poverty rates. This would indicate that Nampa can support minimally what Caldwell supports, and much more. The Elevate Academy model is unique and this opportunity for at-risk youth does not exist in the city of Nampa. The option of Elevate Academy Nampa is needed for continued workforce development and provides opportunity for disenfranchised youth to engage and take ownership in their education.

Currently, we are seeking a property within a zone that is home to a high population of at-risk students, according to an interview with Canyon County Juvenile Probation. One probation officer stated there were 80 students within the zone that would benefit from an opportunity to attend Elevate Academy Nampa.

From 2016 to 2026, the Idaho Department of Labor projects a shortfall of 41,000 unfilled and unrealized jobs because of the state's labor shortage (Bunch, 2019). Nampa is ~~among~~ one of the fastest growing communities in Idaho and with the recent addition of Amazon, Autovol (automated manufacturing), and Interframe Truss building, the demand for local labor has increased significantly. All of these industries will be seeking highly qualified individuals within the next several years. For this reason, there is a strong need for Elevate Academy Nampa not only for students but for the sustainability of the local workforce.

According to the Idaho Charter School Market Analysis completed by ECONorthwest (Kitchen, 2019) the greater Nampa area is in a prime location to address the issue through providing an alternative school option that meets the needs of at-risk students in Canyon County. The strongest opportunities for new school services in the Nampa vicinity are in the Northern Central Nampa area and along the I-84 corridor between Caldwell and Meridian. These opportunities are associated with the following:

- Nampa School District 2019 Graduation rate was 82% (SDE)
- Concentrations of existing school-aged population (Nampa School District currently has 5,037 - 4th - 8th grade students)

- Expected growth in school-age population in Nampa and the surrounding areas.
- A concentration of permitted housing units in Nampa and the surrounding areas.
- Concentrations of people living in poverty in Nampa. Nampa ranks as the 6th poorest city in the State, with 17.8 percent of individuals living below the poverty level.
- Concentrations of Hispanic populations in Nampa.
- Lack of opportunities of alternative education for all students that qualify as At-Risk.

“Many studies have found that students from low socioeconomic status families drop out more often than students from high SES families” (Hoff, 2007). Engaging students in their education is vital to keeping them in school and wanting to learn. Austin and Bernard (2007) report that more than 40-60% of low income, minority, and urban students are chronically disengaged in school. The Nampa School District currently has 56% of students who come from low income families (Idahoschools.org). For the above reasons, Elevate Academy Nampa will engage students beginning in the 6th grade with specific CTE, hands-on opportunities. Students will also be provided with personalized learning so as to meet them where they are in their educational needs.

Another critical success criteria is family engagement. The Nampa School District has 36.7% hispanic students and 13% of the students are learning English. Due to this critical data the Elevate Academy leaders are currently enrolled in their second Spanish class with Treasure Valley Community College. This knowledge will help us relate to our students and families, expressing our commitment to providing an environment for all stakeholders. Elevate leaders are keenly aware that their hiring practices must include a staff from a diverse background with experience and the mindset to work with at-risk students from all backgrounds. In Nampa, 13.9% of families speak Spanish as a first language according to Neighborhoodscout.com 2020. Elevate Academy Nampa leadership intends to have family nights and weekend events to build relationships with the families they are serving, to engage them in their child’s learning.

Currently the Nampa School District has an alternative innovative education program that is more traditional in nature, Union High School, which serves grades 9 thru 12. Whereas Elevate Academy Nampa will be serving students grades 6 thru 12. Union currently has a population of just under 150 students with very limited access to CTE programming. In 2015, the Nampa School District eliminated the traditional alternative school, Ridgeline High School. The school was renamed, relocated, and a new model, Big Picture, was initiated. Union now is not a referral school for the district but is labeled as an innovation school and students apply to attend (see application at

https://docs.google.com/forms/d/1EqVT0NnFfP7sGZ99rRPrS5FF55cQisbEn5TNNdik72s/viewform?ts=5ebd701c&edit_requested=true). In conjunction with the change from Ridgeline, the district's suspension school was disbanded and left secondary schools no option for struggling students when suspended but to send them home. This forced the secondary schools to create an alternative setting within their building, if resources allowed. Co-founder Phil Diplock was part of the Nampa administration during these changes and first hand experienced the lack of options for at-risk youth

Elevate Academy Nampa will provide a premier alternative school option for at-risk students and provide them with high quality, engaging CTE facilities and programs. Students in grades 6 through 12 will learn Workplace Readiness Skills in 8 CTE programs, whereas the Nampa School District only allows this opportunity for high school students in good academic standing. CTE program focus and the *Power 100* courses will be the primary draw for at risk students to attend Elevate Academy Nampa. Efforts will be made by Elevate Academy Nampa Administrators, staff, and community partners to recruit students that will benefit from Elevate Academy Nampa. Efforts will include but are not limited to canvassing neighborhoods, advertising at local events, social media campaigns and community meetings.

The table below represents Elevate Academy Nampa's market share impact. With currently enrolled students in the Nampa area Elevate aims to enroll an average of 5% of the market share. However, this number, during COVID and the pandemic is potentially misleading. With the increase in Nampa population the decrease in Nampa School District enrollment correlation does not make sense. This leads one to believe that many students are in the Nampa area and not attending school, and or have opted for online or other alternative measures. It is our intent as we recruit to go door to door and explore areas where students are not attending school.

	4th grade	5th grade	6th grade	7th grade	8th grade
Total # students in area of attendance	1316	1316	1348	1345	1410
Elevate Academy Nampa 2022 Student Enrollment	6th grade-66	7th grade-66	8th grade-66	9th grade-72	10th grade-72
% Impact on local district	5.01 %	5.01 %	4.89 %	5.35 %	5.10 %

Strategies for Enrolling Underserved Families

Elevate Academy Nampa's focus and mission is to serve at-risk students. Traditionally at-risk students are an underserved population. The intent of our charter is to focus primarily on underserved youth. Elevate Academy Nampa will be guided by IDAPA code defining at-risk youth. An at-risk youth is any secondary student, grades 6-12, who meets any three of the following criteria in Column A, or any 1 item in Column B.

Column A		Column B	
	Has repeated at least one grade.		Has a documented pattern of substance abuse.
	Has absenteeism that is greater than 10% during the preceding semester.		Is pregnant or a parent.
	Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.		Is an emancipated or unaccompanied youth.
	Has failed one or more academic subjects in the past year.		Is a previous dropout.
	Is below proficient, based on local criteria and/or state standardized tests.		Has serious personal, emotional, or medical issue(s).
	Are two or more credits per year behind the rate required to graduate or for grade promotion.		Has a court or agency referral.
	Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.		Demonstrates behavior that is detrimental to their academic progress.
	Total Column A		Total Column B

During the enrollment phase, every student interested in attending Elevate Academy Nampa will have a 4 one on one 4 intake meeting with school leaders. This meeting will focus on the individual needs of each student and determine if they qualify as at-risk as determined by the Idaho State at-risk qualifiers.

The Elevate Academy Nampa Administrators, Jewels Carpenter and Phil Diplock have deep roots in Nampa. They have established relationships with families of current and former students, local school districts, juvenile probation, local religious

organizations that aim to help disenfranchised youth, counseling agencies, and community leaders. Jewels and Phil will utilize these relationships to establish ongoing pipelines for Elevate Academy Nampa. Jewels and Phil will use their current relationships to canvas local neighborhoods of traditionally underserved youth. Careful thought was taken when developing the boundaries of Elevate Academy Nampa to ensure that the most vulnerable neighborhoods will have access to attend Elevate Academy Nampa.

Marketing and Outreach Plan

Beginning in July of 2021, Elevate Academy Nampa staff will begin recruitment for the 2022 school year. The first area that will be targeted during recruitment efforts is the 3rd Street North and Sugar St. neighborhood (see map p.45). Elevate Academy Nampa intends to purchase land located in this area. When seeking land, Elevate Academy Nampa's founders feel it is critical to build the school as close to the students as intended to serve. Elevate Academy Nampa is planning to be located on 3rd Street N.

Demographic data reported through Neighborhood Scout (2020) indicates that 60.5% of students living in this area are living below the federal poverty threshold. This is an additional indicator of being an at-risk student, and shows that we are targeting an area where Elevate Academy Nampa is needed. Additionally, only 6.3 % of adults living in this area hold an advanced degree. Also, this area has the highest concentration of divorcees in the country which is an indicator of single parent homes which is another indicator of being identified as an at-risk youth. "Parental divorce adversely affects a variety of children's outcomes, including educational attainment." (Brand, J. & Moore 2019). ~~This~~ The compilation of data is a direct indicator of students dropping out of or becoming disenfranchised in school within our target area. ~~This data is important because it shows~~ supports the need for additional options and opportunities for re-engaging students in school.

Specifically, Jewels Carpenter and Phil Diplock are working with former students and families that still have school aged children in this area. Starting in January of 2022 a door to door campaign in these neighborhoods will take place. Parents will receive information about Elevate Academy Nampa with enrollment and lottery timelines, access to Elevate Academy Nampa mailers and updates, and links to Elevates social media coverage. Elevate Academy Nampa intends to have a presence at local community events. Events will include: Shop with a Cop, Snake River Stampede and Buckaroo Breakfast, Art in the Park, Canyon County Fair, Cinco De Mayo Celebration, Mothers Day in the park and the Nampa Christmas tree lighting. Additional events will be scheduled as appropriate. Informational meetings and question and answer sessions will also be held at The College of Western Idaho, Boys and Girls Club of Nampa, The Hispanic Cultural Center, the Nampa Recreation Center, and other locations to be determined.

School Leadership and Management

Leadership Team

Elevate Academy Nampa will be led by veteran administrators Phil Diplock and Jewels Carpenter. Jewels Carpenter has been established as the building principal (see appendix F11 for principal job description) and reports to the Elevate Academy Inc. network CEO. Phil Diplock has been assigned assistant principal (see appendix F11 for assistant principal job description).

Phil Diplock has been in education since 2003 after leaving a ten year career in Law Enforcement. Phil has worked in the Nampa School District for the past 17 years. During his time in education he has worked in school safety, taught in the classroom, served as the Dean of Students, and building level administration for 7 years. Phil has worked very closely with Aat-Risk youth and their families for the past 27 years. Phil has coached baseball in Idaho for 17 years. Phil believes all of his life and professional experiences have prepared him to provide a safe and engaging environment for Nampa's Aat-risk youth. A strong passion to help students succeed and become productive citizens of the Nampa community help guide Phil in his efforts.

Jewels has been an educator for over 21 years. From teaching in the classroom, working at the State level, being a high school administrator, to Director of Career & Technical Education for the Nampa School District. Her diverse educational experiences have helped her problem solve challenges in education and provide more opportunities for the students of Nampa. Jewels and her family have been members of the community of Nampa for over 20 years and her passion for the people of Nampa have brought her to this new opportunity.

The Elevate Academy Inc. Network administrative services will be provided by the school administrators (state certification required), with support from the Elevate Academy Inc. Board of Directors. Elevate Academy Nampa will contract with another Idaho charter school, Elevate Academy Caldwell LLC. for professional services. Elevate Academy Caldwell LLC. will provide a veteran leadership team with over 13 years of school and district leadership experience, including charter start up and building administrator experience. The team is supported by a governance board, which provides expertise in all of the functions and areas needed to run a successful Career Technical Education school for at-risk youth.

The school's management plan provides the school support from the Elevate Academy Inc. nNetwork team with a demonstrated track record of working with at-risk youth to find a way to success for each student. The Elevate Academy Inc. nNetwork team will consist of a CEO, CFO, COO. The Elevate Academy Inc. nNetwork team assists in curriculum development and implementation, obtaining and financing facilities, fundraising, professional development, preparing budgets and financial reports, back office support, human resources, and marketing. This allows the principal to focus on the instructional and cultural leadership of the school. The principal's responsibilities

include student academic success, building school community and culture, building community partnerships, providing teacher mentoring and coaching, conducting staff evaluations, student discipline, and facilitating parent relations.

Elevate Academy Inc. uses key elements in our approach to ensure a clear and healthy relationship between the central team and Elevate Academy Nampa administration. Elevate Academy Nampa LLC, building leadership will have significant autonomy around how they customize our Core Tenets to their context. Principals have control over many key areas, including school staff selection, staff evaluation, curriculum, school schedules, and community relations. The CEO holds school leaders accountable, ensures each school is faithful to our Core Tenets, requires standardized operational practices in critical areas, and provides support for many back office functions. Elevate Academy Inc. Board of Directors have approved the “RAPID” framework and Elevate Inc. Network organizational chart (See Appendix D) that describes organizational structure and decision-rights in detail to ensure alignment and clarity among our team.

The board will review key indicators for the school each month. Key indicators for Elevate Academy Nampa will include enrollment, attendance, academic growth as measured by STAR, quarterly credit completion, stakeholder credit completion, yearly industry certification passage rates, teacher turnover and causes. These reviews allow the board to proactively address concerns as they arise. If concerns arise, administrators may provide context or additional information to address those concerns. If the concern warrants additional action, the board may either send the concern to one of the committees or ask the administration to make a recommendation at the next meeting concerning a resolution. In addition, the CEO is evaluated annually on the performance of the school, which is informed by indicators outlined in the data collection expectations. The board of directors will evaluate the CEO using an evaluation framework permissible by Idaho law. Currently, the Danielson Evaluation Framework is being used. The board will complete the evaluation of the administrator once per year, as required by Idaho Code. The timeline of evaluation will follow Idaho Code and be written in policy adopted by the Board of Directors upon approval of the charter petition.

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Appendix A1: Financial Summary

Attachment A1: A1 - Financial Summary

1/6/2021

ELEVATE ACADEMY NAMPA

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Financial Summary					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
Revenue					
Anticipated Enrollment for Each Scenario:		290	330	410	488
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Child Nutrition Program	\$0.00	\$105,000.00	\$105,000.00	\$110,000.00	\$115,000.00
Federal Funds	\$0.00	\$131,900.00	\$131,900.00	\$141,900.00	\$141,900.00
Grants	\$250,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$657,809.00	\$770,998.00	\$1,062,201.00	\$1,294,401.00
Salary and Benefit Apportionment	NA	\$1,760,472.00	\$1,996,900.00	\$2,789,181.00	\$3,397,084.00
Transportation Allowance	NA	\$87,000.00	\$87,000.00	\$90,000.00	\$95,000.00
Special Distributions	NA	\$303,394.00	\$341,768.00	\$431,162.00	\$496,738.00
REVENUE TOTAL	250,000.00	\$3,045,575.00	\$3,433,566.00	\$4,624,444.00	\$5,540,123.00
Expenditures					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$230,782.32	\$1,713,009.00	\$2,073,998.00	\$2,891,516.00	\$3,424,619.00
Educational Program Totals	\$10,000.00	\$223,297.00	\$238,847.00	\$303,454.00	\$308,487.00
Technology Totals	\$0.00	\$100,122.00	\$103,724.00	\$107,802.00	\$113,836.00
Capital Outlay Totals	\$0.00	\$69,545.00	\$75,000.00	\$81,000.00	\$88,000.00
Board of Directors Totals	\$0.00	\$49,600.00	\$49,600.00	\$54,000.00	\$55,500.00
Facilities Totals	\$0.00	\$731,000.00	\$731,000.00	\$1,014,160.00	\$1,085,385.00
Transportation Totals	\$0.00	\$49,502.00	\$49,502.00	\$50,500.00	\$51,500.00
Nutrition Totals	\$0.00	\$95,000.00	\$95,000.00	\$105,000.00	\$105,000.00
Other	\$0.00	\$14,500.00	\$14,500.00	\$14,500.00	\$14,500.00
EXPENSE TOTAL	240,782.32	\$3,045,575.00	\$3,431,171.00	\$4,621,932.00	\$5,246,827.00
OPERATING INCOME (LOSS)	9,217.68	\$0.00	\$2,395.00	\$2,512.00	\$293,296.00
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$2,395.00	\$2,512.00
NET INCOME (LOSS)	9,217.68	\$0.00	\$2,395.00	\$2,512.00	\$293,296.00

Appendix A2: Pre-Opening Budget

Attachment A2: A2 - Pre-Operational Budget

1/6/2021

ELEVATE ACADEMY NAMPA

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Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget		
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.		
Pre-Operational Revenue		
Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions		Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.
Loans		Include documentation that provides the lender, term, rate, and total principal.
Grants	250,000.00	Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		Include details and documentation as necessary.
REVENUE TOTAL	\$250,000.00	
Additional Notes or Details Regarding Revenues: We will apply for a JKAF high performance grant once the Charter has been approved. Jewels and Phil are currently being paid through a Bluum Fellowship (which is supported by JKAF), therefore we feel it is likely this funding would continue in 2021-2022 through the JKAF High Performance Grant.		

Pre-Operational Expenditures			
Section 1: Staffing			
1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers			
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
SPED Director / Coordinator			
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Lead Administrator	1.0	90,000.00	
Assistant Administrator	1.0	90,000.00	
Other Certified Staff Subtotals	2.0	180,000.00	
CERTIFIED STAFF TOTAL	2.0	180,000.00	
1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
CLASSIFIED STAFF TOTAL	0.0	-	
1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement	11.94%	21,492.00	
Workers comp			
FICA/Medicare	7.65%	13,770.00	
Group insurance		13,252.32	\$552.18 per month
Paid time off (provide assumptions)	1.26%	2,268.00	
BENEFITS TOTAL		50,782.32	
CERTIFIED & CLASSIFIED STAFF TOTAL		180,000.00	
TOTAL STAFF & BENEFITS TOTAL		230,782.32	

Section 2: Educational Program		
2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development	5,000.00	
SPED Contract Services		Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)		
Office Supplies		
Membership Dues (if applicable)		
OVERALL EDUCATION PROGRAM TOTAL	5,000.00	
2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
Elementary Curriculum		
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumption)		Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL	-	
2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Curriculum		
Secondary Instructional Supplies & Consumables	5,000.00	
Secondary Special Education Curricular Materials		
Secondary Contract Services (provide assumption)		Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	5,000.00	
EDUCATIONAL PROGRAM TOTAL	10,000.00	
Additional Notes or Details Regarding Educational Program Expenditures:		

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access		
Contract Services		
Technology Software & Licenses		
Computers for Staff Use		
Computers for Student Use		
Other Technology Hardware (i.e. document cameras, projectors, etc.)		
TECHNOLOGY TOTAL	-	
Additional Notes or Details Regarding Technology Expenditures:		

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)		Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc)		
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		
CAPITAL OUTLAY TOTAL	-	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:		

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
Legal		
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	-	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease		
Construction / Remodeling (if applicable)		
Repairs and Maintenance		
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		
Utilities (i.e. gas, electric, water, etc.)		
Phone		
Other Facilities Related Costs (specify)		
FACILITIES TOTAL	-	
Additional Notes or Details Regarding Facilities Expenditures:		

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special Transportation (i.e. SPED, field trips, etc.)		
Other Transportation Costs (specify)		
TRANSPORTATION TOTAL	\$0.00	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Appendix A3: 3 Year Operating Budget

Attachment A3: A3 - Operational Budgets

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ELEVATE ACADEMY NAMP
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Idaho Public Charter School Commission Charter Petition: Operational Budgets					
Worksheet Instructions: List revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:					
Line Item / Account	290 Break-Even Year 1 Budget	330 Full Enrollment Year 1 Budget	410 Year 2 Budget	488 Year 3 Budget	Assumptions / Details / Sources
Cash on Hand			\$2,395.00	\$4,907.00	Year 2 and 3 Cash on Hand is cumulative Net Income from the previous years. We will not include cash on hand in the budget but rather use it as a reserve account if needed.
Child Nutrition Program Revenue	\$105,000.00	\$105,000.00	\$110,000.00	\$115,000.00	Paid and Free/Reduced Lunches
Federal Programs (Title I, Title IIA, Title VIB, Title IV)	\$131,900.00	\$131,900.00	\$141,900.00	\$141,900.00	Title IV received in year 2 and 3
Donations and Contributions					Secured funds only; include documentation
Loans					Include documentation for lender, term, rate, and total principal and interest.
Grants					Provide documentation and details.
Entitlement	\$657,809.00	\$770,998.00	\$1,062,201.00	\$1,294,401.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$1,760,472.00	\$1,996,900.00	\$2,789,181.00	\$3,397,084.00	Attach the M & O Revenue Template
Transportation Allowance	\$87,000.00	\$87,000.00	\$90,000.00	\$95,000.00	
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$116,000.00	\$132,000.00	\$164,000.00	\$195,200.00	\$400 per ADA
Content and Curriculum	\$3,292.00	\$3,746.00	\$4,187.00	\$4,628.00	
Continuous Improvement Plans and Training	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	
Gifted/Talented	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	
Leadership Premiums	\$18,297.00	\$21,347.00	\$27,954.00	\$29,987.00	\$1,016.52 per FTE
IT Staffing	\$10,339.00	\$11,765.00	\$14,302.00	\$16,836.00	
Math and Science Requirement	\$0.00	\$0.00	\$0.00	\$0.00	
Professional Development	\$28,315.00	\$32,220.00	\$37,550.00	\$39,190.00	
Safe and Drug-Free Schools	\$2,000.00	\$2,000.00	\$5,683.00	\$6,477.00	
Technology (i.e. Infrastructure)	\$58,606.00	\$66,690.00	\$73,310.00	\$79,920.00	
Advanced Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	
College and Career Advisors/ Mentors	\$18,000.00	\$18,000.00	\$18,000.00	\$27,300.00	
Career/ Technical Education (Added Cost Funds)	\$39,545.00	\$45,000.00	\$51,000.00	\$58,000.00	Added Costs from Idaho CTE
Remediation	NA	NA	\$2,700.00	\$2,700.00	
Limited English Proficient (LEP)	NA	NA	\$0.00	\$0.00	
School Facilities (Lottery)	NA	NA	\$23,476.00	\$27,500.00	
REVENUE TOTAL	\$3,045,575.00	\$3,433,566.00	\$4,372,544.00	\$5,283,223.00	

Operational Expenditures									
Section 1: Staffing									
1a: CERTIFIED STAFF	Break-Even Budget Year 1		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	14.0	762,204.00	18.00	1,025,431.00	24.50	1,527,003.00	26.50	1,724,845.00	
Secondary Teachers	1.0	54,719.00	1.00	56,361.00	1.00	60,612.00	1.00	65,068.00	
Specialty Teachers	15.00	816,923.00	19.00	1,081,792.00	25.50	1,587,615.00	27.50	1,789,913.00	Average classroom size:
Classroom Teacher Subtotals									
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	1.0	54,719.00	1.00	56,361.00	2.00	121,224.00	2.00	130,136.00	
Special Education Teacher	1.00	54,719.00	1.00	56,361.00	2.00	121,224.00	2.00	130,136.00	Anticipated % Special Education Students:
Special Education Subtotals									
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0	92,000.00	1.00	95,000.00	1.00	97,850.00	1.00	100,786.00	
Assistant Administrator	1.0	89,000.00	1.00	90,000.00	1.00	92,700.00	1.00	95,481.00	
Other Certified Staff Subtotals	2.00	181,000.00	2.00	185,000.00	2.00	190,550.00	2.00	196,267.00	
CERTIFIED STAFF TOTAL	18.00	1,052,642.00	22.00	1,323,153.00	29.50	1,899,389.00	31.50	2,216,316.00	
1b: CLASSIFIED STAFF	Break-Even Budget Year 1		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position									
Paraprofessionals- General	1.00	20,000.00	1.00	20,000.00	1.00	20,600.00	4.00	93,360.00	
Paraprofessionals- SPED	1.00	20,000.00	1.00	20,000.00	2.00	41,200.00	3.00	63,654.00	
Admin / Front Office Staff	1.00	31,500.00	1.00	31,500.00	1.00	32,445.00	3.00	96,900.00	
Other	7.00	168,000.00	7.00	168,000.00	8.00	188,880.00	8.00	194,546.00	Bus Drivers, Nutrition Staff & Custodial
CLASSIFIED STAFF TOTAL	10.00	239,500.00	10.00	239,500.00	12.00	283,125.00	18.00	448,460.00	
1c: BENEFITS	Break-Even Budget Year 1		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Type									
Retirement	11.94%	154,282.00	11.94%	186,581.00	11.94%	260,592.00	11.94%	306,234.00	
Workers comp/ FICA/ Medicare	7.65%	98,849.00	7.65%	119,543.00	7.65%	166,962.00	7.65%	196,205.00	
Group Insurance (Medical/Dental)		151,455.00		185,532.00		253,948.00		325,088.00	\$552.18 per month per employee
Paid time off (provide assumptions)	1.26%	16,281.00	1.26%	19,689.00	1.26%	27,500.00	1.26%	32,316.00	
BENEFITS TOTAL		420,867.00		511,345.00		709,002.00		859,843.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		1,292,142.00		1,562,653.00		2,182,514.00		2,564,776.00	
TOTAL STAFF & BENEFITS TOTAL		1,713,009.00		2,073,998.00		2,891,516.00		3,424,619.00	

Section 2: Educational Program						
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development	42,500.00		50,000.00	55,000.00	55,000.00	
SPED Contract Services	35,000.00		35,000.00	37,500.00	40,000.00	SLP and Psych Contract Services
Leadership Stipends	18,297.00		21,347.00	27,954.00	29,987.00	
Authorizer Fee	7,500.00		7,500.00	8,000.00	8,500.00	
Other Contract Services (i.e. accounting, HR, management)	50,000.00		50,000.00	100,000.00	100,000.00	SRO Contracted Service
Office Supplies						
OVERALL EDUCATION PROGRAM TOTAL	153,297.00		163,847.00	228,454.00	233,487.00	
2b: ELEMENTARY PROGRAM	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum						
Elementary Instructional Supplies & Consumables						
Elementary Special Education Curricular Materials						
Elementary Contract Services (provide assumptions)						
ELEMENTARY PROGRAM TOTAL	-		-	-	-	
2c: SECONDARY PROGRAM	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum	22,500.00		25,000.00	25,000.00	25,000.00	
Secondary Instructional Supplies & Consumables	47,500.00		50,000.00	50,000.00	50,000.00	
Secondary Special Education Curricular Materials						
Secondary Contract Services (provide assumptions)						Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	70,000.00		75,000.00	75,000.00	75,000.00	
EDUCATIONAL PROGRAM TOTAL	223,297.00		238,847.00	303,454.00	308,487.00	
Additional Notes or Details Regarding Educational Program Expenditures:						

Section 3: Technology						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						
Contracted Services	10,339.00		11,765.00	14,302.00	16,836.00	Include details.
Technology Software & Licenses	15,000.00		15,000.00	17,500.00	20,000.00	
Computers for Staff Use						
Computers for Student Use	64,783.00		66,959.00	62,000.00	60,000.00	
Other Technology Hardware (i.e. document cameras, projectors, etc.)	10,000.00		10,000.00	14,000.00	17,000.00	
TECHNOLOGY TOTAL	100,122.00		103,724.00	107,802.00	113,836.00	
Additional Notes or Details Regarding Technology Expenditures:						
Section 4: Non-Facilities Capital Outlay						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)						
CTE Equipment	39,545.00		45,000.00	51,000.00	58,000.00	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	30,000.00		30,000.00	30,000.00	30,000.00	
CAPITAL OUTLAY TOTAL	69,545.00		75,000.00	81,000.00	88,000.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:						

Section 5: Board of Directors						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training		6,000.00	6,000.00	6,500.00	6,500.00	
Legal		2,500.00	2,500.00	3,000.00	4,000.00	
Insurance (property, liability, E & O, etc.)		34,500.00	34,500.00	37,500.00	37,500.00	
Audit		6,600.00	6,600.00	7,000.00	7,500.00	
BOARD OF DIRECTORS TOTALS		49,600.00	49,600.00	54,000.00	55,500.00	
Additional Notes or Details Regarding Board of Directors Expenditures:						
Section 6: Facilities Details (consistent with facilities template)						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease		617,000.00	617,000.00	885,000.00	949,000.00	
Construction / Remodeling (if applicable)						
Repairs and Maintenance		30,000.00	30,000.00	35,000.00	40,000.00	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)		12,000.00	12,000.00	20,000.00	20,000.00	
Utilities (i.e. gas, electric, water, etc.)		72,000.00	72,000.00	74,160.00	76,385.00	
Phone						
Other Facilities Related Costs (specify)						
FACILITIES TOTAL		731,000.00	731,000.00	1,014,160.00	1,085,385.00	
Additional Notes or Details Regarding Facilities Expenditures:						

Section 7: Transportation						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Fuel Costs		\$26,000.00	\$26,000.00	\$27,000.00	\$28,000.00	
Special Transportation (i.e. SPED, field trips, etc.)						
Other Transportation Costs (specify)		\$23,502.00	\$23,502.00	\$23,500.00	\$23,500.00	Bus Payments / Insurance
TRANSPORTATION TOTAL		\$49,502.00	\$49,502.00	\$50,500.00	\$51,500.00	
Additional Notes or Details Regarding Transportation Expenditures: Bus Drivers are included above in Salary / Benefit Costs under "Other" Classified positions.						
Section 8: Nutrition Program						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs		75,000.00	75,000.00	75,000.00	75,000.00	
Non-Food Costs		20,000.00	20,000.00	30,000.00	30,000.00	
NUTRITION TOTAL		95,000.00	95,000.00	105,000.00	105,000.00	
Additional Notes or Details Regarding Other Expenditures: 2 Child Nutrition Staff are included above in the "Other" Classified positions. The staffing costs would equate to an additional \$70,000 in Nutrition Program costs and therefore the total Nutrition Program would run a loss of approximately \$60,000.						
Section 9: Other Expenditures						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Testing / Assessment		10,000.00	10,000.00	10,000.00	10,000.00	
Advertising & Other Misc Expenses		4,500.00	4,500.00	4,500.00	4,500.00	
OTHER TOTAL		14,500.00	14,500.00	14,500.00	14,500.00	
Additional Notes or Details Regarding Other Expenditures:						

Appendix A4: Cash Flow Projections

Attachment A4: A4 - Cash Flow

1/6/2021

ELEVATE ACADEMY NAMPA
Page 15 of 15

Cash Flow Operational Year 1														
	Year 1													
	Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	330													
Revenue														
Donations and Contributions	0													\$0.00
Loans	0													\$0.00
Grants	0													\$0.00
Federal Programs/Child Nutrition	236,900				\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$23,690.00	\$236,900.00
Entitlement	770,998	\$192,749.50	\$192,749.50			\$154,199.60			\$154,199.60			\$77,099.80		\$770,998.00
Salary and Benefit Apportionment	1,996,900	\$499,225.00	\$499,225.00			\$399,380.00			\$399,380.00			\$199,690.00		\$1,996,900.00
Transportation Allowance	87,000	\$21,750.00	\$21,750.00			\$17,400.00			\$17,400.00			\$8,700.00		\$87,000.00
Special Distributions	341,768									\$85,442.00	\$85,442.00	\$85,442.00	\$85,442.00	\$341,768.00
Total Revenue	\$3,433,566.00	\$713,724.50	\$713,724.50	\$23,690.00	\$23,690.00	\$594,669.60	\$23,690.00	\$23,690.00	\$594,669.60	\$109,132.00	\$109,132.00	\$394,621.80	\$109,132.00	\$3,433,566.00
Expenditures														
Salaries and Benefits (1)	2,073,998.00	\$20,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$172,833.00	\$1,921,996.00
Education Program	238,847.00		\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$238,847.00
Technology Totals (2)	103,724.00		\$81,959.00	\$2,176.00	\$2,176.00	\$2,176.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,175.00	\$103,724.00
Capital Outlay Totals (2)	75,000.00		\$59,000.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$75,000.00
Board of Directors	49,600.00		\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,510.00	\$49,600.00
Facilities	731,000.00	\$9,500.00	\$318,000.00	\$9,500.00	\$9,500.00	\$132,900.00	\$9,500.00	\$9,500.00	\$132,900.00	\$9,500.00	\$9,500.00	\$71,200.00	\$9,500.00	\$731,000.00
Transportation	\$49,502.00		\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,502.00	\$49,502.00
Nutrition	95,000.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,917.00	\$7,913.00	\$95,000.00
Other	14,500.00		\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,320.00	\$14,500.00
Total Expenditures	\$3,431,171.00	\$38,250.00	\$671,749.00	\$226,066.00	\$226,066.00	\$349,466.00	\$226,067.00	\$226,067.00	\$349,467.00	\$226,067.00	\$226,067.00	\$287,767.00	\$226,070.00	\$3,279,169.00
Cash Flow														
Operational Cash Flow		\$675,474.50	\$41,975.50	(\$202,376.00)	(\$202,376.00)	\$245,203.60	(\$202,377.00)	(\$202,377.00)	\$245,202.60	(\$116,935.00)	(\$116,935.00)	\$106,854.80	(\$116,938.00)	\$154,397.00
Cash on Hand	\$0.00		\$675,474.50	\$717,450.00	\$515,074.00	\$312,698.00	\$557,901.60	\$355,524.60	\$153,147.60	\$398,350.20	\$281,415.20	\$164,480.20	\$271,335.00	
Cash End of Period		\$675,474.50	\$717,450.00	\$515,074.00	\$312,698.00	\$557,901.60	\$355,524.60	\$153,147.60	\$398,350.20	\$281,415.20	\$164,480.20	\$271,335.00	\$154,397.00	\$154,397.00

(1) \$152,002 of Salaries/Benefits will be accrued in June and paid in July. (staff contracts are August thru July)

(2) Technology and Capital Outlay has been front loaded to August so staff/student computers, equipment and furniture will be available at the beginning of the school year

Appendix A5: Facility Options

Attachment A5: Facility Options

Submitted: 11/19/2020

[Elevate Academy]

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
PETITION FACILITY OPTIONS TEMPLATE
♦ ♦ ♦ ♦ ♦

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

UPDATED 7/25/18

New Charter Petition Facility Option 1						
Location Address	2205 3 rd St. North Nampa, ID 83687					
Facility Information	Anticipate Move-In Date	7/27/2022	Facility Type	New Construction	Facility Status	Likely (board preferred site, actively pursuing)
Budget Location	Please indicate if this option is reflected as an expenditure in the budget template. Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.					Break Even -Year 3 Budget
Vendor / <u>Developer</u> / Contractor Information (if applicable)	Company Name:	Building Hope National Headquarters				
	Physical Address of Home Office:	910 17th Street NW / Suite 1100 Washington, DC 20006				
	Website Address:	https://buildinghope.org/				
	Company Contact:	Dru Damico				
	Company Contact Phone Number:	1 (801)949-1456				

Additional Information - Facility Option 1
<ul style="list-style-type: none"> Property is under contract using Jon Stevens of TOK real-estate and we have entered the due diligence period. See below for predevelopment agreement with Building Hope. Paradigm of Idaho has been secured as owners' representative for project and is working collaboratively with Building Hope through the due diligence process. Erstad Architects has been engaged in the due diligence process and site planning(see initial site plan below.

Facility Option 1 - Details		
Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.		
Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Estimated Project Acquisition Cost	\$980,000	Building Hope
Studies, Surveys, Tests	\$10,000	Building Hope
Legal	\$80,000	Building Hope
Financing Costs with Construction Period Interest	\$350,000	Building Hope
Architecture and Engineering	\$455,000	Building Hope
Local Permits and Fees	\$150,000	Building Hope
Construction Costs	\$8,000,000	Building Hope
Owner Contingency	\$400,000	Building Hope
Total One-Time Costs	\$10,425,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	25 Years	
Interest rate	6% or lower	
Rate escalator (if applicable, please describe)	None	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 5	School can purchase at anytime
Capitalization rate at purchase (if applicable)	NA	Outstanding Principal Balance of Loan
Other		
Elevate intends to enter into a lease agreement with a Special Purpose Entity, 100% controlled by Building Hope, Idaho LLC a non-profit charter school developer. The rent is structured so that the school pays an annual rental rate equivalent to 100% of the global debt service (P&I). In past transactions, the proposed structure has an average rental rate around 6% when you include the principal payments into the debt amortization schedule to calculate rent. Past transactions have yielded a straight interest rate for 100% of the financing of approximately 3.5% to 4%. The School can purchase the property from Building Hope at any time. The buyout price is the outstanding loan principal balance. All benefit goes to the School.		

PRE-DEVELOPMENT SERVICES AND REIMBURSEMENT AGREEMENT

THIS PRE-DEVELOPMENT SERVICES AND REIMBURSEMENT AGREEMENT (the "**Agreement**") is made this 18th day of December 2020, by and between **BUILDING HOPE PREDEVELOPMENT LLC**, a District of Columbia non-profit corporation, together with its successors and assigns (collectively, "**Developer**") and Elevate Academy, Inc. a Idaho non-profit corporation and open enrollment public charter school ("**School**").

Recitals

(a) The parties acknowledge that School has identified a suitable location for potential acquisition, design, inspection, financing, and/or construction, on behalf of the School, including, but not limited to, the parcel located 2205 3rd Street, Nampa, Idaho 83687 (the "**Potential Location**" or the "**Property**")

(b) The Developer will negotiate and enter into a purchase and sale agreement (the "**PSA**") to acquire the Property and any improvements thereon, either directly or through one of its subsidiaries or assignees, to be used as a public charter school by the School.

(c) The Developer will improve the Property to meet the specifications of the School pursuant to the terms and conditions of a Lease Agreement (the "**Lease**") to be entered into by and between the Developer and the School.

(d) For the purpose of this Agreement, (a), (b) and (c) above are collectively referred to as the "**Project**."

(e) The Developer is undertaking the Project on behalf of the School and for the School's benefit and will be incurring Expenses (as defined in 3 below) in doing so, which the School agrees to reimburse, as specified below.

Agreements

NOW THEREFORE, in consideration of the forgoing, of the mutual promises set forth herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Developer and School hereby agree as follows:

1. **Recitals Incorporated.** The above Recitals are hereby incorporated into this Agreement as if fully set forth herein.
2. **Pre-Development Services.** School hereby authorizes Developer to undertake and perform pre-development services relating to the Project, which pre-development services may include: (i) negotiating and drafting of the Letter of Intent, the PSA, the Lease and any other documents and/or applications deemed necessary for the Project or the financing thereof (collectively, the "**Transaction Documents**"), (ii) the ordering and review of title reports and commitments, appraisals, surveys, engineering, inspections, planning,

architectural and environmental studies and tests relating to the Project, development of a budget for the Project (with such budget to be approved by School in writing, however the costs already incurred, as detailed on the attached Exhibit A, are hereby approved by School), (iv) any non-refundable deposits under the PSA, (v) the engagement of architects and engineers as appropriate, the hiring of legal counsel to draft and negotiate the Transaction Documents,) subject to the prior written approval of School, which shall not be unreasonably withheld, conditioned or delayed, the hiring of a general contractor for the Project and obtaining all requisite governmental approvals and permits for the Project, and (viii) any other pre-development services requested by School in writing (collectively, the "Pre-Development Services").

3. **Payment of Costs and Expenses; Delivery of Documents.** In the event that (i) the School cannot enter into the Lease for any reason, (ii) the Property is not affordable or cost effective for the School's and Developer's use or that the School's credit cannot support financing for the Property, or (iii) or Termination of this Agreement (with such event hereinafter referred to as a "Triggering Event"), School agrees to reimburse Developer for all third-party costs and expenses incurred and paid for by Developer for all Pre-Development Services (the "Expenses") from the date this Agreement is fully executed (the "Execution Date") until this Agreement is terminated. All Expenses incurred by Developer shall be related to the pre-development site due diligence required to determine the Property's feasibility, the Project, any non-refundable deposits under the PSA, and drafting of the Lease. If the Lease is executed, the Expenses shall be paid in accordance with the terms of the Lease. After a Triggering Event, Developer shall deliver to School a detailed invoice of all Expenses incurred from the Execution Date together with invoices from vendors, proof of payment by Developer of said invoices, and other documentation reasonably requested by School to verify that the Expenses have been incurred and paid. In the event the Expenses are not paid by School within sixty (60) days of delivery to School of such invoices and documentation, Developer shall have available against School all rights and remedies afforded at law and in equity. As a condition precedent to the payment of any Expenses by School, Developer must deliver to School all materials and documentation associated in any manner with the Predevelopment Services and Expenses.
4. **Confidentiality.** To the extent permitted by Idaho law, Developer and School agree to keep confidential any terms or conditions agreed to in in this Agreement or any other matters which are confidential in nature and not public knowledge and which arise in the course of the Project, unless both parties agree in writing to release such information, provided, however that the parties shall be permitted to share the terms, documents and provisions of any agreements or other material with its accountants, lawyers, advisors, employees and board members, who shall be so instructed of the confidential nature of the material and agreements and requested to keep it confidential. Additionally, School may share any agreements or other material with state, federal or local governmental or regulatory authorities or as required by law, statute, regulation or court order. This Section 4 shall survive termination of this Agreement.
5. **Negotiating the Lease.** The parties agree to proceed in good faith to negotiate and enter into the Lease with Developer or one of its affiliates.


6. **Exclusivity.** School and Developer represent that they are not currently engaged in discussions or negotiations with any other party to acquire, develop or lease the Property or in connection with the transactions contemplated by the Project. School further represents that it owes no brokerage fees to any party in connection with the purchase of the Property or School's leasing of the Property.
7. **Termination; Expiration.** Except for Sections 3, 4, 6, and 10 hereof, which Sections shall not terminate but survive termination of this Agreement, this Agreement shall terminate on the earlier to occur of (a) the effective date of the Lease, (b) if the Lease is not executed, the date on which all of the Expenses have been paid in full by School, or (c) upon written notice of termination by either party ("Termination").
8. **Governing Law.** This Agreement shall be governed by, construed and enforced in accordance with all federal, state and local laws pertaining to the State of Idaho.
9. **Counterparts.** This Agreement may be executed in any number of counterparts all of which together shall constitute a single instrument. Electronically or facsimile transmitted documents and signatures shall operate as original.
10. **School Obligation.** This Agreement and any obligations, monetary or otherwise, are solely the responsibility of School and do not extend to any of School's board members, employees, agents or parents of students.
11. **Successors and Assigns.** Whenever in this Agreement any of the parties hereto is referred to, such reference shall be deemed to include the successors and assigns of such party; and all covenants, promises and agreements by or on behalf of School, which are contained in this Agreement shall inure to the benefit of Developer and the permitted successors and assigns of Developer, but this Agreement may not be assigned by Developer without the prior written consent of School. All covenants, promises and agreements by or on behalf of Developer which are contained in this Agreement shall inure to the benefit of the permitted successors and assigns of School, but this Agreement may not be assigned by School without the prior written consent of Developer.

[Signatures on the Next Page]

IN WITNESS WHEREOF, Developer and School have executed this Agreement by their duly authorized officers, as of the date and year first above written.


SCHOOL:

Elevate Academy, Inc. a Idaho non-profit corporation and open enrollment public charter school


Name: Monica White
Title: CEO

DEVELOPER:

Building Hope Predevelopment LLC, by Building Hope Real Estate, its sole member


Name: Dru Damico
Title: President, Real Estate Development

1/5/2021

2205 N 3rd Street Nampa ID 83687 [Home for sale at \$1,249,900] Windermere All Star Realty

2205 N 3rd Street Nampa, ID 83687

\$1,249,900

7.51 lot

Est payment \$6709.73/mo

Property & Neighborhood Info

Vacant Land in Nampa

Three separate parcels WILL ONLY BE SOLD TOGETHER. All 3 combined total appx 7.51 acres. Sold as is. Highest and best use would be a rezone to be more congruous with other multi-family units in the area. As such may have LITHC advantages. Access from both 3rd Street N. and from S. Sugar

Courtesy Of A.V. West

7.51 Lot

Main Features

Listing Status: Contract Pending

School District: Endeavor Nampa

School District2: East Valley Mid

School District3: Columbia High

School District: Nampa School District
#131

County: Canyon

Taxes: \$3,597.78

Tax Year: 2019

MLS Number: 98773162

Neighborhood info courtesy of Homes.com ©
2021

1/5/2021

2205 N 3rd St, Nampa, ID 83687 | MLS# 98773162 | Redfin

← Search



2205 N 3rd St
Nampa, ID 83687

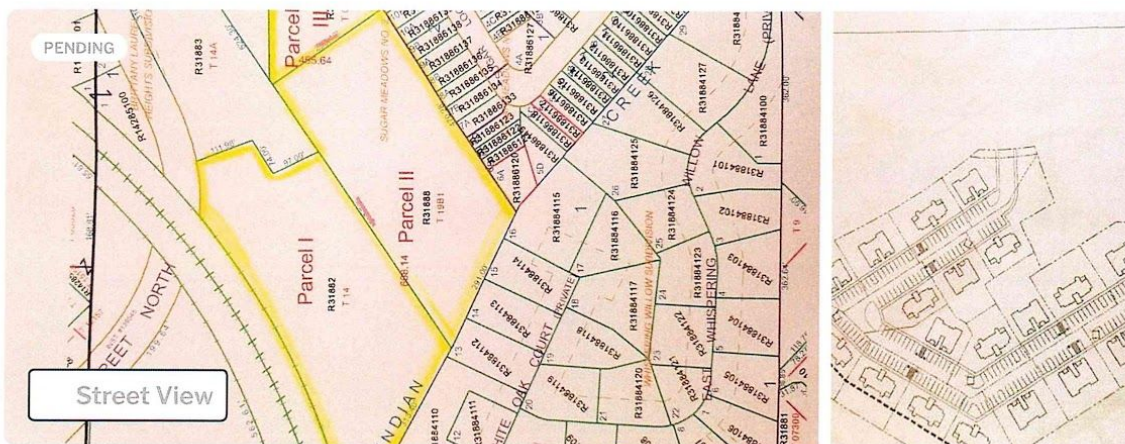
\$1,249,900

Listed at Price

—
Beds

—
Baths

Redfin Estimate: \$1,118,090 On Redfin: 180 days
Status: Pending



Three separate parcels **WILL ONLY BE SOLD TOGETHER**. All 3 combined total appx 7.51 acres.
Sold as is. Highest and best use would be a rezone to be more congruous with other multi-family units in the area. As such may have LITHC advantages. Access from both 3rd Street N. and from S. Sugar

Listed by Mari Churchill • A.V. West

Redfin last checked: 2 minutes ago | Last updated Nov 25, 2020 • Source: IMLS

Price Insights

Est. Mo. Payment \$4,742

Redfin Estimate \$1,118,090

Home Facts

<https://www.redfin.com/ID/Nampa/2205-3rd-St-N-83687/home/116683583>

1/21

1/5/2021

2205 N 3rd St, Nampa, ID 83687 | MLS# 98773162 | Redfin

Status

Pending

Time on Redfin

180 days

Property Type

Other

Community

Nampa NE (87) - 1250

Lot Size

7.51 Acres

MLS#

98773162



— min • Add a Commute

Advertisement

Hide this ad

Payment Calculator

\$4,742 per month

[Find a Lender](#)

● Principal and Interest

\$4,08

<https://www.redfin.com/ID/Nampa/2205-3rd-St-N-83687/home/116683583>

2/21





Attachment A5: Facility Options Submitted: 5/14/2018 Revised 1/5/2021 [Elevate Academy Nampa]

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New Charter Petition Facility Option 2			
Location Address	16719 Idaho Center Blvd Nampa 83687		
Facility Information	Anticipate Move-In Date	Facility Type	itus
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)		
Vendor / Developer / Contractor Information (if applicable)	Company Name:	Building Hope	
	Physical Address of Home Office:	National Headquarters 910 17th Street NW Suite 1100 Washington, DC 20006	
	Website Address:	https://buildinghope.org/	
	Company Contact:	Dru Damico	
	Company Contact Phone Number:	1 (801)949-1456	

Additional Information - Facility Option 2
Budgets for land acquisition and construction remain consistent with option number one. If due diligence does not work out on our first choice see options below that we are actively pursuing as a second option. The same team as in option one is in place for option two including TOK, Building Hope and Paradigm of Idaho.

Facility Option 2 - Details		
Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.		
Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Estimated Project Acquisition Cost	\$980,000	Building Hope
Studies, Surveys, Tests	\$10,000	Building Hope
Legal	\$80,000	Building Hope
Financing Costs with Construction Period Interest	\$350,000	Building Hope
Architecture and Engineering	\$455,000	Building Hope
Local Permits and Fees	\$150,000	Building Hope
Construction Costs	\$8,000,000	Building Hope
Owner Contingency	\$400,000	Building Hope
Total One-Time Costs	\$10,425,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	25 Years	
Interest rate	6% or lower	
Rate escalator (if applicable, please describe)	None	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 5	School can purchase at anytime
Capitalization rate at purchase (if applicable)	NA	Outstanding Principal Balance of Loan

Other		
<p>Please include any additional narrative here.</p> <p>Elevate intends to enter into a lease agreement with a Special Purpose Entity, 100% controlled by Building Hope, Idaho LLC a non-profit charter school developer. The rent is structured so that the school pays an annual rental rate equivalent to 100% of the global debt service (P&I). In past transactions, the proposed structure has an average rental rate around 6% when you include the principal payments into the debt amortization schedule to calculate rent. Past transactions have yielded a straight interest rate for 100% of the financing of approximately 3.5% to 4%. The School can purchase the property from Building Hope at any time. The buyout price is the outstanding loan principal balance. All benefit goes to the School.</p>		



COMMERCIAL BUILDING AND VACANT LAND FOR SALE

16719 IDAHO CENTER BLVD

16719, 16743, & TBD N. IDAHO CENTER BLVD | NAMPA, IDAHO 83687

COMMERCIAL



PROPERTY INFORMATION

Submarket:	Idaho Center	Parcel 1:	R3106401000 Building
Property Type:	Mixed Use	Parcel Size:	0.969 Acre
Building Size:	6,529 SF	Parcel 2:	R31064010A0 Fenced Lot
Clear Height:	15.5 ft	Parcel Size:	0.719 Acre
Doors:	3 Overhead	Parcel 3:	R3106401300 Vacant Land
Power:	3 Phase 240	Parcel Size:	5.099 Acres
Parking:	31 Spaces	Zoning:	City of Nampa GB2 Gateway Business

SALE INFORMATION

Parcel 1	6,529 Building, 0.969 Ac Lot	\$1,250,000.00	\$191.45/SF
Parcel 2	0.719 Ac Fenced Lot	\$253,343.00	\$8.09/SF
Parcel 3	5.099 Ac Vacant Land	\$1,796,657.00	\$8.09/SF
Total Asking Price		\$3,330,000.00	

LISTING COMMENTS

Short-term seller leaseback providing income for an investor/developer.

Great location on Idaho Center Blvd with over 300 feet of frontage.

Zoning allows for a myriad of development options - Residential, Retail, Light Industrial, Office.

Near the Idaho Ford Center, Nampa Auto Mall, and CWI Nampa Campus.

Minutes away from Interstate 84 Exit 38.

Parcels may be purchased separately.

CONTACT

Sam McCaskill	208.947.0804	sam@tokcommercial.com
Michael Ballantyne, SIOR, CCIM	208.947.0831	mjb@tokcommercial.com

August 24, 2020
This information was obtained from sources believed reliable but cannot be guaranteed. Any opinions or estimates are used for example only.

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COMMERCIAL BUILDING AND VACANT LAND FOR SALE
16719 IDAHO CENTER BLVD
 16719, 16743, & TBD N. IDAHO CENTER BLVD | NAMPA, IDAHO 83687



August 24, 2020

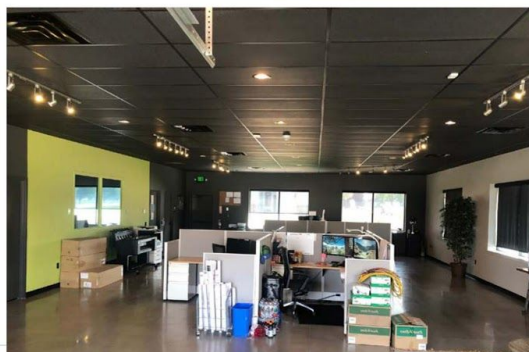
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Appendix B: Articles of Incorporation and Bylaws

	 0004038373	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>STATE OF IDAHO <i>Office of the secretary of state, Lawrence Denney</i> CERTIFICATE OF ORGANIZATION LIMITED LIABILITY COMPANY Idaho Secretary of State PO Box 83720 Boise, ID 83720-0080 (208) 334-2301 Filing Fee: \$100.00</p> </div> <div style="width: 50%; border: 1px solid black; padding: 5px; text-align: center;"> <p><i>For Office Use Only</i></p> <p>-FILED-</p> <p>File #: 0004038373 Date Filed: 10/20/2020 2:35:22 PM</p> </div> </div>				
Certificate of Organization Limited Liability Company Select one: Standard, Expedited or Same Day Service (see descriptions below) <div style="float: right;">Standard (filing fee \$100)</div>						
1. Limited Liability Company Name Type of Limited Liability Company: Limited Liability Company Entity name: Elevate Academy Nampa LLC.						
2. The complete street address of the principal office is: Principal Office Address: 114 W. CHICAGO ST. CALDWELL, ID 83605						
3. The mailing address of the principal office is: Mailing Address: 114 W CHICAGO ST CALDWELL, ID 83605-3202						
4. Registered Agent Name and Address Registered Agent: DARREN URANGA Registered Agent Physical Address: 23802 GARRETT RANCH WAY WILDER, ID 83676 Mailing Address: <input checked="" type="checkbox"/> I affirm that the registered agent appointed has consented to serve as registered agent for this entity.						
5. Governors <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%;">Name</th> <th style="width: 50%;">Address</th> </tr> </thead> <tbody> <tr> <td>Elevate Academy, INC.</td> <td>114 W. CHICAGO ST. CALDWELL, ID 83605</td> </tr> </tbody> </table>			Name	Address	Elevate Academy, INC.	114 W. CHICAGO ST. CALDWELL, ID 83605
Name	Address					
Elevate Academy, INC.	114 W. CHICAGO ST. CALDWELL, ID 83605					
Signature of Organizer: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <i>Monica White</i> Sign Here </div> <div> <i>10/20/2020</i> Date </div> </div>						

B0545-8986 10/20/2020 2:41 PM Received by ID Secretary of State Lawrence Denney

OPERATING AGREEMENT
OF
Elevate Academy Nampa LLC

Effective as of October 20, 2020

**OPERATING AGREEMENT
OF
ELEVATE ACADEMY NAMPA LLC**
A Sole Member Limited Liability Company

THIS OPERATING AGREEMENT (this “Agreement”), made and entered into effective as of October 20, 2020 (the “Effective Date”), by Elevate Academy, Inc., an Idaho nonprofit corporation (the “Sole Member”), located at 114 W Chicago Street, Caldwell, Idaho 83605. Capitalized terms used herein are defined in 0.

**ARTICLE I
FORMATION OF THE COMPANY**

Section I.1 Organization. The Company was formed upon the filing of the Certificate with the Idaho Secretary of State on October 20, 2020. All actions taken by the Person who executed and filed the Certificate are hereby adopted and ratified, such Person being an “authorized person” under the Act.

Section I.2 Company Name. The business of the Company shall be conducted under the name “Elevate Academy Nampa, LLC” or such other name as the Sole Member shall hereafter designate.

Section 1.3 Sole Member. The Sole Member of the Company shall be Elevate Academy, Inc., located at 114 W. Chicago St. Caldwell, ID 83605.

Section I.3 Filing of Certificate and Amendments. The Sole Member is hereby authorized to appoint an officer or other representative of the Company to execute, deliver, file and record all such certificates and documents, including amendments to, or restatements of, the Certificate, and to do such other acts as may be appropriate to comply with all requirements for the formation, continuation and operation of a limited liability company, the ownership of property, and the conduct of business under the laws of the State of Idaho and any other jurisdiction in which the Company may own property or conduct business.

Section I.4 Term of Company. The Company’s term commenced on the date the Certificate was filed with the Idaho Secretary of State and is perpetual. The Company may be terminated in accordance with the terms and provisions hereof, and will continue unless and until dissolved as provided in Article VIII. The existence of the Company as a separate legal entity will continue until the cancellation of the Certificate as provided in the Act.

Section I.5 Registered Agent and Office. The Company’s initial registered agent and office in the State of Idaho is Darren Uranga, 114 W. Chicago St. Caldwell, ID 83605. The Sole Member may designate another registered agent and/or registered office from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws.

Section I.6 Principal Place of Business. The Company’s principal place of business shall be at 114 W. Chicago St. Caldwell, ID 83605 or such other place within or outside of the State of Idaho as determined by the Sole Member. The location of the Company’s principal place of business may be changed by the Sole Member from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws. The Company may have other offices as the Sole Member may from time to time deem necessary or advisable.

Section I.7 Qualification in Other Jurisdictions. Any authorized person of the Company may execute, deliver and file any certificates (and any amendments and/or restatements thereof) necessary for the Company to qualify to do business in any jurisdiction in which the Company may wish to conduct business.

Section I.8 Fiscal Year; Taxable Year. The fiscal year of the Company for financial accounting and income tax purposes will end June 30 unless otherwise required by law.

Section I.9 Covenants Regarding Organization. The Sole Member shall take such steps as are necessary to (a) maintain the Company's status as a limited liability company formed under the laws of the State of Idaho and its qualification to conduct business in any jurisdiction where the Company does business and is required to be qualified, and (b) ensure that the Company shall continue to be treated as a disregarded entity for federal, state and local income tax purposes.

ARTICLE II PURPOSE AND POWERS OF THE COMPANY

Section II.1 Purpose. The Company is organized exclusively for charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or within corresponding provisions of any subsequent federal tax laws, including the operation of a public charter school under the laws of the State of Idaho.

Section II.2 The broadest discretion is vested in and conferred upon the Sole Member for the accomplishment of these purposes.

Section II.3 Powers of the Company. The Company will have the power and authority to take any and all actions that are necessary, appropriate, advisable, convenient or incidental to or for the furtherance of the purposes set forth in Section 2.1.

Section II.4 Failure to Observe Formalities. A failure to observe any formalities or requirements of this Agreement, the Certificate, or the Act shall not be grounds for imposing personal liability on the Sole Member for liabilities of the Company.

ARTICLE III SOLE MEMBER

Section III.1 Powers and Limitations on the Rights of the Sole Member.

(a) The Sole Member is authorized on the Company's behalf to make all decisions in accordance with this agreement as to (a) the sale, development lease or other disposition of the Company's assets; (b) the purchase or other acquisition of other assets of all kinds; (c) the management of all or any part of the Company's assets; (d) the borrowing of money and the granting of security interests in the Company's assets; (e) the pre-payment, refinancing or extension of any loan affecting the Company's assets; (f) the compromise or release of any of the Company's claims or debts; and, (g) the employment of persons, firms or corporations for the operation and management of the company's business.

(b) In the exercise of its management powers, the Member is authorized to execute and deliver (a) all contracts, conveyances, assignments leases, sub-leases, franchise agreements, licensing agreements, management contracts and maintenance contracts covering or affecting the Company's assets; (b) all checks, drafts and other orders for the payment of the Company's funds; (c) all promissory

notes, loans, security agreements and other similar documents; and, (d) all other instruments of any other kind relating to the Company's affairs, whether like or unlike the foregoing.

(c) The Sole Member shall have the right to take any action with respect to the Company necessary, in its sole discretion, to protect the Sole Member's status as an exempt entity under section 501(c)(3) of the Code.

Section III.2 Limited Liability of the Sole Member. Notwithstanding anything to the contrary in this Agreement, the debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Company and the Sole Member will not be obligated personally for any such debt, obligation or liability solely by reason of being a Member of the Company.

Section III.3 Competing Activities. The Sole Member may engage or invest in, independently or with others, any business activity of any type or description, including without limitation those that might be the same as or similar to the Company's business and that might be in direct or indirect competition with the Company. The Company shall not have any right in or to such other ventures or activities or to the income or proceeds derived therefrom. The Sole Member shall not be obligated to present any investment opportunity or prospective economic advantage to the Company, even if the opportunity is of the character that, if presented to the Company, could be taken by the Company. The Sole Member shall have the right to hold any investment opportunity or prospective economic advantage for its own account or to recommend such opportunity to Persons other than the Company.

Section III.4 Compensation of the Sole Member. The Sole Member may not be compensated for performing services to the Company, but shall be entitled to reimbursement of reasonable expenses incurred on behalf of the Company in connection with the performance of such services.

ARTICLE IV MANAGEMENT

Section IV.1 Management of the Company by Sole Member. The business, property and affairs of the Company shall be managed and all powers of the Company shall be exercised by or under the direction of the Sole Member. The Member is in control, management, direction and operation of the Company's affairs and shall have powers to bind the Company with any legally binding agreement, including setting up and operating a Company bank account.

Section IV.2 Meetings of Sole Member. Meetings of the Sole Member shall be called, noticed and held pursuant to the Bylaws of the Sole Member. All meetings related to the Company shall comply with Idaho Open Meeting laws.

Section IV.3 Transactions between the Company and the Board. Notwithstanding that it may constitute a conflict of interest, the Board may, and may cause their affiliates to, engage in any transaction (including, without limitation, the purchase, sale, lease, or exchange of any property or the rendering of any service, or the establishment of any salary, other compensation, or other terms of employment) with the Company so long as (i) such transaction is not expressly prohibited by this Agreement, (ii) the terms and conditions of such transaction, on an overall basis, are fair and reasonable to the Company and are at least as favorable to the Company as those that are generally available from Persons capable of similarly performing them and in similar transactions between parties operating at arm's length, and (iii) such transaction has been consented to in writing by the Sole Member. These agreements include, but are not limited to, professional services agreements with other schools affiliated with the Sole Member.

Section IV.4 Reliance Upon Advisors. The Board and/or officers may consult with legal counsel chosen by them and any act or omission suffered or taken by them on behalf of the Company or in furtherance of the interests of the Company in good faith in reliance upon and in accordance with the advice of such counsel shall be full justification for any such act or omission and the Board and/or officers shall be fully protected in so acting or omitting to act, provided such counsel was chosen with reasonable care.

Section IV.5 Bank Accounts. The funds of the Company shall be deposited in such bank account or accounts, or invested in such interest-bearing or non-interest bearing investments, as shall be designated by the Sole Member. Company funds shall be separately identifiable from and not commingled with those of any other Person.

ARTICLE V BOOKS AND RECORDS

Section V.1 Books, Records and Financial Statements. At all times during the continuance of the Company, the Company will maintain, at its principal place of business, separate books of account in which complete entries will be made that will show a true and accurate record of all costs and expenses incurred, all charges made, all credits made and received and all U.S. income derived in connection with the operation of the Company's business and reflecting all financial transactions of the Company in accordance with this Agreement. The books shall be kept in accordance with Idaho law. Such books of account, together with a copy of this Agreement and the Certificate, will at all times be maintained at the principal place of business of the Company and will be open to inspection and examination at reasonable times, within ten (10) business days following receipt by the Company of a request by the Sole Member, or its duly authorized representatives, for any purpose.

The Company will furnish to the Sole Member within ninety (90) days after the end of each fiscal year of the Company, an unaudited report of the activities of the Company for the preceding fiscal year, including a copy of a balance sheet of the Company as of the end of such year and a statement of income or loss for such year.

Section V.2 Corporate Existence. The Company will maintain its respective legal existence.

ARTICLE VI LIABILITY AND INDEMNIFICATION

Section VI.1 Liability. Except as otherwise provided by the Act, the debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Company, and the Sole Member will not be obligated personally for any such debt, obligation or liability of the Company solely by reason of being the Sole Member.

Section VI.2 Standard of Care; Fiduciary Duties.

(a) Each Member or officer or employee of the Company (i) is to perform his, her or its duties in good faith on behalf of the Company, in a manner that he, she or it reasonably believes to be within the scope of authority conferred upon such Member, officer or employee, in a manner that such Member, officer or employee reasonably believes to be in the best interests of the Company, and with such care as an ordinarily prudent person in a like position would use under similar circumstances, and, (ii) except to the extent expressly modified by this Agreement, shall have the same fiduciary duties to the Company as a director or officer, as the case may be, of an Idaho corporation would have to such corporation and its

shareholders under the Idaho Uniform Business Organizations Code (Idaho Code, Title 30, Chapter 21), as the same may be amended from time to time.

(b) Each Member or officer or employee of the Company, in the performance of his, her or its duties, is entitled to rely in good faith on information, opinions, reports or other statements, including financial statements, books of account and other financial data, if prepared or presented by: (i) one or more other Members, officers or employees of the Company if the Person relying on the statements reasonably believes that the Person preparing or presenting the material is reliable and competent in that matter; or (ii) legal counsel, public accountants or other Persons as to matters that the Person relying on the statements reasonably believes are within the Person's professional or expert competence.

Section VI.3 Indemnification. To the fullest extent permitted by applicable law, a Member, officer or employee will be entitled to indemnification from the Company for any loss, damage or claim incurred by such Member, officer or employee by reason of any act or omission performed or omitted by such Member, officer or employee in good faith on behalf of the Company and in a manner believed to be within the scope of authority conferred on such Member, officer or employee by this Agreement, except that no Member, officer or employee will be entitled to be indemnified in respect of any loss, damage or claim which is found by a court of competent jurisdiction, not subject to further appeal, to have been incurred by such Member, officer or employee by reason of such Member, officer or employee's gross negligence, willful misconduct or willful breach of this Agreement with respect to such acts or omissions; provided, that any indemnity under this Section will be provided out of and to the extent of Company assets only, and no Member, officer or employee will have any personal liability on account thereof.

Section 6.4 Exculpation. Any act or omission of the Member, the effect of which may cause or result in loss or damage to the Company or the Member, if done in good faith to promote the best interests of the Company, shall not subject the Member to any liability to the Member.

Section 6.5 Indemnification Severability. To the fullest extent permitted by applicable law, if any portion of this Article is invalidated on any ground by any court of competent jurisdiction, then the Company will nevertheless indemnify each Member, officer or employee as to costs, charges and expenses (including reasonable attorneys' fees), judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal, administrative or investigative, including an action by or in the right of the Company, to the fullest extent permitted by any applicable portion of this Article VI that has not been invalidated.

ARTICLE VII TRANSFERS OF INTERESTS

Section VII.1 Assignment, Sale or Transfer of Interest. The Sole Member may not voluntarily assign, sell or transfer its Interest in the Company, without the express written consent of the charter school authorizer or other person that has a right to consent.

ARTICLE VIII DISSOLUTION, LIQUIDATION AND TERMINATION

Section VIII.1 Dissolving Events. The Company will be dissolved and its affairs wound up in the manner hereinafter provided upon the happening of any of the following events:

(a) The Sole Member elects to dissolve the Company;

- (b) The sale or liquidation of all, or substantially all, of the Company's assets;
- (c) The bankruptcy of the Company; or
- (d) The occurrence of any event which, under applicable law, would cause the dissolution of the Company; provided, however, that, unless required by applicable law, the Company will not be wound up as a result of any such event and the business of the Company will continue.

Section VIII.2 Dissolution and Winding-Up. Upon the dissolution of the Company, the assets of the Company will be liquidated or distributed under the direction of, and to the extent determined by, the Sole Member in accordance with the provisions of the Certificate and in accordance with Idaho Code 33-5212 and the Internal Revenue Code as it applies to charitable organizations.

Section VIII.3 Termination. The Company will terminate when the winding up of the Company's affairs has been completed, all of the assets of the Company have been distributed, and the Certificate has been canceled.

Section VIII.4 No Personal Liability/Claims of the Sole Member. The Sole Member shall not be personally liable for any debts, liabilities or obligations of the Company, whether to the Company or to the creditors of the Company; and the members of the Board shall be not personally liable for any debts, liabilities or obligations of the Company, whether to the Company, the Sole Member or to the creditors of the Company.

ARTICLE IX MISCELLANEOUS

Section IX.1 Notices. All notices, requests, demands and other communications (collectively, "Notices") given pursuant to this Agreement shall be in writing, and shall be delivered by personal service, courier, facsimile transmission (which must be confirmed), electronic mail transmission (which must be confirmed) or by United States first class, registered or certified mail, postage prepaid, to the addresses, facsimile numbers and/or electronic mail addresses set forth in the Company's files. All Notices shall be deemed given when received.

Section IX.2 Headings. Captions contained in this Agreement are inserted only as a matter of convenience and in no way define, limit or extend the scope or intent of this Agreement or any provision thereof.

Section IX.3 Interpretation. In the event any claim is made by any Member relating to any conflict, omission or ambiguity in this Agreement, no presumption or burden of proof or persuasion shall be implied by virtue of the fact that this Agreement was prepared by or at the request of a particular Member or its counsel.

Section IX.4 Entire Agreement. Except as herein provided, this Agreement constitutes the entire agreement among the parties relating to the subject matter hereof and supersedes any prior agreement or understanding between them relating to the subject matter hereof. This Agreement may not be modified or amended in any manner other than as set forth herein.

Section IX.5 Counterparts. This Agreement may be executed in any number of counterparts, and by fax or portable document form ("pdf") signatures, each of which will be deemed an original but all of which together will constitute one and the same instrument.

Section IX.6 Attorneys' Fees. In the event of any litigation or arbitration between the parties hereto respecting or arising out of this Agreement, the prevailing party, whether or not such litigation or arbitration proceeds to final judgment or determination, shall be entitled to recover all of the attorneys' fees incurred with respect to such legal efforts, in each and every such action, suit or other proceeding, including any and all appeals or petitions therefrom; provided, however, that in the case of any negotiated settlement of any litigation or arbitration between the parties, there shall be no "prevailing party" for purposes of this Section 9.6. As used herein, the term "attorneys' fees" shall be deemed to mean the reasonable cost of any legal services actually performed in connection with the matters involved.

Section IX.7 Severability. Whenever possible, each provision of this Agreement shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Agreement, or the application of such provision to any Person or circumstances shall be held invalid, the remainder of this Agreement, or the application of such provision to Persons or circumstances other than those to which it is held invalid, shall not be affected hereby.

Section IX.8 Amendments. Neither this Agreement nor the Certificate may be amended (including by way of merger), modified or supplemented except by a written instrument signed by the Sole Member.

Section IX.9 No Third Party Beneficiaries. Except as otherwise provided herein with respect to Member, officer or employees pursuant to Article VI, this Agreement is not intended to confer upon any Person, except for the parties hereto, any rights or remedies hereunder.

Section IX.10 Governing Law. This Agreement and the rights of the parties hereunder shall be governed by and interpreted in accordance with the laws of the State of Idaho. All terms used herein shall have the meaning given them under the Act, as such may be amended from time to time, except as otherwise provided herein.

Section IX.11 Successors and Assigns. Except as herein otherwise provided to the contrary, this Agreement will be binding upon and inure to the benefit of the parties hereto, their successors and permitted assigns.

Section IX.12 Exhibits. All Exhibits attached to this Agreement are incorporated and shall be treated as if set forth herein.

Section IX.13 Legal Representation and Conflicts of Interest. Legal counsel to the Company may also be legal counsel to the Sole Member, or any Affiliate of the Sole Member and the parties hereto expressly waive any conflicts of interest with respect to such representation. Such waiver may be revoked at any time. The Company's revocation will be effective upon the affirmative vote of the Sole Member or the Sole Member.

Section IX.14 Parties in Interest. Except as expressly provided in the Act, nothing in this Agreement shall confer any rights or remedies under or by reason of this Agreement on any Persons other than the Sole Member and their respective successors and assigns nor shall anything in this Agreement relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right of subrogation or action over or against any party to this Agreement.

[Signature pages follow]

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of November 9, 2020.

COMPANY:

Elevate Academy Nampa LLC, a Idaho limited liability company

By:

Name: _____

Title: CEO, ELEVATE ACADEMY INC., the Sole Member

EXHIBIT A-1

**MEMBERS OF THE BOARD OF DIRECTORS OF
ELEVATE ACADEMY INC.**

Date of Exhibit: As of October 7, 2020

Name and Address
Kellie Foreman 21395 Chicago St. Nampa, ID 83607
Brad Ward 2421 Windsor Dr. Caldwell, ID 83605
Erick Bullock 15701 Palomino Ln. Murphy, ID 83650
Amy Rojas 1215 Fillmore St. Caldwell ID 83605
Becki Woodbury 1885 W. Sheep Hill Ct. Meridian, ID 83646
Amia Vicandi Bow 222 N. 12 th Ave Caldwell, ID 83606 (Amia works for Juvenile Probation this is her work address, her home address can not be published.)
Brooke Stevenson 2301 Nordic Ave. Middleton, ID 83644

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ARTICLES OF AMENDMENT (Non-profit)

Title 30, Chapters 21 and 30, Idaho Code

Filing fee: \$30 typed, \$50 not typed

Complete and submit the application in duplicate.

2017 NOV -6 AM 10:46
SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:
Elevate Academy, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each article being amended:

Article 2: The purpose for which the corporation is organized: Elevate Academy, Inc. is organized exclusively for educational purposes, specifically a public charter school, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described under section 501(c)(3) of the Internal Revenue Code, or corresponding of any future federal tax code.

3. The date of adoption of the amendment(s) was: 11/1/2017

4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-30-705, Idaho Code, and was, therefore, adopted by the incorporators, or by the board of directors. (Please fill spaces below)

a. The number of directors entitled to vote was: 2

b. The number of directors that voted for each amendment was: 2

c. The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-30-705, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

a. The number of members entitled to vote was: _____

b. The number of members that voted for each amendment was: _____

c. The number of members that voted against each amendment was: _____

Secretary of State use only

Printed Name: Monica White, Board Director

Signature: _____

Revised 06/2016

BYLAWS OF ELEVATE ACADEMY, INC.

1. Name and offices

1. Name

The name of the corporation shall be Elevate Academy, Inc.

1. Mission and Vision

Vision: Community focused, rigorous, personalized education for all.

Mission: **Engage** students in meaningful education that will contribute to success in their future career, **Ignite** a passion within each student to lead their life in a positive direction, **Inspire** students to become engaged, contributing members of their community.

1. Principal office

The principal office of the corporation shall be located in Canyon County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

1. Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

1. Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

1. Board of Directors

1. General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

1. Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

The Directors stated in the Articles shall hold office until the 2020 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the 2020

annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2020 annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years except that for Directors serving from the date of the 2019 annual meeting of the Board of Directors, whose seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat, directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

1. Election of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors Elevate Academy's annual meeting or as needed as per Board-approved nominating policy.

1. Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

1. Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

1. Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

1. Removal of Director

Any board member may be removed with or without cause by majority vote of the board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.4 herein.

8. Meetings by telephone / Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As

public must be able to attend phone meetings, at least one Board member must be present at the posted meeting location.

1. Committees

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

1. Board Meetings

1. Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in November. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

1. Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Agenda's for regular meetings will be posted for the public to review a minimum of 24 hours before the scheduled board meeting.

1. Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

1. Public Meetings

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

1. Notice and Agendas

Not less than 24 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice, which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors' need be specified in the notice or waiver of notice of such meeting.

1. Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors' present may adjourn the meeting without further notice.

1. Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Action required or permitted to be taken by the laws of the State of Idaho at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of all of the Directors shall be the act of the Board. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document.

1. Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

1. Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

1. Officers

1. Numbers

In addition to the Board Chair and Board Vice Chair identified in Section 2, the officers of the corporation shall a treasurer. In the discretion of the Board of Directors, Vice-Chair (the number thereof to be determined by the Board of Directors) may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and Treasurer.

1. Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors held after the annual meeting of the stakeholders of the Corporation. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

1. Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

1. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

1. Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official board documents. The Chair shall also be responsible to ensure compliance by the Board of Directors with the performance certificate, the board manual, if any, and these corporate Bylaws.

1. Vice Chair

In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair, if any, or in the event there be more than one Vice Chair, the Vice Chairs in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.

1. Secretary

The Secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

1. Treasurer

The Treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

1. Salaries

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

1. Contracts, loans, checks, and deposits

1. Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

1. Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

1. Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

1. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

1. Fiscal year

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

1. No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, 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, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

1. Corporate seal

The corporation shall not have a corporate seal.

1. Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

1. Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Bylaw amendments must also be approved by the Idaho Public Charter School Commission.

1. Indemnification

The corporation shall indemnify its directors, officers, employees and agents fully permitted under Idaho Code 30-3-88.

1. Dissolution

Upon dissolution, and once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to the Public School Income Fund other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors.

1. Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

Appendix C: Board of Directors & Petitioning Group

Elevate Academy, Inc. Board of Directors

Brooke Stevenson

bstevenson@elevate2c.org

Becki Woodbury

bwoodbury@elevate2c.org

Amy Rojas

arojas@elevate2c.org

Amaia Vicandi-Bow

avicandi-bow@elevate2c.org

Kellie Foreman

kforeman@elevate2c.org

Brad Ward

bward@elevate2c.org

Erik Bullock

ebullock@elevate2c.org

BLUUM

Terry Ryan

tryan@bluum.org

Elevate Academy Caldwell Founders

Matt Strong

mstrong@elevate2c.org

Monica White

mwhite@elevate2c.org

Elevate Academy Nampa Founders

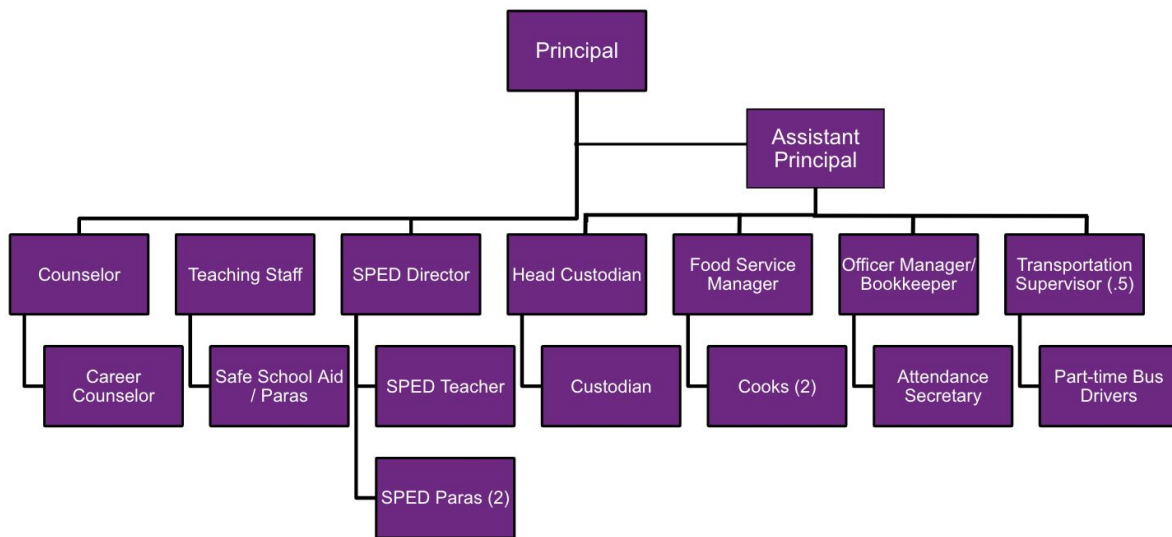
Jewels Carpenter

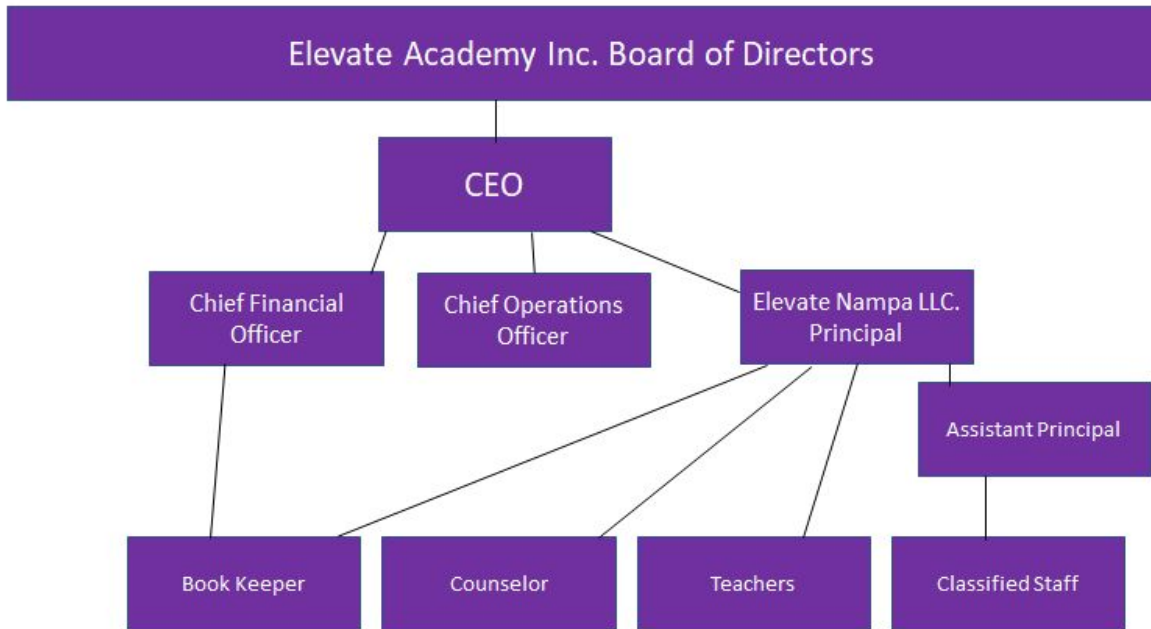
jcarpenter@elevate2c.org

Phil Diplock

pdiplock@elevate2c.org

Appendix D: School Administration Org Chart & Elevate Academy Inc. Roles/Responsibilities (Rapid Framework)





“RAPID” Framework Overview



Recommend. “R” stands for “recommender”—the person who initiates or drives the process. The “R” is the “go to” person who sticks with the process from start to finish, ensures that others understand what they need to do, and keeps things moving along. In other words, the “R” does most of the work to secure the decision.

Agree. “A” stands for an individual who needs to “agree with” or “approve” a recommendation. An “A” is essentially an “I” with more power; an “A” has a stronger voice during the recommendation process. An “A” who raises concerns with a proposal must work with the recommender to develop an alternative or elevate the issue to the person who will decide. Generally, the more people with an “A,” the more time and effort it takes to make a decision.

Perform. “P” stands for “perform.” “Ps” are the people who carry out the decision once it has been made.

Input. “I” stands for “input.” An “I” must be consulted on a recommendation before a decision is made.

Although an “I” has the right to be heard, he or she does not have a vote or a veto. Including someone as an “I” says that the organization values the facts and perspectives he or she brings to the decision.

Decide. “D” means “decide.” The “D” has final authority and is the only individual who can commit the organization to action. Generally, the D is one person.

“RAPID” Framework: Part One



Domain	Function	CEO/CAO	CGO	COO	CFO	Principals	Board	Notes
Org Vision & Strategy	Setting vision, mission, values	RD	I	I	I	I	A	
	Setting strategy and growth	RD	I	I	I	I	A	
	Defining core tenets of model	RD	I	I	I	I		
	Measures of success	RD	I	I	I	I	A	
School Program	Standards Mapping	RDP	I					
	Choosing/Creating Curriculum	I	I			RDP		
	Assessment	RD				P		
	Special Education					RDP		
	School Culture					RDP		
	Setting Student Ratio	RDP						
	Setting Daily/Yearly School Schedules					RDP		
	CTE Program					RDP		
	State Testing	RD				P		
	Behavioral Expectations					RDP		
	Grading	RD				P		
	Club/Programs - Community					RDP		
	Elective Offerings - Community					RDP		
	Coaching Model	RD				P		
	RTI	RD				P		

“RAPID” Framework: Part Two



Domain	Function	CEO/CAO	CGO	COO	CFO	Principals	Board	Notes
Operations	Data Collection & Management	D		RP		P		
	Facilities Management					RDP		
	Safety (Safe School)					RDP		
	Technology (Google, LIFT, Infinite Campus)	D		RP		P		
	School Start-Up	RDP	P	P	P	P		
	Transportation Implementation	A		RD		P		
	Food Service Implementation	A		RD		P		
	Federal Programs Implementation	A		RD		P		
	ISSE Implementation	A		RD		P		
	Compliance and Reporting	A		RDP				
	School Look (uniforms, mascots, logo, etc.)	A		RDP		P		
	Alumni Tracking			RDP		P		
	Legal Matters	A		RDP				

“RAPID” Framework: Part Three



Domain	Function	CEO/CAO	CGO	COO	CFO	Principals	Board	Notes
People	Teacher Recruiting	RDP				PI		
	Teacher Onboarding	RDP				PI		
	Teacher Hire/Fire/Management					RDP		
	Principal Hire/Fire/Management	RDP						
	Other School Staff Hire/Fire/Management					RDP		
	Central Staff Hire/Fire/Management	RDP						
	CEO Hire/Fire						RDP	
	School Org Chart					RDP		
	Central Org Chart	RDP						
	Teacher Professional Development					RDP		
	Teacher Evaluation					RDP		
	Setting Compensation					RDP		
	HR policies and procedures							TBD

“RAPID” Framework: Part Four



Domain	Function	CEO/CAO	CGO	COO	CFO	Principal s	Board	Notes
Finance	School budgeting	D			RP	RP	A	
	Eagles Nest budgeting	D			RP		A	
	Facilities Financing	D			RP		A	
	Long-term planning	D			RP		A	
	Audit	D			RP		A	
	AP/AR/Bookkeeping				RDP			
External Relations	Board of Directors	RPD	I				A	
	Authorizing	D	RP					
	Branding/Marketing		RPD					
	Family Engagement					RPD		
	Student Recruiting					RPD		
	Industry Partnerships							TBD
	Fundraising	D	RP			RPD		
	Local Community Relations					RPD		
	Statewide Advocacy	D	RP					

The RAPID Framework was developed through strategic planning through the Elevate Academy Inc. Board and is subject to change future needs and strategic planning.

Appendix F1: Letters to Impacted School District



Engage! Inspire! Ignite!

Board of Directors

Brooke Stevenson
bstevenson@elevate2c.org

Becki Woodbury
bwoodbury@elevate2c.org

Amy Rojas-Vice Chair
arojas@elevate2c.org

Amaia Vicandi-Bow
avicandi-bow@elevate2c.org

Kellie Foreman-Chair
kforeman@elevate2c.org

Brad Ward-Treasurer
bward@elevate2c.org

Erik Bullock
ebullock@elevate2c.org

October 20th, 2020

Dr. Paula Kellerer,
Superintendent of Schools
Nampa School District
619 S. Canyon St.
Nampa, ID 83686

Dear Dr. Kellerer,

Elevate Academy Nampa will be a 6th – 12th At-Risk Career & Technical Education Charter School. The school will open in the Fall of 2022 and primarily serve students within the Nampa School District boundaries. Additionally, Elevate Academy Nampa's area of service may extend into surrounding district boundaries as well.

Elevate Academy Nampa's founders, Jewels Carpenter and Phil Diplock met with Dr. Paula Kellerer in the Spring 2020 to share the vision of Elevate Academy Nampa. Under Idaho Code, section 33-5202A Elevate Academy Nampa is submitting a copy of the completed charter to Dr. Kellerer and the Nampa School District Board. The purpose of this letter is to inform the Nampa School District of the primary attendance area and to let the district know Elevate Academy Nampa is seeking an authorizer and we intend to forward our petition to the Idaho Charter Commission on November 20, 2020. Elevate Academy Nampa's founders would like to offer to attend a district board of trustees meeting to share the vision of Elevate Academy Nampa.

If you have any questions please email Jewels Carpenter at jcarpenter@elevate2c.org or Phil Diplock at pdiplock@elevate2c.org.

Thank you,

Jewels Carpenter

Phil Diplock

Delivery date: 8/22/2020

Delivered by:

Received by:



Engage! Inspire! Ignite!

Board of Directors

Brooke Stevenson
bstevenson@elevate2c.org

Becki Woodbury
bwoodbury@elevate2c.org

Amy Rojas-Vice Chair
arojas@elevate2c.org

Amaia Vicandi-Bow
avicandi-bow@elevate2c.org

Kellie Foreman-Chair
kforeman@elevate2c.org

Brad Ward-Treasurer
bward@elevate2c.org

Erik Bullock
ebullock@elevate2c.org

October 20th, 2020

Dr. Pat Charlton,
Superintendent of Schools
Vallivue School District
5207 S. Montana Ave.
Caldwell, ID 83607

Dear Dr. Charlton,

Elevate Academy Nampa will be a 6th – 12th At-Risk Career & Technical Education Charter School. The school will open in the Fall of 2022 and primarily serve students within the Nampa School District boundaries. Additionally, Elevate Academy Nampa's area of service may extend into surrounding district boundaries as well.

Under Idaho Code, section 33-5202A Elevate Academy Nampa is submitting a copy of the completed charter to Dr. Charlton and the Vallivue School District Board. Elevate Academy Nampa's founders would like to offer to attend a district board of trustees meeting to share the vision of Elevate Academy Nampa.

If you have any questions please email Jewels Carpenter at jcarpenter@elevate2c.org or Phil Diplock at pdiplock@elevate2c.org.

Thank you,

Jewels Carpenter

Phil Diplock

Delivery date: 10/22/20

Delivered by:

Received by:

Appendix F2: Draft Contracts

Appendix F2: Professional Services Agreement

PROFESSIONAL SERVICES AGREEMENT

This Agreement is entered into between Elevate Academy: Caldwell, LLC, operating as an Idaho public charter school (hereinafter referred to as “EAC”) and Elevate Academy: Nampa, LLC, operating as an Idaho public charter school (hereinafter referred to as “EANA”).

It is hereby agreed by both parties that:

DURATION OF AGREEMENT

The period of this Agreement will commence on the _____. This Agreement is contingent upon the availability of funds to EANA. At the discretion of the parties, the Agreement may be renewed.

RELATIONSHIP OF PARTIES

In performing services under this Agreement, EAC and EANA shall remain separate and distinct Local Education Agency.

SERVICES TO BE RENDERED

EAC shall render the professional services enumerated on Attachment A attached hereto and made a part of this Agreement as if set forth fully herein. EAC shall provide an annual report to the Board of Directors indicating the services EAC has provided to EANA, as contemplated by this Agreement.

RECORD KEEPING

EAC shall be responsible for maintaining complete and accurate records documenting the professional services provided pursuant to this Agreement and shall submit copies of the records to EANA within ten (10) working days of the date requested. Additionally, upon reasonable notice EANA shall have the right to review such records at any time during business hours at EAC’s office.

STUDENT DATA PRIVACY AND SECURITY

Both parties to this Agreement acknowledge their obligation to comply with the Idaho Data Accountability Act and further acknowledge the following requirements are being met under this Agreement:

- (a) All information regarding services provided pursuant to this Agreement, including, but not limited to, the student's identity and the nature of services rendered, shall be confidential and comply with all federal and state laws;
- (b) Administrative Security, Physical Security, and Logical Security controls are in place to protect student data from a data breach or unauthorized data disclosure;
- (c) Personally identifiable information (PII) is restricted to access only by authorized staff who require such access to perform their assigned duties;

PROFESSIONAL SERVICES AGREEMENT – Page 1

- (d) The parties are prohibited from using student data and PII for secondary uses including, but not limited to, sales, marketing, or advertising;
- (e) EAC and EANA agree to indemnify and hold harmless the other party from any liability, including, but not limited to, costs, fines, expenses, and attorney fees, resulting from EAC's performance of the services provided under this Agreement and/or non-compliance with state and federal law regarding Student Data Privacy and Security; and
- (f) EAC and EANA represent and warrant that they have an appropriate records retention schedule and/or policy for the destruction of data that is consistent with federal and state law.

CONSENT/AUTHORIZATION TO ACCESS EDUCATIONAL RECORDS OR PROTECTED HEALTH INFORMATION

Both parties to this Agreement shall at all times require the written consent or authorization of the parent/guardian or student, if 18 years of age or older, for the disclosure or access to educational records pursuant to FERPA or protected health information pursuant to the Health Information Portability and Accountability Act (HIPAA) regarding any student, unless an exception applies, and shall maintain the confidentiality of that information consistent with the state and federal law and regulations. For the purposes of FERPA, school officials with legitimate educational interests shall include both EAC and EANA administrators, supervisors, teachers, support staff members (including health or medical staff and law enforcement unit personnel), board members, volunteers, contractors, or a student, parent or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

COMPENSATION/BILLING

EANA shall compensate EAC for the professional services identified in Attachment A as set forth in Attachment B. The services identified in Attachment A, and the compensation for services set forth in Attachment B may be amended at any time in writing by mutual agreement by the parties to this Agreement.

EAC will submit a monthly statement of professional services rendered to EANA for payment, which shall be approved at its next regularly scheduled meeting.

PROFESSIONAL SERVICES

The services rendered pursuant to this Agreement will be provided by individuals who are duly qualified to perform the services, or supervised by a qualified individual in accordance with applicable professional standards.

BACKGROUND CHECKS

All employees of both parties to this Agreement who come into contact with students shall have been subject to a criminal background check as that required by Idaho Code Section 33-130 and

PROFESSIONAL SERVICES AGREEMENT – Page 2

policies of EAC, and will have been determined to not have a criminal background inconsistent with working with children.

INSURANCE AND LIABILITY

Both parties to this Agreement shall indemnify and hold harmless the other party from any liability, including, but not limited to, costs, expenses, and attorney fees, resulting from the performance of the services provided under this Agreement. Both parties shall maintain insurance as required by law.

ASSIGNMENT

This Agreement shall not be subject to assignment, in whole or in part, by either party to this Agreement, or by operation of law, so as to authorize any entity other than EAC, or its employees, to assume the duties subject to this Agreement without prior written consent.

SUCCESSORS AND ASSIGNS

This Agreement is binding upon, and inures to the benefit of, successors and permitted assigns to the Agreement.

AMENDMENT

This Agreement may be amended at any time with the prior written, mutual consent of both parties. Any and all amendments to this Agreement shall be in writing.

TERMINATION

This Agreement may be terminated, without cause, by either party, thirty (30) days after providing written notice of the intent to terminate to the other party.

Additionally, either party to this Agreement may immediately terminate this Agreement, upon written notice, in the event that funding for either EANA's program or EAC's program is no longer available.

DEFAULT

Upon default by either party, the non-defaulting party may, upon written notice, cancel this Agreement immediately and may pursue any and all available legal and equitable remedies. The defaulting party shall be liable for any and all expenses that are incurred by the non-defaulting party as a result thereof, including, but not limited to, procuring substitute performance, legal fees, and other losses incurred due to the default.

TIME OF PERFORMANCE

Time is of the essence in this Agreement; therefore, all times for performance of the obligations, as stated herein, shall be strictly complied with by the parties.

NON-WAIVER BREACH

The failure of either party to this Agreement to insist upon strict performance of any of the terms of this Agreement, or to exercise any option herein conferred in any or all instances, shall not

PROFESSIONAL SERVICES AGREEMENT – Page 3

constitute a waiver or relinquishment of any such term, but the same shall be and remain in full force and effect, unless such waiver is evidenced by the prior written consent of EAC or EANA

NON-DISCRIMINATION

The parties hereby agree that no person shall be excluded from, denied participation in, or otherwise subjected to discrimination on the grounds of race, color, creed, national origin, sex, age, or disability in performance of this Agreement.

GOVERNANCE

This Agreement shall be governed by the laws of the State of Idaho. Both parties to this Agreement shall, at all times, comply with and observe all federal, state, and local laws, regulations, and ordinances that are in effect and applicable during the period of this Agreement.

ATTORNEY FEES

If either party defaults in any manner, or fails to fulfill any or all provisions of this Agreement, and if the non defaulting party hires an attorney to exercise its rights upon such default or failure, or if the parties are involved in any litigation, including any proceedings in bankruptcy, the prevailing party shall be entitled to recover reasonable attorney fees and costs from the other party. This paragraph shall be enforceable by the parties notwithstanding any rescission, forfeiture, or other termination of this Agreement.

SEVERABILITY

Any term or provision of this agreement that is invalid or unenforceable in any situation in any jurisdiction (1) will be deemed modified to reflect the intent of the parties, determined by reference to the invalid or unenforceable term or provision, to the greatest extent permissible; and (2) will not affect the validity or enforceability of the remaining terms and provisions of this Agreement, or the validity or enforceability of the offending term or provision in any other situation or jurisdiction.

CONSTRUCTION

This Agreement is to be construed as the joint and equal work product of each party, and may not be interpreted more or less favorably in respect to either party on account of its preparation or drafting.

COMPLETE STATEMENT OF TERMS

This Agreement constitutes the entire agreement between the parties hereto, and shall supersede all previous oral or written proposals, negotiations, commitments, and all other communications between the parties. This Agreement may not be released, discharged, or modified except by an instrument in writing, signed by the duly authorized representatives of the parties.

PROFESSIONAL SERVICES AGREEMENT – Page 4

IN WITNESS WHEREOF, the parties have executed this Agreement on this ____ day of _____ 20 .

Board Chairman, Elevate Academy: Caldwell, LLC Principal, Elevate Academy: Nampa, LLC,

Date Approved by Board of Directors

ATTACHMENT A

Professional Services:

- a. EAC agrees to provide the following professional services:
- b. Support the charter application process and the EANA's start-up process;
- c. Provide comprehensive program design, including curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;
- d. Find an adequate Facility and coordinate financing and the completion of major repairs;
- e. Assist with fundraising;
- f. Provide a qualified director to oversee the provision of professional services;
- g. Recruit staff, including the principal, teachers, and administrators and make personnel recommendations to the Board of Directors;
- h. Provide professional development training for teachers, administrators and staff;
- i. Prepare a budget for the Board of Directors to consider and provide monthly financial statements for the Board's review;
- j. Provide payroll and bookkeeping services;
- k. Recommend an auditor and serve as a liaison with the auditor;
- l. Coordinate purchasing;

- m. Oversee the provision of special education services and accommodations pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;
- n. Oversee the operations of EANA and make recommendations to the Board of Directors, as appropriate, regarding facility and ground maintenance, student transportation, food services, policy development, and all other matters pertaining to operations;
- o. Recommend and manage benefits plans for EANA employees selected by the Board of Directors;
- p. Provide human resource services and maintain EANA employee files
 - q. Facilitate EANA's purchase and procurement of information technology equipment and services, and provide certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;
- r. Complete required State, Federal and State Department of Education reports, including, but not limited to the EANA's SDE annual financial report;
- s. Advise and help student recruitment;
- t. Provide marketing and advocacy for EANA.
 - u. Provide an annual report to the Board of Directors indicating the services provided to EAN

PROFESSIONAL SERVICES AGREEMENT – Page 6

~~ATTACHMENT B~~**~~Compensation for Professional Services:~~**

- ~~• EANA shall fully reimburse EAC for any expenditures made on its behalf. • EAC shall be authorized to access EANA's accounts to make any and all payments for EANA expenditures.~~
- ~~• Five percent (5%) of funds received from the Idaho Department of Education through the state funding formula shall be utilized to pay for the professional services provided to EANA.~~

Appendix F3: Timeline and Support for Facilities





January 5, 2021

Ms. Jen Thompson
 Director
 Idaho Charter School Commission
 304 North 8th Street, Suite 242
 Boise, ID 83702

Re: Elevate Academy North Idaho and Elevate Academy Nampa

Dear Director Thompson,

I am writing to confirm we are actively working with Elevate Academy to support the School's expansion of new school facilities in the Nampa and the Coeur d'Alene market area. We provide technical assistance, real estate development, and we intend to finance an affordable facility that supports the School's program and unique student population to open in fall 2022.

Our team has been actively working with the School's leadership to identify potential locations. We are under contract to purchase a 7.5-acre site in Nampa. In Coeur d'Alene, we are actively negotiating the purchase of two possible school locations.

As a non-profit charter school developer and lender, we have deep experience developing new charter facilities and real estate for schools offering career technical education programs, serving at-risk populations. We also have deep experience in investing in and developing charter schools in Idaho.

The successful School launch of the Elevate Caldwell campus demonstrates student demand for this unique program, and we believe the School will continue to succeed throughout Idaho.

Please let us know if you have any questions or need any additional information. Thank you in advance for your support of Elevate Academy.
 Happy New Year,

Dru Damico
 President
 Building Hope Real Estate

Appendix F4: Elevate Academy, Inc. Action Research



STEP 1: MAP PROBLEM	SET FOCUS
<p>Idaho Career and Technical Education (CTE) Standards are written as general program standards and are lacking a clear progression for 6th-12th CTE Pathways.</p> <p>Elevate Academy is a free public charter school of choice for students who qualify as at risk, according to the State of Idaho's criteria, and are not finding success in a traditional education setting. Elevate Academy's mastery-based program is designed to align industry work with core academic subjects so that students will find purpose behind everything that is learned in the classroom.</p> <p>Having a crosswalk for CTE offerings and core academic subjects in the form of a 6th-12th learning progression will provide Elevate Academy students, families, and staff with a needed tool to determine relevant connections, learning growth, and mastery of essential skills.</p>	<p>The culture of Elevate Academy and the expectations in academic areas in the classroom, will be based on the Workforce Readiness Standards. In addition to industry certification, all students will be expected to graduate from Elevate Academy with their Workforce Readiness Certificate.</p> <p>Elevate Academy opened in the 2019-2020 school year with 320 students (67% Hispanic, 30% White, and 3% Other) and a staff of 40 (core teachers, CTE teachers, support staff). Elevate Academy provides free meals for all students, as 80% qualify for free/reduced.</p> <p>For the 2020-2021 school year, we will have 44 students in the 6th grade class. The 7th and 8th grade classes will be 66 students. The 9th, 10th, 11th grade classes will have 78 students. Elevate Academy will eventually carry 462 students. Our staff size allows for a 17:1 student/teacher ratio and provides opportunity to personalize and offer needed support for each student.</p>

STEP 2: FUNDS OF KNOWLEDGE	CLARIFY YOUR THEORY
<p>Elevate Academy offers both production and service CTE Pathways.</p> <p>CTE Production Pathways: Welding and Manufacturing, Construction, Culinary Arts, and Graphic Arts.</p> <p>CTE Service Pathways: Medical Arts, Criminal Justice, Firefighting (Land and Civic) and Business/Marketing.</p>	<p>The expectation at Elevate Academy is for all students to earn two Industry Certificates, along with their High School Diploma upon graduation, therefore the 6-12th grade CTE Program Standards and 6th-12th Idaho Content Standards will be aligned and incorporated into the hands-on learning opportunities for students. Resources and support will be offered to ensure mastery of these essential standards.</p>

STEP 3: TURN PROBLEM INTO A QUESTION
<p>What resource can serve as a 6th-12th grade learning progression that aligns CTE pathways (offered at Elevate Academy) and Idaho Content Standards?</p>
STEP 4: GATHER DATA
<p>https://cte.idaho.gov/</p> <p>https://cte.idaho.gov/assignment-manual-course-codes/</p> <p>https://www.sde.idaho.gov/academic/standards/</p> <p>https://nextsteps.idaho.gov/program-focus/education-career-pathways/</p> <p>https://sites.google.com/view/idaho-mastery-education/building-a-shared-vision/vision-for-a-k-12-graduate</p>

STEP 5: SORT AND ANALYZE DATA
<p>We spent a lot of time navigating the above websites in order to bring clarity to the Idaho CTE and State Content Standards requirements. We found some outdated resources, and some that didn't align. After reaching out to SDE staff, studying Idaho Statute and IDAPA, we were able to begin alignment and create the 6th-12th learning progressions, specific to Elevate Academy's CTE offerings. Elevate Academy's 6th-12th Learning Progressions</p>

STEP 6: TELL THE STORY OF YOUR RESEARCH

Elevate Academy Middle School CTE Pathways

CTE Program Area	Elevate CTE Pathways	Science/Social Studies	6th Grade	7th Grade	8th Grade
Business Management & Marketing	Marketing	Social Studies	Computer Applications	Computer Applications	Computer Applications
Public Safety Education	Criminal Justice	Social Studies	6th Grade Criminal Justice	7th Grade Criminal Justice	8th Grade Criminal Justice
Skilled & Technical Sciences	Construction	Science	6th Grade Construction	7th Grade Construction	8th Grade Construction
Family & Consumer Sciences	Culinary Arts	Science	6th Grade Culinary Arts	7th Grade Culinary Arts	8th Grade Culinary Arts
Public Safety Education	Firefighting	Science	6th Grade Fire Science	7th Grade Fire Science	8th Grade Fire Science
Engineering Technology Education	Graphic Arts	Social Studies	6th Grade Graphic Arts	7th Grade Graphic Arts	8th Grade Graphic Arts
Skilled & Technical Sciences	Manufacturing - Welding	Social Studies	6th Grade Manufacturing	7th Grade Manufacturing	8th Grade Manufacturing
Health Professions	Medical Arts	Science	6th Grade Medical Arts	7th Grade Medical Arts	8th Grade Medical Arts
Skilled & Technical Sciences	Precision Machining	Science	6th Grade Precision Machining	7th Grade Precision Machining	8th Grade Precision Machining

Elevate Academy High School CTE Pathways

CTE Program Area	Elevate CTE Pathways	Science/Social Studies	9th Grade	10th Grade	11th Grade	12th Grade
Business Management & Marketing	Marketing	Social Studies	Business Computer Applications	Business Essentials	Marketing Economics	Business Marketing/School Based Enterprise
Public Safety Education	Criminal Justice	Social Studies	Orientation (10 wk)	Orientation (10 wk)	Law Enforcement, Detention Correction (40 wk)	Law Enforcement, Detention, Correction II (40 wk)
Skilled & Technical Sciences	Construction	Science	Residential A Level 1 (10 wk)	Residential B Level 1 (10 wk)	Residential II (3 wk), Residential 1 (10 wk)	Residential III (40 wk) - SRB
Family & Consumer Sciences	Culinary Arts	Science	Nutrition and Foods	Nutrition and Foods	Introduction to Culinary Arts - Food Program Management	Advanced Culinary Arts - SRB
Public Safety Education	Firefighting	Science	Orientation (10 wk)	Orientation (10 wk)	Essentials of Fire	Fire Fighting II
Engineering Technology Education	Graphic Arts	Social Studies	Media Technology Fundamentals A (10 wk)	Media Technology Fundamentals B (10 wk)	Graphic Communications I (20 wk) Graphic Communications II (20 wk)	Graphic Communications III - SRB
Skilled & Technical Sciences	Manufacturing - Welding	Social Studies	Welding Level 1A	Welding Level 1B	Welding Level 1C (10 wk) Welding II (30 wks)	Welding III (40 wks) - SRB
Health Professions	Medical Arts	Science	Fundamental Health	Fundamental Health (2 - 10 wk blocks) Mid-Term (1 block)	A & P (11th grade) Medical Terminology	Emergency Medical Technician- Capstone
Skilled & Technical Sciences	Precision Machining	Science	Precision Machining Level 1A	Precision Machining Level 1B	Precision Machining Level 2	Precision Machining Level 3

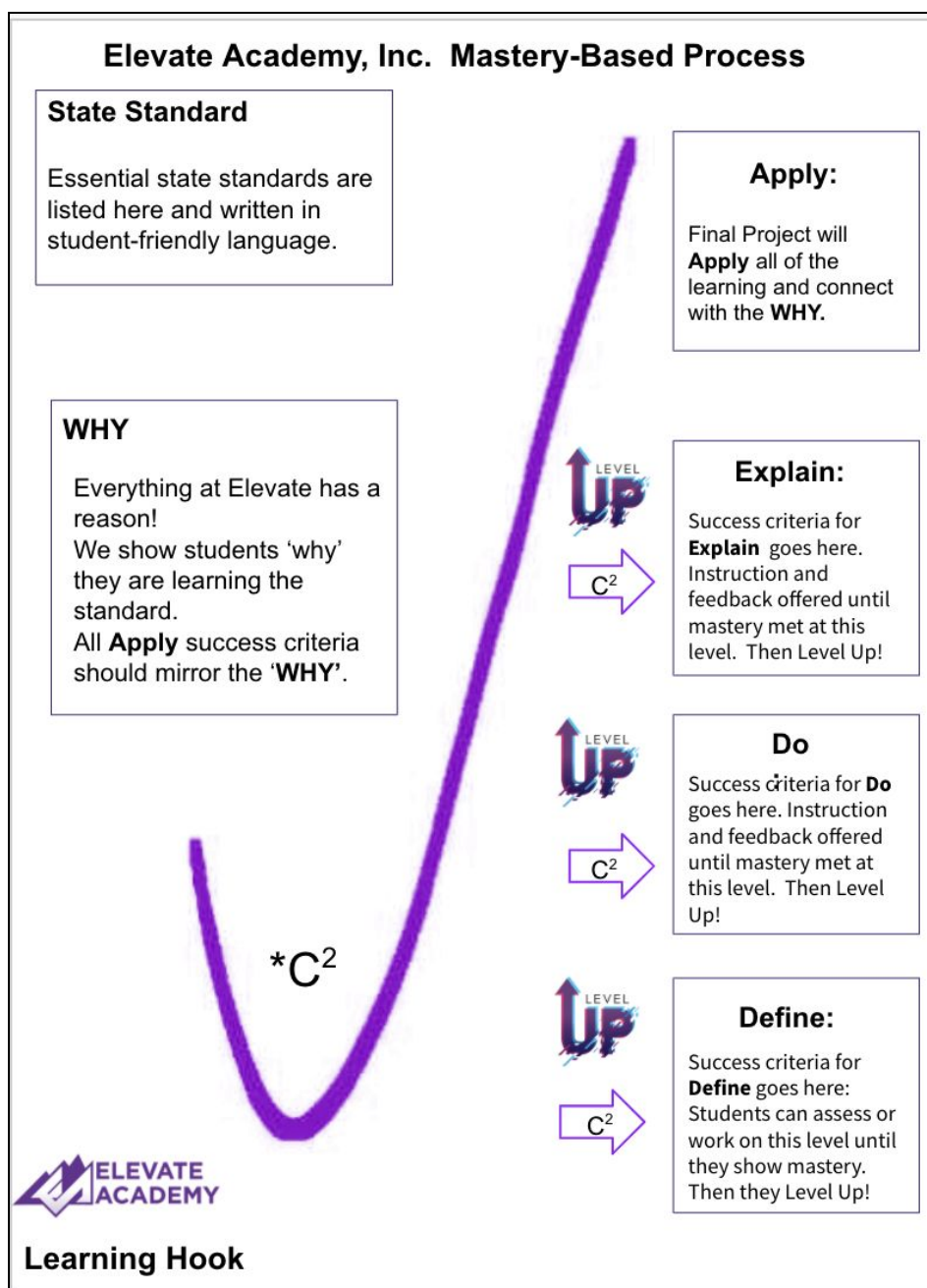
The visuals above show the 6th-12th CTE pathways for Elevate Academy. Each CTE Pathway has a live Google Spreadsheet that CTE teachers and Core Standards teachers are using to map out learning opportunities and projects. Having a resource, like the above, that shows the overarching expectations helps grade level teams to determine levels of mastery for all required standards. Required standards are student-facing and displayed in their Learning Management System, LIFT.

STEP 7: TAKE INFORMED ACTION AND ASK NEXT QUESTION

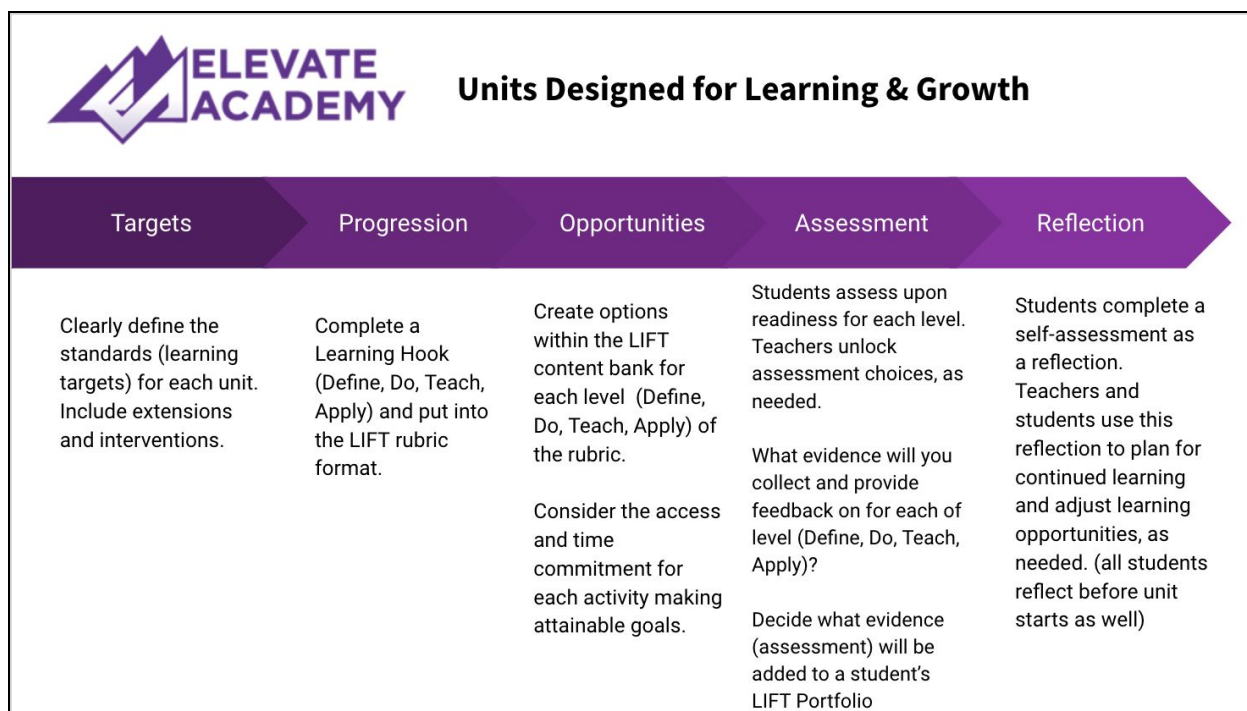
As Elevate Academy is mastery-based, opportunity and community driven, career tech focus, with an integrated purpose driven curriculum the 6th-12th grade CTE/Core Standards Learning Progression will provide the needed crosswalk to support our team with focusing on how to measure and provide feedback for individual student growth.

Elevate Academy's 2019-2020 Action Research has provided a 6th-12th grade learning progression that aligns with CTE pathways and Idaho Content Standards. Our next question will involve how we provide feedback and offer support along this learning progression.

Appendix F5: Elevate Academy Inc. Learning Hook and Learning Management System

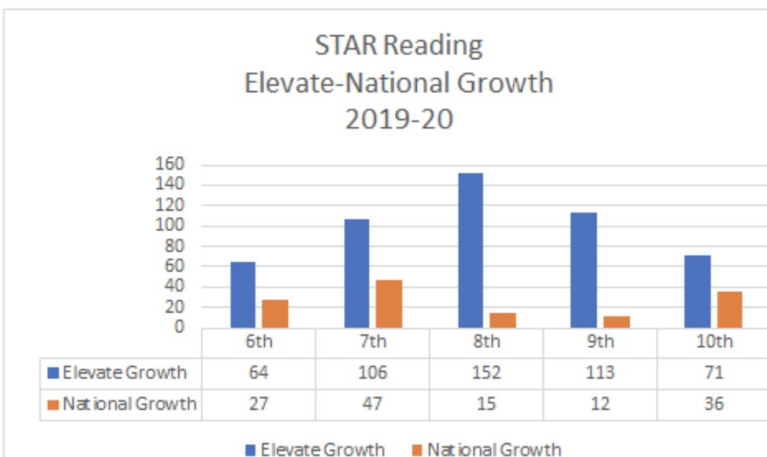


Elevate Academy, Inc. Learning Management System - Unit Design



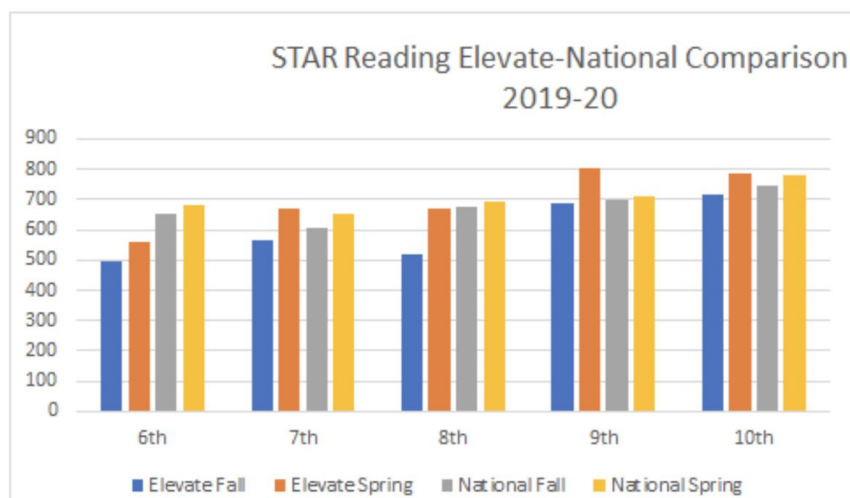
Appendix F6: Elevate Academy Caldwell Academic Data 2019-2020

STAR Reading Growth



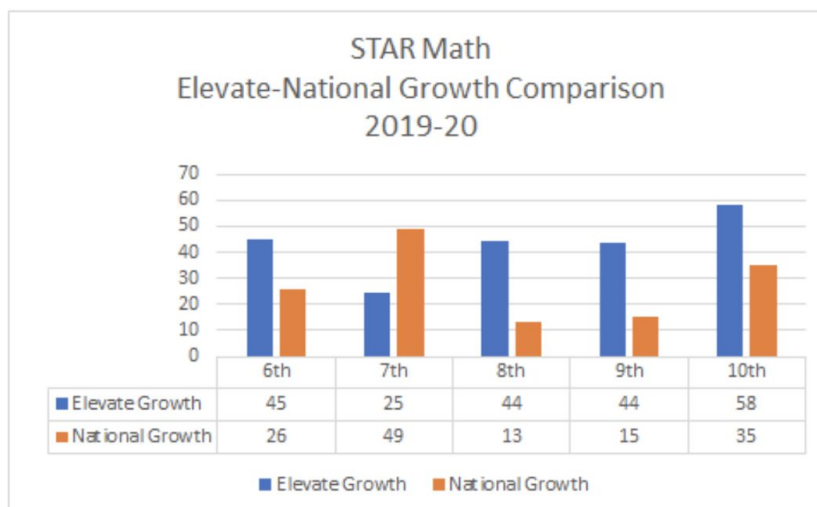
- During Covid, STAR data was the only standardized academic data collected.
- Reading growth at Elevate Academy dramatically outpaced national at-risk growth rates.

STAR Reading Continued



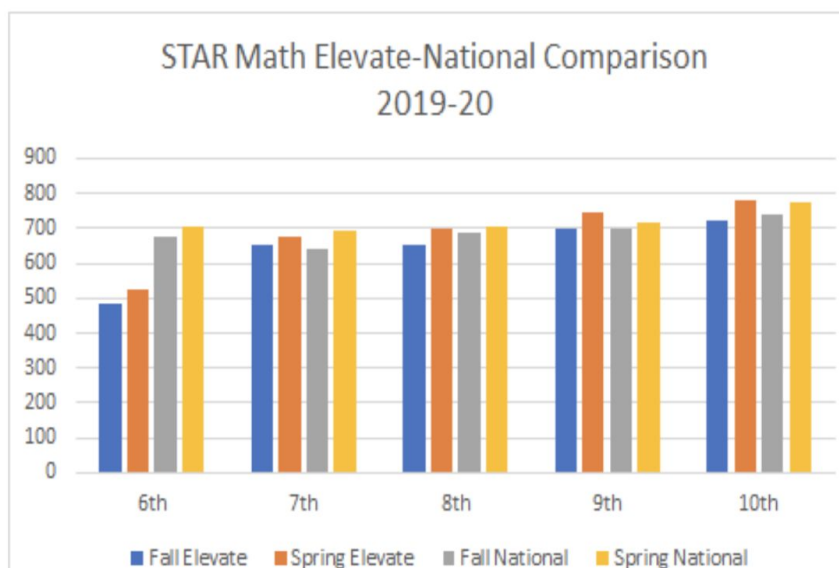
- Note that Elevate Academy students started the year well behind the national at-risk average.

STAR Math Growth



- Math growth at Elevate Academy significantly outpaced national averages of national at-risk students in four out of five grades.

STAR Math Continued



- Elevate Academy students started the year below the national at-risk average in math in three out of five grades..

Appendix F7: Elevate Academy Inc. Power 100 Curriculum Sample



Power 100 Curriculum Sample

STRENGTHS - (8 days)

- Intro/Learning Hook (½ day)
 - What are strengths? Why are we studying them?
 - Take Test (1 day)
 - Strengthsfinder Assessment
 - Summary (2 days)
 - Students summarize their top 5 strengths and 5 additional strengths that they feel represent them (must have specific evidence).
 - Discuss the four categories of strengths and how it is beneficial to work with others who have different strengths.
 - Students determine which categories they are strongest in and which category they have the fewest strengths. Students read the strengths of the category that they have the fewest strengths in and determine what three strengths would be most beneficial to have in a partner/team.
 - Presentation (4 days)
 - Students create a presentation that contains the following:
 - Top 5 Strengths
 - Definitions
 - Categories they are in
 - How it benefits them
 - Additional 5 Strengths
 - Definitions
 - Why they believe this is another strength of theirs
 - Strengths they need in their team
 - Definitions
 - Why these would be most beneficial
- Students present individually to the teacher for feedback
 Students present their presentations at rotating tables 4 times
 Students make notes during presentations of who has strengths that would benefit them or categories of strengths that would benefit them in a team environment.
- Create group (1 day)
 - Students create groups based off their strengths to work with during the next unit.

VULNERABILITY - (5 days)

- Intro/Learning Hook (½ day)
 - What is trust? Why are we studying it? Who do we currently trust? Why?

Appendix F8: Elevate Academy Inc. Integrated Purpose Driven Curriculum and Schedule Samples



**Math-in-CTE Curriculum Map:
Manufacturing (Welding)**

CTE Course/Unit	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
Tank Safety	Start up (shut down); 100% accuracy; 1/7 th rule; Adjust regulator; Max pressure; Dangers (hazards) (explosions, rupture); Tachometer analogy; Shielding gas mixtures	Reading gauges, scales; Finding numbers on a line (scale); Volume of cylinder; Order of operations; Lbs/ft ³ estimate; Vocabulary; Ratio-PSI; Percent; Multiplication	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.2; 6.G.3; 7.G.6; 8.G.9; 6.EE.2; 7.G.1; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.GMD.1; G.GMD.3; G.MG.2; G.MG.3
Grinder Safety	Keep hands out of the wheel; Drop wheel throw away; Check condition; Chunk off wheel; Cutting vs grinding; Know RPM; Match rpm to grinder	Circumference (diameter/ radius); Rpm to mph; Reaction time; Average each student (online reaction test); Change in size effects of speed at edge	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.1; 7.G.4; 7.G.6; 8.F.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.CO.5; G.GMD.1
Linear Measurement	Read to 1/16"; Read metric (millimeter, centimeter, meter); Estimating size	Reading a ruler; Reducing fractions; Equivalent fractions; Comparing fractions; Reasonable dimensions; Tolerance	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.NS.1; 6.EE.2; 7.NS.2; 7.NS.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; N.Q.3

manuf_weld_map_01

Manufacturing Curriculum Map

1

Sample Schedules

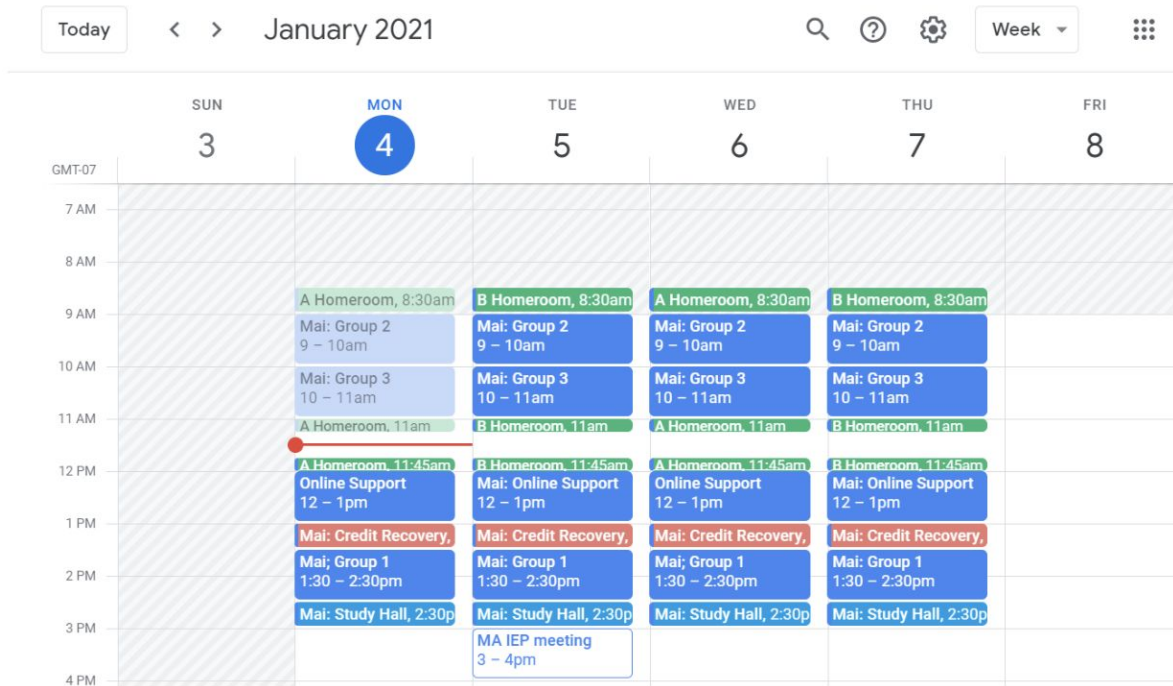
CTE Grade Level Progressions

CTE GRADE LEVEL PROGRESSION								
** CTE'S will have 11th and 12th graders all year, in addition to the grades below.								
	Aerospace	Business	Construction	Manufacturing/Welding	Culinary Arts	Technology	Medical Arts	Law Enforcement
MS Block 1A/HS Block 1	9th		10th	9th	6th	7th	8th	10th
MS Block 1B	9th	6th	10th	9th		8th	7th	10th
MS Block 2A/HS Block 2	7th	9th	8th		10th	9th	10th	6th
MS Block 2B	8th	9th	7th	6th	10th	9th	10th	
MS Block 3A/HS Block 3	10th	8th	9th	10th	7th		6th	9th
MS Block 3B	10th	7th	9th	10th	8th	6th		9th
MS Block 4A/HS Block 4	6th	10th		7th	9th	10th	9th	8th
MS Block 4B		10th	6th	8th	9th	10th	9th	7th

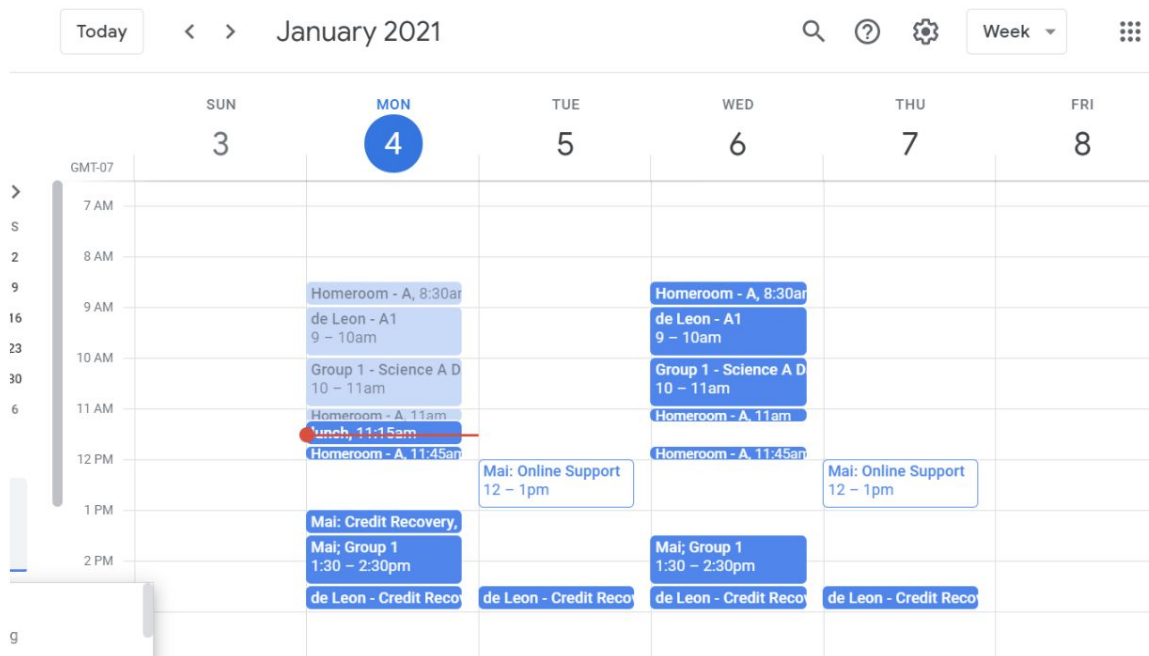
Middle School and High School - Sample Block Schedule

MIDDLE SCHOOL - SAMPLE SCHEDULE - OVERVIEW FOR CTE and CORE SUBJECTS										
MS Block 1A										
8:15 Homeroom	6th Grade Teacher	6th Grade Teacher	7th Grade Teacher	7th Grade Teacher	7th Grade Teacher	8th Grade Teacher	8th Grade Teacher	8th Grade Teacher		
9:05 Shift 1	Cul Math 6	Cul ELA 6	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8		
10:08 Shift 2	Cul Math 6	Cul ELA 6	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8		
11:11 Lunch										
11:44 Shift 3	Cul Science 6	Cul ELA 6	History Support	ELA Support	Math Support	ELA Support	Science Support	Math Support		
12:47 Shift 4	Cul Science 6	PBL	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8		
1:50 Shift 5	Cul Math 6	PBL	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8		
2:53 Homeroom	6th	6th	7th	7th	7th	8th	8th	8th		
HIGH SCHOOL - SAMPLE SCHEDULE - OVERVIEW FOR CTE and CORE SUBJECTS										
HS Block 1										
8:15 Homeroom	9th Grade Teacher	9th Grade Teacher	9th Grade Teacher	10th Grade Teacher	10th Grade Teacher	10th Grade Teacher	11th Grade Teacher	11th Grade Teacher	11th Grade Teacher	
8:48 PBL	9th	9th	9th	10th	10th	10th	Support HS	Support HS	Support HS	
9:05 Shift 1	ELA 9 Support	Math 9 Support	Work Support	ELA 10 Support	Math 10 Support	Science 10 Support	Work Support	Work Support	Science Support	
10:08 Shift 2	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10		Government	Envi. Science	
11:11 Shift 3	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10		Government	Envi. Science	
12:14 Lunch										
12:47 Shift 4	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		A & P	
1:50 Shift 5	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		Envi. Support	
2:53 Shift 6	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		A & P	

Sample Daily Schedule - Teacher



Sample Daily Schedule - Student (Updated daily, as per need)



Appendix F9: Letters of Support

Debbie Kling
Mayor



City of Nampa
411 3rd Street South
Nampa, ID 83651
208-468-5401

Office of the Mayor

November 2, 2020

To Whom It May Concern:

On behalf of the City of Nampa, I am writing this letter of recommendation in support of Elevate Academy NAMPA.

Earlier this year Phil Diplock and Jewels Carpenter shared their vision to provide a high performing Career Technical Education (CTE) school for at-risk students in the city of Nampa. They are both veteran educators and CTE experts and have worked directly with Elevate Academy's leadership team to build their experience in running a high-performing CTE school.

It's important to instill in our youth the ability to adapt and maintain a lifestyle that helps them focus on a specific career path. Because Elevate Academy NAMPA begins in middle school, this program will guide students down a path and help them make the right choices by maintaining their focus to achieve success.

We hope you will join us in welcoming this exciting educational opportunity for the City of Nampa. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Debbie Kling". The signature is fluid and cursive, with the last name "Kling" being more prominent.

Debbie Kling
Mayor, City of Nampa

We prepare Idaho's youth and adults for high-skill, in-demand careers.



Oct. 27, 2020

Jewels Carpenter and Phil Diplock
Elevate Academy – Nampa
114 W. Chicago Street
Caldwell, ID 83605

Dear Ms. Carpenter and Mr. Diplock,

I am proud and excited to offer my support for an Elevate Academy Charter School in Nampa. As the State Administrator for the Idaho Division of Career Technical Education, I have long believed in the value of aligning educational efforts with the needs of local and state employers. In addition to providing clear pathways from secondary to postsecondary programs and eventually, high-wage jobs, career technical education (CTE) also provides a mode of learning that appeals to kinesthetic learners.

The combination of hands-on learning and a clear career path make CTE an ideal option for at-risk students. It not only instills skills and confidence but also fosters a sense of excitement about what's possible. Nowhere is this connection more evident than the Elevate Academy in Caldwell, which I had the opportunity to tour with the Idaho Career Technical Education Foundation on Aug. 12.

In addition to providing a supportive, positive, and stimulating learning environment, Elevate Academy emphasizes the importance of self-respect and personal responsibility. Some of the features of Elevate Academy — such as the beautiful facility and state-of-the-art equipment — obviously contribute to positive student outcomes. However, I was struck by some of the subtle yet thoughtful services, such as on-site showers, laundry facilities, and even a barbershop, to ensure barriers like personal hygiene aren't deterrents to students' success.

At Elevate Academy, older students are encouraged to mentor and share their experiences with younger students, which instills a sense of value and worth. Students are also invited to contribute to their school community in meaningful ways, such as preparing meals for their fellow students in the culinary program, installing flooring and equipment in the gym, or building sheds for fundraisers. These opportunities provide valuable learning opportunities, help at-risk students see their potential, and get them excited about their futures.

I know you both to be passionate, experienced educators, and I commend your efforts to expand CTE opportunities for some of Idaho's most vulnerable students. I believe this model can and does work for the very students you endeavor to serve. For these reasons, I fully support your efforts to establish a new charter school.

Please do not hesitate to contact me if I can provide additional information or support for your efforts.

Sincerely,

A handwritten signature in black ink that reads "Clay Long". The signature is fluid and cursive, with the first and last names being clearly legible.

Clay Long, Ph.D.
State Administrator

650 W State St Ste 324, Boise ID 83702-5936 | 208.429.5500 | info@cte.idaho.gov | cte.idaho.gov

NAMPA POLICE DEPARTMENT

820 2ND STREET SOUTH • NAMPA, IDAHO 83651

CURT SHANKEL
CAPTAIN

JOE HUFF
CHIEF OF POLICE

BRAD DANIELS
CAPTAIN

October 13, 2020

To Whom it May Concern:

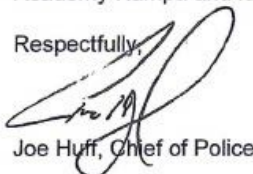
On behalf of the Nampa Police Department, I am writing this letter of support for Elevate Academy Nampa. The Nampa Police Department has maintained one of the most robust School Resource Officer programs in the State of Idaho. It has been our experience over the decades that reaching "at risk" children early and supporting them in areas that contribute to their future is the key to reducing recidivism and increasing their success in our community. The model that was established by Elevate Academy is one that meets this need which is widely unmet in traditional education.

The Police Department is constantly striving to meet the needs of our community. One of those areas is in how we relate to the socioeconomic and cultural diversity of our citizens. We train our staff continually to better understand and better meet those needs. The Law Enforcement program through Elevate Academy gives the police department two unique opportunities to increase our success in these areas. First is that students who otherwise wouldn't probably consider a career in law enforcement now have the opportunity to be fully exposed to the profession and all it has to offer both to the student and to the community they will one day serve. It gives them the opportunity to study not just law enforcement as a profession, but also how other subjects like English, Math and Science are applied to the different areas of the job. It places value on other subjects and teaches the relationship between those subjects and the profession they wish to pursue. Secondly is the opportunity for law enforcement, police specifically, to interact and break down barriers to healthy relationships between the Police and the public they serve. When students and their parents work consistently with the police department in a teaching and mentoring aspect, both generations can become invested in better relationships. Old roadblocks can be overcome, and new roadblocks can be prevented. The Elevate Academy's model is the best foundation to see this occur in a meaningful way.

While as an agency we see the advantages of inspiring and training future police candidates we see greater value in the model that Elevate Academy has established. The multiple tracks that a student can pursue through graduation and even into the workforce has value well beyond the advantages listed above. Their model moves children from at risk youth into productive citizens. It reduces the burden on multiple government services and most importantly, it gives students who started their childhood with a grim outlook the benefit of real hope. Hope in a future that includes a job, a stable home, and the potential of great things.

The Nampa Police Department looks forward to the opportunity to partner with Elevate Academy Nampa and fully supports the concepts lined out in their mission.

Respectfully,



Joe Huff, Chief of Police

TEAMWORK • INTEGRITY • EXCELLENCE

DISPATCH (NON-EMERGENCY): (208) 465-2257

RECORDS: (208) 468-5678

ADMIN: (208) 468-5660



Construction Tech.

Bret Miller

208-697-8655

bmiller@nsd131.org

Wes Miller Construction

Construction & Design

RCE- 28970

Bret Miller, Builder/General Contractor

2906 Erin Ave.

Nampa, Idaho 83686

208-412-7885

bretmiller2442@gmail.com

To Whom it may concern,

I am writing this letter in support of the Elevate Academy, Nampa. I teach the Construction Tech. class in the Nampa School District and own a Construction company. I was elated to hear that Elevate Nampa would be offering Construction as a class for students. I am excited about this in two ways. One as a teacher, having some competition within the city for our CTE programs. Having healthy competition will force us all to learn where our weaknesses are and grow; becoming better together while competing to educate students. I am looking forward to having someone in Nampa that also teaches construction. I know having two completely, separate programs will be a benefit to us both. Working together to build our future construction workforce.

And second as a business owner having the opportunity to hire and recommend for hire, individuals who have training in my industry that I have not taught directly. I am also happy to see that construction is not dying. For years the average age of construction workers has become older and older. Having a second school to grow our industry in Nampa will be a true asset. I have so many contacts in the construction industry who are just as happy about the possibilities as I. And have voiced their excitement about the future school.

I am also hoping that Elevate starting to educate students at the middle school level in CTE type programs it will naturally force the NSD and even the State of Idaho to work to do something similar, or at least look at benefits of. The importance and understanding of CTE in general have grown over the last 9 years I have been teaching and I hope it continues to grow in the future. Giving students opportunities other than college and helping them understand that education after high school does not only mean college.

I know that Elevate Nampa will be a huge success in our community and am happy to have the opportunity to be pushed by the competition it will create. I am hoping to at least be some small part of the build and future growth of Elevate. If you have any questions, please feel free to contact me.

Regards,

Bret Miller

10/16/2020





Canyon County Juvenile Probation

222 North 12th Avenue
Caldwell, ID 83605

Office Hours: Monday - Friday
8 am - 12 pm / 1 pm - 5 pm

Phone: 208-454-7330
Fax: 208-454-7352

October 22, 2020

To Whom It May Concern,

On behalf of Canyon County Juvenile Probation, I am writing to provide our support for Elevate Academy. Elevate Academy currently in Caldwell has thus far been a positive opportunity for our community and specifically for the youth we work with in the juvenile justice field. Many youth we work with struggle to successfully complete traditional schooling and are often interested in gaining skills in non-traditional career paths. Elevate Academy has begun to help fill this gap.

Additionally, as a department in the criminal justice field, interest in being employed as a Probation Officer can be low. We value our department's relationship with schools like Elevate Academy and the education they provide regarding fields such as probation, law enforcement, corrections, EMT, and more. We believe this provides both exposure to these fields and future employees who are better prepared from the onset to take on the challenges faced in these fields.

We are hopeful for and look forward to having an additional Elevate Academy in Nampa to provide so much more than just an education to our community. I have had the pleasure of working with Phil Diplock for several years in the Nampa Schools and have seen his passion for helping kids succeed. Mr. Diplock will be a great addition to the Elevate community and will help this school reach optimum success. Saying "I'm looking forward to seeing this school open" would be an understatement. We really aren't meeting the needs of future generations if we aren't adapting to what's relevant and what works, Elevate is doing this and I'm beyond excited to see more from them.

Sincerely,

Shannon K. Jones



January 11, 2021

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigliano

Re: Support for Elevate Academy Nampa

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

I am writing in support of Elevate Academy Nampa. The Bluum team has been working closely with the leadership team and board of Elevate, and with the Idaho New School Fellows and veteran educators Jewels Carpenter and Phil Diplock, since the summer of 2020. Over the last six months, and in partnership with the J.A. and Kathryn Albertson Family Foundation (JKAF), we have provided both Carpenter and Diplock with Idaho New School Fellowship support in the amount of \$250,000.

Further, over the last three years we have worked closely in partnership with Monica White, Matt Strong and the Elevate board in launching and financing the highly successful Elevate Academy in Caldwell. This partnership to provide a strong Career Tech Education option to Caldwell's neediest students is one of the most productive school partnerships Bluum has had over the last five years.

Starting in the autumn of 2017, Bluum worked closely with Monica White and Matt Strong, both of them Idaho New School Fellows themselves, to help navigate all the hard work that goes into launching a great charter school. Specifically, Bluum worked closely with the Elevate team to raise \$1 million in grant support from the J.A. and Kathryn Albertson Family Foundation and \$1.25 million in support from Idaho's *Communities of Excellence* federal Charter School Program grant. Elevate has met every target and every promise they have made to Bluum, to the J.A. and Kathryn Albertson Family Foundation and to the U.S. Department of Education.

More importantly, they are meeting the promises they have made to their students to provide a pathway to both academic and life success. The school is connecting students to employers in ways that benefits all of Idaho.

Based on this track record, and the outstanding team of leaders doing the work for Elevate Academy Nampa, we will do all that we can to support their growth and development in Nampa and hopefully in other communities across the state that are reaching out and asking for them

to open schools in their communities. Demand for the type of opportunities provided by the Elevate Academies is great and I know the Elevate team is committed to doing all that they can to meet this growth in the coming years.

The Bluum team is committed to working with the Elevate leadership team to seek additional grant support from the J.A. and Kathryn Albertson Family Foundation and other local funders and partners. Further, upon approval from the Idaho Public Charter School Commission, Elevate Academy Nampa will be eligible to apply for up to \$800,000 in federal Charter School Program (CSP) funding from Bluum. I cannot promise that Elevate Academy Nampa will receive either JKAF funding (that decision is made by the JKAF board) or CSP funding (that funding is competitive and awarded through a third-party review process). But, the Elevate Academy and its leadership team is exactly the sort of group that these funding opportunities are meant to support, and they are expecting to serve the families and children who need a lift up the most.

Should you have any questions or concerns please do not hesitate to reach out to me.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Terry Ryan', with a long horizontal flourish extending to the right.

Terry Ryan
CEO

Appendix F10: Resumes for Leadership & Governance

PHIL DIPLOCK

(208) 861-283/PDIPLOCK@ELEVATE2C.ORG

I have 17 years of experience in education and 10 years in Law Enforcement. I have taught and created the Law Enforcement Program at the high school level, spent 6 years as the Dean of Students and 7 years as Vice Principal. As someone who has spent many hours with At-Risk students and their families, I am a believer in the necessity of connection with young people, both educationally and in regard to building trusting relationships. I strive to be a mentor and role model for students from all backgrounds and to assist them in being successful and confident as they move forward in life.

WORK EXPERIENCE

1991-2001

DEPUTY, Los Angeles County Sheriff

Worked both Custody and Patrol Divisions. Processed incoming arrests and assisted them through the system. In Patrol Division I assisted citizens and worked closely with community members. I handled calls for service in my city, worked with At-Risk youth, neighborhood watch, and many other needs of the community.

2001-Present

BASEBALL COACH, KUNA HIGH SCHOOL & COLUMBIA HIGH SCHOOL

Supervised hundreds of Student Athletes over the past 18 years. Fundraised to support program, assisted with players playing at the College level.

2003-2006

SCHOOL SAFETY AIDE- EAST VALLEY MIDDLE SCHOOL

Supervised Middle School students before school, lunch, and after school. Collaborated with staff to assist with student discipline, intervention, and relationship with students.

2006-2020

LAW ENFORCEMENT INSTRUCTOR, DEAN OF STUDENTS, VICE PRINCIPAL

EDUCATION

06/1988 AA DEGREE, FULLERTON COLLEGE

05/2009 BACHELOR OF SCIENCE, ASHFORD UNIVERSITY

08/2015 MASTERS IN EDUCATIONAL LEADERSHIP, UNIVERSITY OF PHOENIX

JEWELS CARPENTER

11635 W. Cross Slope Way, Nampa Idaho 83686
(208) 615-1636

Skills Summary

I have 20+ years of educational experience. From teaching, state level career and technical education (CTE) program management, high school administration, and district level CTE administration. I have worked at many different levels in education and can truly see the big picture, helping me network and acquire resources for the students and teachers I serve. I believe that when people know you respect them and care about them it creates a trusting relationship that fosters engagement, growth, and confidence. My passion is supporting students, staff and my community through encouraging them to lead their own learning and define what success means to them.

Education

Bachelor of Science in Kinesiology - Sonoma State University
June 1995

Masters in Educational Leadership - University of Idaho
June 2006

Experience

Nampa School District

Director of Career & Technical Education/May 2015 – June 2020

Oversee State and Federal funding, observe 48 + teachers, ensure State curriculum is being taught to Industry standard, assess all programs using state and industry assessments and certifications, data collection for Perkins Federal funding reports.

Columbia High School – Nampa School District

Vice Principal/September 2009 – May 2015

KELLIE FOREMAN

21395 Chicago St
Caldwell, ID 83607
(208) 249-0574
kforeman63@msn.com

QUALIFICATIONS

Managerial and director experience, staff recruitment and retention, staff development and training, flexible scheduling, excellent communication skills, excellent critical thinking skills, like to think outside of the box to effect change, knowledge of TJC and CMS standards.

EDUCATION

2013-2015 MSN, Research College of Nursing
2007-2009 BSN, University of Phoenix
1999-2002 ASN, Boise State University
1991-1992 RMA, American Institute of Health Technology

CERTIFICATIONS

Basic Life Support
Advance Cardiac Life Support

ORGANIZATIONAL AFFILITATIONS

Association of Peri-Operative Registered Nurse
Sigma Theta Tau International

EMPLOYMENT

2015-Present Clinical Educator, Education Coordinator

Responsibilities include development and coordination of education for facility encompassing live training and computer based education. Health Stream Administrator, AAP/NRP Administrator, and monitoring of staff education to ensure compliance with regulatory bodies. Work closely with local high schools, technical school, colleges, and universities to provide clinical opportunities for students including development and maintenance of affiliation agreements, and coordination of clinical opportunities.

2012- 2015 RN, Manager of Perioperative Services

Responsible for oversight of the operations of all departments of surgical services including recruitment; retention; training and development of staff; development and maintenance of policies and procedures; process improvement; labor control; scheduling; and physician satisfaction.

2007-2012 RN, Director of Nursing, Idaho Surgery Center.

Responsible for oversight of the operations an ambulatory surgical center including recruitment; retention; training and development of staff; development and maintenance of policies and procedures; process improvement; risk management; quality control; infection control; safety; pharmacology; supplies; labor control; scheduling; and physician satisfaction. Primary participant in very successful surveys with both CMS and AAAHC.

2002-2007 RN, Saint Alphonsus Regional Medical Center

Circulator: Responsibilities include patient advocacy, ensuring safe surgical environment, collaborating with anesthesia, surgeons, and OR to provide quality care.

Preceptor Coordinator: Coordinate the training and development of new nurses during their orientation phase.

Service Line Coordinator: coordinating the activities of 8 ORs with the control desk, anesthesia, and surgeons, RNs, CSTs and ORAs to ensure that cases ran smoothly and efficiently.

1992-2002 RMA, Saint Alphonsus Medical Group

Responsibilities included directly assisting the physicians with patient care, assisting with office surgeries, ensuring a smooth flow of the schedule, coordinating appointments for patients, patient phone calls, patient education, triage, urgent care, immunization program, OSHA educator, preceptor, employee schedule, x-rays, phlebotomy, insurance forms and referrals.

1996-1997 RMA, Russell Snow D.O.

Responsibilities included direct assisting of Dr. Snow, assisting in office surgeries, triaging, billing and collections, OSHA maintenance, scheduling of patients, coordination of patient appointments.

Erik A. Bullock

15701 Palomino Ln.

Murphy, Idaho 83650

404-783-2474

erik.bullock@ymcatvidaho.org**PERSONAL QUALIFICATIONS:**

Highly successful and visionary YMCA Team Leader ready for VP Executive Leadership position. Demonstrates exceptional skills through program progression, staff training and management, fundraising, and nurturing community relations. Passion for enhancing youth development, establishing community relationships, and elevating the overall member experience. Accomplished in staff hiring, training, fiscal management, volunteer recruitment, marketing, fundraising, facility management, and overall program delivery. Known for integrity and character, developing staff, and producing quality programs that are engaging and align with the YMCA mission. Visible and highly regarded in the community as a devoted servant and respected YMCA leader.

EXPERIENCE:**Executive Director – Caldwell YMCA Branch and Y Camp at Horsethief Reservoir 2015 to Present**

- ◆ Complete operation responsibilities of two facilities totaling \$10.4 mill. gross annual budgets.
- ◆ 14,000 members / 250 staff.
- ◆ Increased and achieved total Annual Campaign Goals by \$100,000 for a current ytd of \$324,000.
- ◆ Increased membership growth by 15%.
- ◆ Increased resident camp registration by 48%.
- ◆ Reduced Insurance claims and MOD rates through focused area of safety and training culture.
- ◆ Achieved Capital Campaign \$800,000 for new weight room installation (90 days)
- ◆ Secured \$1 million in Grants to date.

Senior Program Director - Cherokee Outdoor YMCA and Pruett YMCA 2007 to 2015

- ◆ Accountable for \$900,000 annual gross budget with complete operations and growth of 7 successful programs at 2 branches consisting of large (+600) summer day camps, school break camps, group retreats, outdoor education and teens.
- ◆ Supervise 2 full time staff and 85 seasonal camp staff.
- ◆ Established strong community partnerships along with fundraising for Why It Matters Annual Campaign and value based volunteer opportunities, while exceeding overall expectations of funds raised through community, member, and WIM Golf Tournament.
- ◆ Demonstrated facility risk assessment knowledge on 225 acre outdoor branch on Lake Allatoona and indoor Pruett facility.
- ◆ Ensured relationship building and enhancement through membership service experience.
- ◆ Provided measurable results through programs serving the community's needs. Implemented visionary programs that are sustainable and impacting the community through youth development and healthy living.

Assistant Camp Director – Cherokee Outdoor YMCA 2006 to 2007

- ◆ Served exceptional leadership through budget management, summer staff development, member service, and program delivery.
- ◆ Managed summer day camp for approximately (+400) campers and supervised 65 counselors.
- ◆ Conducted weekly staff meeting and training sessions.
- ◆ Handled member concerns and delegated authority on high stress situations.
- ◆ Provided staff feedback and document evaluations.
- ◆ Demonstrated the responsibility of primary lead over camp when director was off site.

Day Camp Unit Leader – Cherokee Outdoor YMCA 2005 to 2006

- ◆ Managed day camp for approximately 120 campers and supervised 12 counselors.
- ◆ Wrote weekly lesson plans and scheduled activities through duration of summer.
- ◆ Operated a safe, inclusion based program that was beneficial to YMCA, staff and members of camp.

Site Coordinator – Treasure Valley Family YMCA**1998 to 2000**

- ♦ Operated successful summer day camp and after school program.
- ♦ Responsible for daily programing of 65 children and 5 staff.
- ♦ Conducted training with staff through YMCA mission and guidelines.
- ♦ Established an efficient program from the ground up and generated awareness in the community through marketing initiatives.
- ♦ Primary lead supervisor over the facility and handled all parent concerns with timely resolution.
- ♦ Procured extension of annual site contract through presentation to Kuna City Council.

EDUCATION:

- ♦ Reinhardt University / Criminal Justice / Graduate 2015
- ♦ Attended Borah High School / Graduate 1994

COMMUNITY INVOLVEMENT:

- ♦ Caldwell Kiwanis 2015-Present (Board Member 2019-Present)
- ♦ Caldwell School District Superintendent Ad-Hoc Search Committee 2015-16
- ♦ Treasure Valley Community College Advisory Committee 2015-Present
- ♦ Caldwell Chamber of Commerce Education Committee 2016-Present
- ♦ Advocates Against Family Violence 2018 Man in Top Tier Award
- ♦ YMCA Campfire Conference Chair 2013-15

REFERENCES:

- ♦ John Hicks (Professional)
Executive Director
Cherokee Outdoor YMCA/Pruett Indoor YMCA
678-880-3500
johnh@ymcaatlanta.org
- ♦ Shane Brown (Professional)
Executive Director
Camp Kanata
919-270-8149
Shane.brown@campkanata.org
- ♦ Wes Bender (Professional)
Senior Consultant
Daxko T2 Consulting
770-490-4946
wbender@daxko.com
- ♦ Carolyn Holly (Personal)
News Anchor
KTVB Channel 7
208-283-6007
cholly@ktvb.com

Brooke Stevenson

11650 Willis Rd. Middleton, ID 83644
(208) 869-2295 brooke.stevenson@rulesteel.com

PROFESSIONAL SUMMARY

Team-oriented detailing manager dedicated to being a leader the Structural Steel industry by producing an innovative top quality product. Driven to utilize cutting edge technology and a continual desire to learn new and more efficient practices with the specialized real-world knowledge in the steel fabrication industry.

EDUCATION

Certificate of Completion: Tekla Structures and Steel Detailing Nov 2002
Dowco Consultants Ltd – Burnaby, BC

AutoCad Drafting Jun 2000
Treasure Valley Community College – Ontario, OR

High School Diploma May 1999
Middleton High School – Middleton, ID

SKILLS

- Software Knowledge:
 - Tekla Structures • Auto Cad • Blue Beam • Office 365
- Valued consultant in connection design, installation efficiencies, and 3D model capabilities
- Experienced in construction general practices, processes, means and methods
- Extensive experience Design Build and BIM collaboration on high profile complex construction projects
- Versatile background in project phasing and Levels of Development for General Construction

PROFESSIONAL EXPERIENCE

Rule Steel, Caldwell, ID, Feb 2002 – Present

- Manage and train our detailing staff of 11 to follow industry protocols, standards and practices.
- Collaborate with design teams on design-build projects, delivering cost effective processes and procedures that positively affect the overall construction process.
- Continually integrate cutting edge technology with a focus of keeping my division ahead of our competition
- New client development and education on our company capabilities.

Weld Tech, Caldwell, ID, May 1992 – Feb 2002

- Pre-fab – creating cut lists, operating cutting equipment and fabrication of detail parts.
- Welder – interpretation of fabrication drawings and responsible for the layout, fit up and final welding of steel handrail systems and white water rafting frames.
- Estimating – responsible for providing quantity take offs for structural and miscellaneous steel providing accurate and timely estimates for customers.
- Detailing – Created fabrication documents that can be used in the fabrication shop for the fit up, and final fabrication on construction projects

SUCCESSFUL PROJECTS

- Micron Building 50
- Micron Nano-Fab
- Zion Bank 18 Story Tower – 8th & Main
- JUMP (Jacks Urban Meeting Place)
- Chobani Yogurt Plant
- Melaleuca WHQ
- City Center Plaza
- Simplot WHQ
- Scentsy WHQ



Merit LLC
 General Contractor
 Nampa, ID 83686
 208-571-3446
 brad@mgsidaho.com

Brad Ward, working all his adult life in the construction industry which includes commercial, industrial and residential projects. He worked his way up in various positions from labor, foreman, and project superintendent. In the mid 90's he started his own construction company. In 2013 he decided to combine his talents and resources with his brother and they created Merit LLC. They have continued to expand the business to include residential additions, remodels, new custom homes, commercial projects, including new build, renovations and tenant improvements throughout the Treasure Valley.

He started his construction experience in concrete as a teenager, learning the trade from the ground up. He learned how to read blue prints, layout forms, pour foundations, footings, curb and gutter and various other types of concrete work. He picked up the work naturally and went on to other types of construction leading to a job with ESI in the early 80's as a laborer advancing to lead man, steel foreman, then as a project superintendent traveling throughout the US. Tired of Traveling he decided to start his own business in concrete and steel erection which led to other business opportunities and has been self-employed to current.

In 2016 Merit LLC teamed up with the City of Caldwell /Caldwell Housing Authority to build 3 homes and a townhouse. This enabled Brad to give back to the community and see a difference in the pride these neighborhoods had when you had a builder who invested time to be on site and interact with the neighbors and the home owners who felt part of the process.

Merit LLC has also partnered with investors and developers and look forward to providing quality-built homes for residents and commercial projects.

Brad has developed a strong business relationship with many trades companies and suppliers. Some examples are Steve's plumbing service, Coburn concrete, Energy smart wiring, Franklin Building Supply, Boise supply. He is also an authorized builder for CBC Steel Buildings.

Brad received his education through numerous business, and construction related college courses and hands on experience. He holds an EPA Lead paint certification that allows him to work on and supervise projects containing lead paint. He also received his certification as a home inspector, which enabled him to expand and serve him in the field with Realtors. He has received other training and certifications from Osha, NTSB (National Transportation and Safety Board), Structural Welding, Fork lift operator and numerous others. He is in good standing with the Nampa Chamber and the BBB. He is also a proud member of the Snake River Valley Building Contractors Association and the National Building Contractors Association.

References:

Adam Hyer -Manager Franklin Building Supply Caldwell Store 208-941-2851
 Amy Cardenas- Loan Officer- Guild Mortgage 208-405-1766
 Nony Housh- Real Estate Agent- Silverhawk Realty 208-608-8876

Becki Woodbury is the Executive Director of CLM Marketing in Boise, Idaho. Becki has 20 years of experience in marketing and advertising leadership, including 14 years at CLM. She has worked on business, marketing and media strategy for a wide array of clients in industries including retail, healthcare, financial, manufacturing, mining, entertainment, hospitality, automotive and gaming. Her clients have been local, regional and national in scope.

In her role at CLM, Becki has been instrumental in helping the Idaho Lottery return the largest to-date dividend to the State of Idaho and was on the team that helped grow Idaho Central Credit Union from hundreds of millions in assets to billions in assets. She pioneered the CLM embedded-team model that seasonally manages Western Idaho Fair's award-winning marketing and advertising programs. She worked extensively with Pizza Hut across many markets throughout the West to test concepts and promotions for National rollout. Becki is an analytic with a knack for numbers, but she often uses non-traditional methodologies to find solutions.

Becki was born and raised in Emmett, Idaho. She attended Idaho State University and graduated with a Bachelor of Arts in Advertising/Public Relations with a Minor in Music. Becki studied with the National Media Buying Academy on all forms of media. In addition, she recently completed an Executive Education program from Northwestern's Kellogg School of Business on Digital Marketing Transformation. She loves to volunteer, read, travel, bake and be a mom to her three kids.

A few things you should know about Becki if you work with her. She can help you develop complex competitive advantage, but she can't be your road trip navigator – she has no sense of direction. You will rarely see her take notes because she has excellent recall, but if you ask her about a movie reference from pop culture, she won't know it or won't remember it. She is a huge Notre Dame fan, even when they are losing and she'll let everyone know, "it's just a rebuilding year."



2619 S. Indiana Avenue
Caldwell, ID 83605

Phone (208) 371-4761
Fax (208) 455-7947
E-mail amyrojas@earthlink.net

Amy Rojas

EDUCATION	1986 Diploma	Caldwell Senior High School	Caldwell, ID
	1986 – 1987	ITT Technical Institute	Boise, ID
	Automation Secretarial Diploma		
	<u>Courses:</u>		
	Business Law	Dictation & Transcription	
	Electronic Calculations	Legal Procedures	
	Payroll Accounting	Accounting I	
	Progressive Filing	Proofreading Skills	
	Business Communications	Advanced Word Processing	
	Speedwriting	Public Relations	
PROFESSIONAL EXPERIENCE	1993-Present	Looks Nu, Inc.	Ontario, OR
	Owner/Bookkeeper		
	<ul style="list-style-type: none"> Maintaining a complete accounting system; Accounts Receivable/Accounts Payable; processing payroll, payroll taxes and reports; sending monthly invoices; compiling monthly financial reports; answering phones; filing; data entry; reconciling checkbooks and communicating with customers and businesses regarding accounts. 		
	1989 - 1998	Canyon County Courthouse	Caldwell, ID
	Pre-Trial Release Officer/Misdemeanor Probation Officer		
	<ul style="list-style-type: none"> Conducted pre-sentence and special investigations, personal interviews and made release recommendations of an inmate. NCIC certified and made extensive background and criminal research. Attended court hearings to determine release of inmate to our programs. Made collateral contacts with family members, law enforcement agencies, attorneys, etc. Extensive data entry; answering phones; typing subpoenas and warrants; supervision of clients and files. Served as interpreter and translated documents. Assistant Supervisor to the Pre-Trial Release Supervisor. Assisted in the set up of the computer programs. 		
	1988 – 1989	Goicoechea Law Offices	Boise, ID
	Accounts Receivable/Bookkeeper		
	<ul style="list-style-type: none"> Bookkeeping duties; handling the accounts receivables, helping clients, translation of documents and extensive filing. 		
REFERENCES	Richard Comstock (208) 454-7596	Kathy Vanscoy (208) 454-7495	
	Alicia Brown (208) 454-4101	Rebecca Lovelace (208) 459-2743	
	Carol Hoadley (208) 454-7300	Susie Greenfield (208) 459-0673	

F. AMAIA VICANDI-BOW

10062 Linden Road NAMPA, ID 83687

(208)463-8222

email:keithamaia@gmail.com

OBJECTIVE:

My objective is to further my career in the criminal justice field, by obtaining a challenging position within your company that will allow for growth in my job experience and educational skills.

EXPERIENCE:

2009-Present	Canyon County Juvenile Probation	Caldwell, Idaho
Training Coordinator		
<ul style="list-style-type: none"> • Develop and update all training materials for Juvenile Probation staff. • Create, evaluate, and modify all training materials. • Document all training for Juvenile Probation personnel. • Schedule orientation training for all new hires and interns as well as ongoing training for staff. • Works with other agencies to share common training resources. • Presents and or arrange training programs. 		

1999-2009	Canyon County Juvenile Probation	Caldwell, Idaho
Senior Juvenile Probation Officer		
<ul style="list-style-type: none"> • Conduct social history interviews for juvenile offenders. • Verify information received for social history reports. • Compile information and data. • Write detailed factual reports. • Justify recommendations in written form. • Ensure offenders are in compliance of court order. • Conduct home visits and record progress of offenders. • Coordinate services with agencies for offenders. 		

EDUCATION:

Associate of Arts, General Studies, College of Southern Idaho
 Associate of Science, Criminal Justice Administration, Boise State University
 Bachelor of Arts, Spanish, Boise State University

SKILLS:

Word	Excel	Lotus	10-Key	Fax
Telemagic		PeopleSoft	Copiers	Multi-line Telephones
CMS	ISTARS	Spillman	Outlook	Recording Equipment
Speak, read, write Spanish Interpret			Documents	Certified POST instructor

A:\RESUME.DOC

Monica White

23906 Garret Ranch Way Wilder, ID 83676 | 208-407-4963 | mwhite@elevate2c.org

Monica White has been in the education profession for 19 years. During this time, she has served as a teacher, coach, principal and assistant superintendent. She believes that there is genius in all of us and that the best way to create success is to ensure that people have the tools to work and live with passion and purpose. Monica is an inspired and passionate educator who is committed to being an advocate for teachers, and even more importantly, students. She's a problem-solver who will work tirelessly with her team to find opportunities and resources to help all students become successful. Monica is deeply involved in the Caldwell community and the education community. She currently serves on the Caldwell YMCA leadership circle and the Teach for America regional board. In both of these roles she aids in finding ways to better serve the youth of the communities she impacts. Professionally she is strong in visionary leadership, professional development, budgeting, and advocating for those that cannot advocate for themselves. Monica is Co-Founder of [Elevate Academy](#), a public charter school designed to train and create a pipeline of highly-skilled, employable workers that meet the needs of Idaho industry and business, while empowering students to be leaders in their own lives.

EDUCATION

University of Idaho	
ED.S Education Leadership	2014
Superintendent Focus	
Montana State University, Bozeman MT	
M.A. Education Leadership	2007
School Principal Focus	
Boise State University, Boise, ID	
B.S. Kinesiology	1999
Physical Education	

AWARDS

2006 Teacher of the Year, New Plymouth High School
 2005 Carol M. White Physical Education for Progress, Federal grant awardee: New Plymouth School District
 2008 Carol M. White Physical Education for Progress, Federal grant awardee: Caldwell School District
 2017 Lifetime Service 3rd District Coaches Association
 2019 Idaho Juvenile Justice Commitment to Service Award

EDUCATION LEADERSHIP EXPERIENCE

Founder & Director of Elevate Academy	2017- Current
At-Risk Charter School Opened Fall 2019	
Designed, Developed and implemented an innovative approach to reaching at risk youth.	
Principal, Canyon Springs High School, Caldwell, ID	
School Improvement, Turn Around Status School	2013-2017
Developed systems and culture that inspired at-risk youth.	
Central Office Administrator, Caldwell School District, Caldwell, ID	2011-2013
Developed budget, advised on curriculum and federal programs, managed human resources, supervised principals and other central office staff as well as grounds, maintenance, and nutrition services.	
Principal, Syringa Middle School	2009-2011
Managed day to day operations of Syringa Middle School including teacher evaluation and supervision, curriculum and budgets	
Assistant Principal, Syringa Middle School	2007-2009
Managed day to day operations with a focus on school safety and discipline.	

MONICA WHITE**PAGE 2****RELATED EXPERIENCE****New School Entrepreneur****2017 – 2019**

Research and develop a charter school designed to meet the economic, social emotional and academic needs of at risk youth in Canyon County.

Western Governors

Student Teacher Supervisor**2014-2019**

Evaluate and mentor aspiring teachers in their final semester with Western Governors.

Idaho Leads

Professional Development Consultant**2016-2018**

Engage teachers and administrators in training to enhance their practice.

MEMBERSHIPS

Association of Supervision and Curriculum Development, ASCD 2007-2017

American Association of Health Physical Education Recreation and Dance, AAHPERD 2001-2009

National Association of Secondary School Principals, NASSP 2007-2017

Idaho 3rd District Coaches Association 2004-2007

Idaho Alternative Schools Network 2015-2016

PROFESSIONAL SPEAKING ENGAGEMENTS

2008 Lobby Team for Sports Equipment USA, Advocating for continued support of Carole M. White program, Washington D.C.

2009 ASCD National Convention, Philadelphia, PA

2013 National Drop Out Prevention Conference, Louisville, KY

2013 National At-Risk Youth Conference, San Antonio, TX

2017 Idaho At-Risk Youth Conference, Sun Valley, ID

VOLUNTEER EXPERIENCE

2001-2007 2A Representative 3rd District coaches board

2018-Current Board Member Teach for America

2018-Current YMCA Leadership Circle

REFERENCES

Heather Williams

Program Coordinator of Executive Educational Leadership

Boise State University

208-316-6205

Mayor Garrett Nancolas

Mayor

Caldwell Idaho

208-455-3011

Terry Ryan

CEO

BLUUM

202-341-4575

1103 West Ash St.
Caldwell, Idaho 83605

Cell Number: 208-869-7458
Email: mstrong@elevate2c.org

Matt Strong

BIO

I have been an educator since 1995, my tenure includes time at Weiser Middle School, Skyview High School and Caldwell High School before becoming the assistant principal at Canyon Springs High School. I have been deeply involved in athletics; coaching football at every level, including an assistant football coach at the College of Idaho. I am community minded and serve with Caldwell Proud, a community improvement organization, and Go Purple, a College/Community collaboration initiative. As an assistant principal, I was an instrumental part in transforming Canyon Springs High School from a school in need of restructuring to a school that has become a model throughout the state of Idaho. I believe my true gift is working with at risk students and making them believe in their potential, while providing them the opportunity and resources necessary to reach it. My strengths lie in community relations and recruitment, fundraising, classroom management and school culture.

Experience

- | | | |
|---------------------------------|---|---------------------|
| 2019-Present | Principal Elevate Academy | Caldwell, ID |
| 2017- 2019 | Elevate Academy (BLUUM) | Boise, ID |
| ▪ | Co-Founder, Innovator of Elevate Academy | |
| 2014 – 2019 | College of Idaho Football | Caldwell, ID |
| ▪ | Coach Defensive Line, Linebackers and Defensive Backs. Started a community booster group that supports College of Idaho athletics called Go Purple. | |
| 2010- 2017 | Canyon Springs High School | Caldwell, ID |
| ▪ | Vice Principal at Canyon Springs High School | |
| 2003 – 2010 | Caldwell High School | Caldwell, ID |
| ▪ | Physical Education/Weight Training teacher at Caldwell High School | |
| ▪ | Head Football Coach 2003 – 2009 | |
| ▪ | Head Track Coach 2004 – 2007 | |
| ▪ | Assistant Track Coach 2007 – 2009 | |
| 1999 – 2003 | Skyview High School | Nampa, Id |
| ▪ | Physical Education/Weight Training | |
| ▪ | Head Football Coach & Assistant Track Coach | |
| Compiled a 31-10 record | | |
| District Champions 2001 | | |
| State Playoffs 1999-2001 | | |
| 2X Girl's State Track Champions | | |

Matt Strong - Resume 2

1996-1999 Weiser Middle School Weiser, ID.
Health & P.E. Instructor 7-8

Head 7th Grade basketball Coach 1996-1999

8th Grade Girl's Basketball Coach 1996

1996-1999 Weiser High School Weiser, ID.
Assistant Football Coach/ Assistant Track Coach

State Champions 1997 State Semi-finals 1998

1997-1998 District Champions

Education

Carroll College Helena, MT.
Eastern Oregon State College LaGrande, OR.

B.S., Physical Education and Health

Boise State University Boise, ID.

Secondary Education Teaching Certificate

University of Phoenix Meridian, ID.

Masters in Educational Leadership

References

Monica White
 Principal at Canyon Springs High School 208-407-4963

Reagan Rossi
 Athletic Director at the College of Idaho 208-989-6457

Mike Moroski
 Head Football Coach at College of Idaho 208-615-0776

Garrett Nancolas
 Mayor of Caldwell, Idaho 208-250-9022

23802 GARRETT RANCH WAY • WILDER, ID 83676 •
 PHONE (208) 989-9193 • E-MAIL URANGACPA@GMAIL.COM

DARREN URANGA, MBA, CPA

CERTIFICATION

Certified Public Accountant – November 2007

PROFESSIONAL EXPERIENCE

July '19 – Present Elevate Academy Inc – Caldwell, ID

Chief Financial Officer

- Manage all monthly payroll functions
- Prepares & manages the budget.
- Administers accounts payable and receivable functions.
- Prepares monthly and annual financial reports for review by the Board and auditors.
- Completes monthly bank reconciliations.
- Completes all state reporting (ISEE)

May '08 – June '19 Middleton School District #134 – Middleton, ID

Director of Finance & Operations

- Manage all monthly payroll functions for over 300 employees, including quarterly & annual tax filings.
- Prepares & manages the \$20+ Million budget.
- Administers accounts payable and receivable functions.
- Prepares monthly and annual financial reports for review by the Board and auditors.
- Completes monthly bank reconciliations.
- Completes all state reporting (ISEE)
- 2018 School Business Official of the Year

Nov '05 – May '08 Legislative Services Office: Audit Division – Boise, ID

Staff Auditor II

- Conduct financial/compliance audits of federal grants received by state entities (A-133 compliance audits)
- Conduct financial/compliance audits by reviewing systems of internal controls, analyzing financial information, and appraising the economical and efficient use of resources
- Complete financial opinion audits based on the standards of GASB 34.

Winter '06 & Winter '07

H & R Block Corporation – Boise, ID

Tax Associate

- Prepare individual tax returns
- Provide tax planning advice

Dec '04 – May '05 J.R. Simplot Company – Boise, ID

Small Business Accountant

- Provide daily accounting functions for three small companies (Brundage Mountain, Osprey Resorts, and Bar-U Inc.)
- Prepare month end bank and account reconciliations
- Prepare monthly and quarterly financial statements

Dec '02 – Mar '03

TitleOne Corporation – Boise, ID

Accounting Internship

- Assist with daily accounts receivables and payables
- Assist in preparation of daily activities report

EDUCATION

2004 – 2006

Northwest Nazarene University – Nampa, ID

Masters of Business Administration

- 3.75 cumulative GPA

1999 – 2003

College of Idaho – Caldwell, ID

Bachelors of Science in Accounting (Minor Computer Science)

- 3.56 cumulative GPA
- 4 year participant in baseball; Academic All-American

COMPUTER SKILLS

Microsoft Word, Excel, Access, PowerPoint, Outlook., Quickbooks, Proseries, Skyward, Google Apps

INTERESTS AND ACTIVITIES

Basketball, Golf, Softball, Hunting, and Coaching Youth Sports

REFERENCES

Available Upon Request

Appendix F11: Principal and Assistant Principal Job Descriptions

Job Title: Principal

Reports to: Elevate Academy Inc. CEO

Salary: Depends on experience

JOB SUMMARY:

The Principal is responsible for the effective operation of the school, general administration of all instructional, business, or other operations of the schools. She or he will administer and supervise the school and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values—including developmental philosophy and parental involvement. She or he will work closely with the Elevate Academy Inc. network Academic Liaison to plan and design Elevate Academy Inc. innovative curriculum, and design and implement teacher training for effective curriculum implementation. She/he will also work collaboratively with the Elevate Academy Inc. network team: CFO, Office Clerk, Teachers, Classified Staff and CEO to provide consistent and effective school leadership.

Responsibilities and Duties:

- Educational Program Management
- Embody, advocate for, and execute on the mission, vision and strategic direction of Elevate Academy Nampa Charter School.
- Extensive knowledge of and experience with curriculum development and developmentally based educational programs.
- Monitor and analyze student performance data and prepare reports.
- Outreach to the community and school district about our model and develop support systems.
- Foster teacher leadership and shared decision making.
- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings.
- Ensure educational and regulatory compliance at all governmental levels.
- Explain and clarify information received from various agencies including Idaho Department of Education, State Board of Education, and Charter School Commission.
- In conjunction with staff, develop and implement discipline policies.
- Operations Management/Supervision
- Develop school office procedures, methods and practice.

- Ensure compliance with all applicable laws and regulations including, but not limited to, financial, record keeping, and employment.
- Supervise day-to-day operations of the school.
- Responsible for overall vendor management including, but not limited to payroll, facilities, contractors.
- Responsible for coordination with Elevate Academy Inc. CFO the preparation of annual performance audit.
- Attend and participate in Elevate Academy Inc. Board meetings and committee meetings.
- Manage recruitment and selection of staff.
- Supervise improvement of teaching by annually reviewing goals and objectives, observing instruction, and conferencing with teachers, in collaboration with staff, the Board of Directors, and representational parent input.
- Supervise staff and foster positive, collaborative working relationships.
- Communications Management
- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Maintain a visible and accessible presence to the school community.
- Advocate for Elevate Academy Nampa in the greater community and with the media.
- Communicate issues, concerns, and needs to Elevate Academy Inc. Board of Directors.
- Represent Elevate Academy Nampa at district and county administrative meetings and other meetings as requested by the Board of Directors.
- Maintain frequent and regular communications with families through a newsletter, school website, one-on-one meetings, etc. as appropriate.
- Outreach and marketing for the purposes of maintaining enrollment and development.
- Fiscal Management of Elevate Academy Nampa.
- Develop annual budget in collaboration with the Elevate Academy Board of CFO. Manage budgets and make recommendations to the CEO.
- Work with Elevate Academy Inc. CFO to set economic objectives, and implement financial and accounting policies, and other fiscal policies and practices as necessary.
- The principal will perform other duties as required.

Job Title: Assistant Principal

Reports to: Principal

Salary: Depends on experience

JOB SUMMARY:

Position is responsible for assisting the school Principal in the planning, organization, administration, and management of Elevate Academy Nampa. Position assists with supervising staff, creating a safe environment, monitoring curriculum, budget development, and other duties associated with the successful operation Elevate Academy Nampa. Essential functions of the job may include but are not limited to the following:

- Coordinates and supervises the daily operation of the school's attendance program, security functions, transportation, food service and maintenance.
- Assists in establishing the school's student discipline plan and the school's plan for ensuring a safe and orderly environment.
- Administers the student discipline program.
- Assists the school principal in ensuring that the school's policies and procedures related to student discipline referrals and discipline action plans meet state, federal, and division requirements.
- Supervises and coordinates the preparation of student discipline review documents as required by School Board policy.
- Conferences with parents/guardians of students concerning discipline, attendance, and student behavior.
- Conferences with students referred for violations of the handbook, administers disciplinary action as necessary, and notifies parents/guardians of action taken.
- Provides staff development for the instructional staff and other assigned personnel regarding school security, the handbook, classroom management, effective discipline strategies, and conferencing techniques.
- Supervises the daily activities of personnel in the attendance, security, transportation, food service, custodial and other operations at the assigned school.
- Assists the school principal in establishing and sustaining relationships with the business community and other youth serving organizations to foster understanding and solicit support for students and their families.
- Monitors halls, school grounds, and pupil movement to ensure a safe and orderly environment at the assigned school.
- Attends and supervises after-school, evening, and weekend school sponsored events and activities as assigned.
- Articulates and supports school safety initiatives to the faculty and school community.
- Seeks ways to develop and sustain a climate of mutual respect between and among the students and adults who participate in the school.

- Prepares related reports and records as required by the school division, local, state, or federal government.
- Models non discriminatory practices in all activities.
- Stays informed of developments and research pertaining to safe and orderly schools.
- Demonstrate preparation and skill in working with students from diverse cultural, economic and ability backgrounds.
- Encourage parent and community involvement, obtain information for parents when requested, promptly return phone calls and answer emails.
- Participate in appropriate professional activities.
- Performs any other related duties as assigned by the Principal or other appropriate administrator.

SUBJECT

Director's Report

APPLICABLE STATUTE, RULE, OR POLICY

Not applicable

BACKGROUND

The PCSC Director oversees the day to day management of the authorizing office. This agenda item provides opportunity for a brief report regarding actions taken and work in progress at the staff level.

DISCUSSION

Charter schools are annually evaluated against the measures established in the performance framework. Additionally, the PCSC prepares an annual report for the State Board of Education. These reports are made available to the public at the end of January each year and are available on the [PCSC's website](#). Additional topics of discussion will include the PCSC's recent School Choice publication and the revisions to the PCSC's renewal guidance document.

SPEAKER

PCSC Director, Jenn Thompson will discuss annual reports and the school choice publication.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

N/A



Idaho Public Charter School Commission **2020 Annual Report**

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 NORTH 8TH STREET, ROOM 242
BOISE, IDAHO 83702

PHONE: (208) 332-1561

PCSC.IDAHO.GOV

ALAN REED, CHAIRMAN

JENN THOMPSON, DIRECTOR

PUBLIC CHARTER SCHOOL COMMISSION



Alan Reed, Chairman
Term Ends 2022
Appointed by Pro Tem



Sherrilynn Bair, Vice Chair
Term Ends 2024
Appointed by Governor



Brian Scigliano
Term Ends 2024
Appointed by Governor



Kathleen "Kitty" Kunz
Term Ends 2023
Appointed by Pro Tem



Wanda Quinn
Term Ends 2024
Appointed by Governor



Nils Peterson
Term Ends 2023
Appointed by Speaker



Julie Van Orden
Term Ends 2023
Appointed by Speaker



Jenn Thompson
PCSC Director

THE PCSC'S ROLE

The Public Charter School Commission (PCSC) is Idaho's statewide charter school authorizer. The PCSC is tasked with risk-management and oversight of approximately 80% of Idaho's public charter schools.

The PCSC considers whether to approve or deny petitions for new charter schools and whether to renew or non-renew each school's operating term every five years.

In between those decision points, the PCSC staff conducts the day to day work of school oversight, including compiling data, conducting site visits, and monitoring legal compliance.

Annually, performance reports are published both for the sake of public transparency and to help inform PCSC renewal decisions.

The PCSC maintains standing committees focused on continuous improvement in evaluating new petitions and renewal applications.

MISSION STATEMENT

The Public Charter School Commission's mission is to ensure PCSC-authorized public charter schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families.

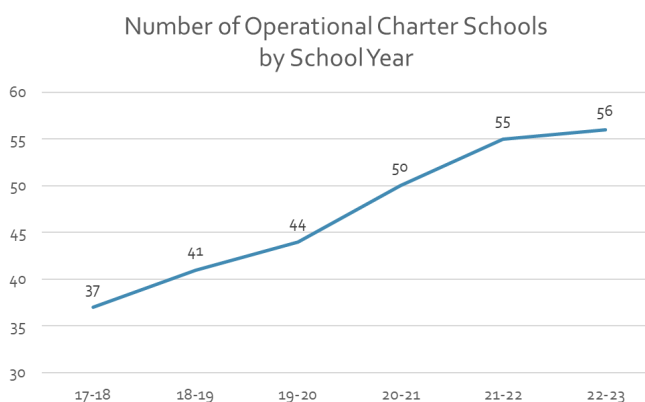
CHARTER SECTOR GROWTH

The PCSC has grown from authorizing 37 schools in 2017 to authorizing 56 schools today.

Five of the schools we authorize are currently pre-operational, and intend to open in 2021 or 2022. In addition, three new charter school petitions are currently under evaluation.

While the PCSC provides operational and financial oversight for 56 schools, we provide academic oversight for 63 programs. This is because several schools run multiple programs, such as a Montessori elementary and an alternative high school.

During the 2019-20 school year, PCSC schools served approximately 20,500 students, or 6% of the publically educated students in Idaho. This represents a 1% increase over the previous school year, in which PCSC schools served approximate-



ly 19,000 students.

In addition to the charter schools in the PCSC's portfolio, Idaho has 15 charter schools authorized by school districts. Data from district authorized schools are excluded in this report.

CHARTER SCHOOLS DURING THE PANDEMIC

Strengths: Local Control

By design, charter schools are governed at the building level. Each school has its own governing board of volunteers, subject to Idaho Open Meeting Law and the Idaho Non-Profit Corporation Act. Charter school governing boards establish and maintain school policies and directly evaluate the performance of their school administrator each year.

Because of this structure, charter schools experience greater local control than traditional district schools where the distance between the board and the school is greater and decisions require more consensus building before implementation. This autonomy is one of the primary draws of professional educators to the charter sector.

As the pandemic hit last spring, charter schools were uniquely poised to quickly adapt policies and practices at a local level. While navigating this year has been incredibly difficult for everyone, the nimbleness of charter school structure has proven to be a positive and useful feature.

Challenges: Enrollment

Many Idaho public schools (charter and traditional) have experienced lower enrollment than expected this year. However, while traditional districts have funding protections in place at the state level, charter schools are exempt from this benefit (I.C. §33-1003). Low enrollment causes a direct decrease in revenue. This can be a significant challenge particularly for charters and other small schools.

While 75% of the PCSC's schools were able to maintain at least 90% of their enrollment projections through the fall of 2020, a few have struggled with significantly decreased revenue streams. These schools have implemented creative solutions to compensate for the shortfall.

Schools that have not faced low enrollment, have still faced significant challenges caused by student turn-over and constant transitions between in-person, hybrid, and remote instructional models. The academic and social-emotional impact of this instability is not yet fully known.

SCHOOL OUTCOMES FY20

The PCSC's framework includes academic, financial, and operational measures. Each school is evaluated against these measures annually and is informed of its status by a performance report. At the end of a school's operating term, the PCSC determines whether a school's charter will be renewed, conditionally renewed, or non-renewed based largely on the school's performance outcomes with respect to these established standards.

In October of 2019, the PCSC began the process of revising its framework and the measures (particularly the academic measures) by which schools are evaluated. The revisions were adopt-

ed in October of 2020.

As statewide assessments were canceled in the spring of 2020 due to COVID-19 related closures, the PCSC was not able to evaluate the academic performance in 2020. However, with a revised framework that allows for greater consideration of context, we are confident that new baselines can be established and achievable goals set based on 2021 data.

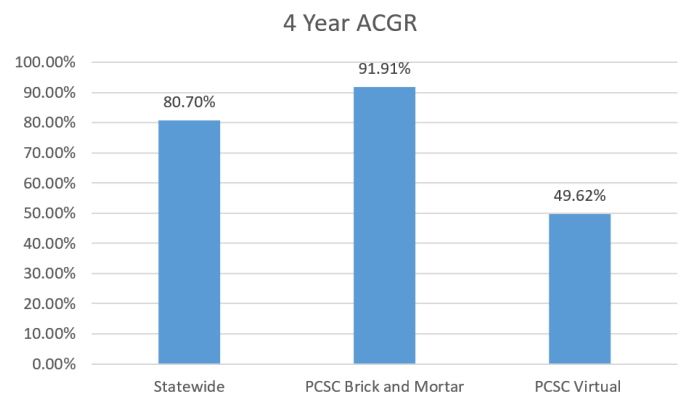
For the 2019-2020 school year, the only academic data pertinent to the PCSC's framework is graduation rate. Operational and Financial measures were fully evaluated.

ACADEMIC OUTCOMES

4-Year Graduation Rate

The PCSC authorizes 13 "brick and mortar" schools that offer diplomas. Overall, these schools achieved an average 4-year graduation rate of 92%. Eight have graduation rates above 95%.

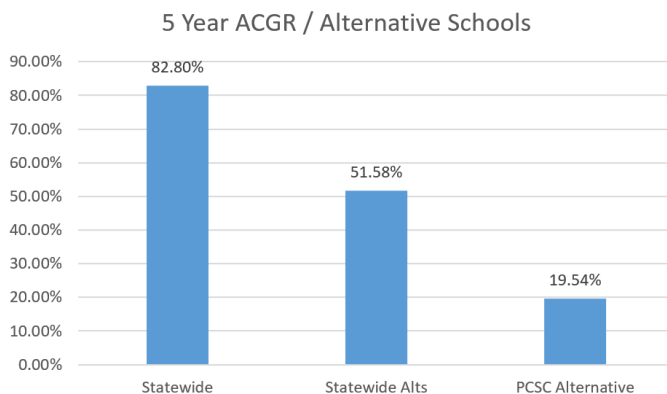
The PCSC also authorizes 6 non-alternative virtual schools. The average graduation rate of this group is low (50%) and continues to be an area of focus for both the schools and the PCSC. Encouragingly, improvements are happening: Idaho Virtual Academy achieved a graduation rate of 79% and Idaho Technical Career Academy increased its graduation rate by more than 10% over the previous year.



5-Year Graduation Rate

The PCSC also authorizes 5 alternative schools that had a graduating class in FY20. The PCSC only considers the 5-year graduation rate for alternative schools. In the past, the PCSC framework has compared alternative school outcomes to the statewide average of all schools (83%). Because the comparison was between unlike cohorts, establishing achievable goals was difficult.

The revised framework allows alternative schools to be compared to other alternative schools. While PCSC schools did not hit that mark (52%), a more data-driven target will help establish more relevant goals and better inform future evaluations.



FINANCIAL OUTCOMES

The PCSC evaluates every school against eight financial measures. The first four speak to a school's ability to remain financially stable in the next year. These include the current ratio of assets to liabilities, the number of days cash on hand, whether the school is in default, and ability to meet and maintain its enrollment projections.

The final four measures speak to a school's ability to remain financially viable over time.

These measures include total margin in the current year and across multiple years, cash flow in the current year and across multiple years, debt service coverage ratio, and total debt to asset ratio.

The calculations and the evaluation rubrics are published in the PCSC's [Performance Framework](#) available on our website.

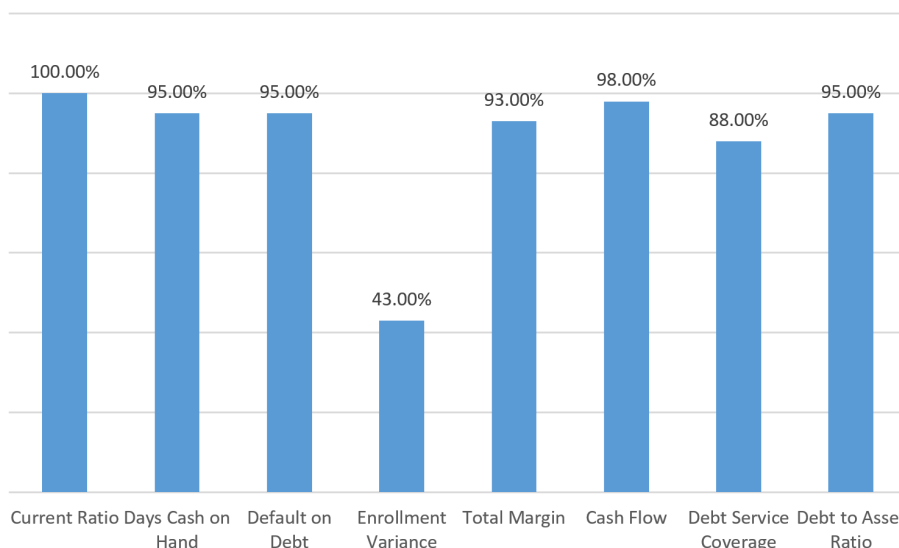
At the end of the 2020 fiscal year, PCSC schools were performing well on most financial measures. However, this data highlights a few areas of focus:

First, three schools currently operate under a notification of fiscal concern. This effectively adjusts the percentage of payment released at each distribution date to protect taxpayer dollars in the event of a mid-year closure. This status is evaluated each June. While all three showed improvement over the previous year, they did score below a meets standard level on several measures.

Second, a few schools have high facility costs which places their debt service coverage ratio at less than ideal levels. This issue, once it exists, is a difficult one to course correct.

Third, two schools made significant, but planned investments in their facility this year. While this

% of School Meeting Standard on Financial Measures



has a temporary impact on cash flow and total margin measures, it is not necessarily a cause for concern.

Finally, the enrollment variance measure was moved from the operational section of the framework, where it was easily lost among other data points, to the financial section, where it takes a more prominent position. The four near-term measures should tell a similar story, but the enrollment variance measure does not align. This anomaly led the PCSC to further investigate the effectiveness of the measure.

As an initial step, additional education was provided to schools this summer, prior to collecting a next data point. As a result, the percentage of schools meeting this standard for FY21 has increased to 75%.

Additional education has helped to provide more accurate data with respect to this specific measure. However, the PCSC is continuing to investigate whether further revision is necessary. Ultimately, this measure will be revised to align with state-wide decisions on enrollment reporting as the path forward for all schools becomes clear.

OPERATIONAL OUTCOMES

Board Stewardship

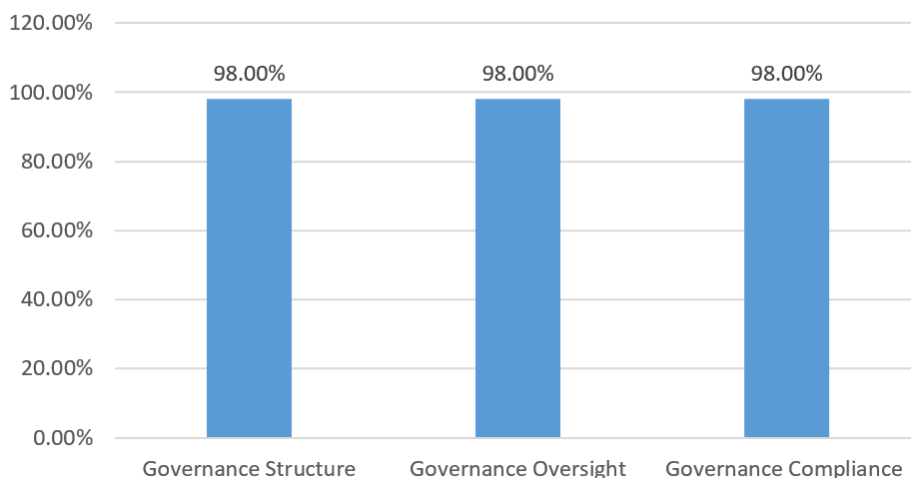
The Board Stewardship measures are intended to help identify whether a charter school's governing board is providing effective governance.

The governance structure measure considers whether the board is operating in compliance with Open Meeting Law, the Non-Profit Corporation Act, and the board's own bylaws.

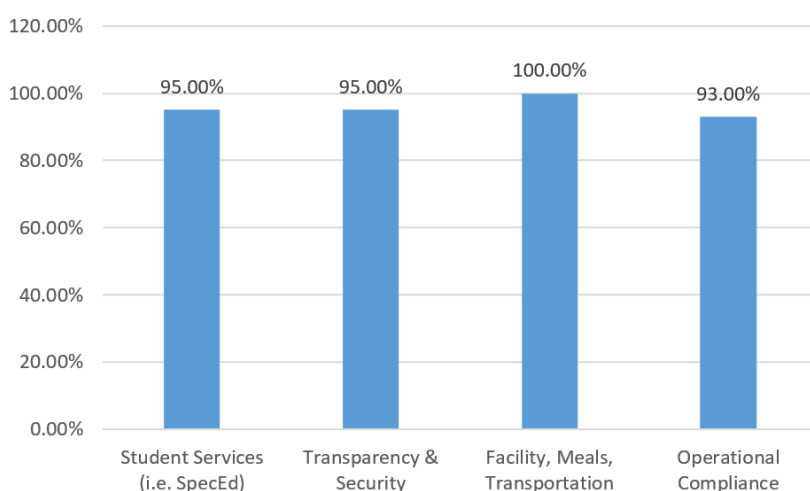
The governance oversight measure considers whether the board is sufficiently engaged in reviewing financial and academic data and whether the board is providing a sufficient evaluation of the school leader. Finally, the governance compliance measure considers whether any significant issues or investigations are attributable to governance practices. A governing board that understands the balance between governance and management is key to a successful charter school.

At the end of FY20, 98% of the PCSC's schools were implementing effective governance practices.

% of Schools Meeting Standard



*[Charter School Governance: The Essentials.](#)
This series of training videos was made possible by BLUUM and the federal CSP grant.*



Leadership and Management

Leadership and management measures consider the effectiveness of a charter school's day-to-day operations.

The student services measure considers whether a charter school's special education, English language learner, and college and career readiness programs are in good standing.

The transparency measure considers how well a school is managing public records and website compliance.

The facility measures consider issues of occupancy and safety as well as the quality of transportation and meal service programs. Finally, the operational compliance measure considers the accuracy and timeliness of submitted reports, the compliance of the school's enrollment process, and how the school addressed any corrective action plans if applicable.

At the end of FY20, more than 90% of the PCSC's school meet all standards in this category.

GROWTH BRINGS CHANGE

As the PCSC's portfolio of schools has grown adapting practices and procedures to work at scale has become a primary focus. Below are a few of the significant changes made this year:

New Staff — The PCSC has welcomed two new Program Managers this year, each managing a caseload of schools. Charter schools are unique by nature, and this shift in structure is designed to refocus our work on knowing schools well, so that we may better support and advocate for their needs within the scope of our work as authorizers.

PCSC Policy—In August of 2020, the PCSC adopted significant revisions to its policies. These revisions realign existing policy with statute, provide clarity on timelines and oversight, and include new sections that specifically address amendments, transfers, and reporting. These changes are helping us provide a more consistent experience for schools.

Framework— In October of 2020, the PCSC wrapped up a year-long revision process of its Per-

formance Framework. In addition to strengthening individual measures (as noted on previous pages), these revisions remove unnecessary layers of scoring, refocus the annual report on outcomes, and provide opportunity to consider context (such as unique demographics or pandemic conditions) when considering a school's renewal application.

Site Visits— One of the major policy revisions this year was to disaggregate the single large-scale site visit that was previously part of the renewal process. Rather than a school hosting a team of evaluators for multiple days, the PCSC staff will make more efficient use of available data (such as accreditation reports) and conduct smaller, purpose-driven site visits (such as observing a board meeting or an enrollment lottery) aimed at collecting necessary data not otherwise available. This change is intended to better facilitate the work of authorizing while decreasing the reporting and hosting burden on our schools at the same time.

LOOKING FORWARD

2020 has been a year of unprecedented challenges in education. Enrollment is more variable than ever. Educational professionals are stretched to the limit, and then stretched a little more. Amidst these challenges, the need for choice in the charter sector and for quality schools continues to grow.

As assessments resume and the reality of the 2020 learning gap becomes clearer, we hope to work with our schools to help them establish new baselines and develop targeted goals from where they stand today. We are optimistic that the flexibility in our revised framework will help us compile a more holistic data-story for our schools that will better serve both schools and taxpayers.

The role of charter authorizers is shifting. In the past, authorizing was primarily a punitive system of rules and consequences. The future of authorizing is more multi-faceted, and seeks a better balance between oversight and service. The IPCSC will continue to evolve in this way, though hopefully at a slower pace than we've experienced this year.

FINDING BALANCE

While the operational section of our framework looks different, the measures are largely unchanged.

The two most significant changes include:

1) reorganizing the measures to more clearly relate to board stewardship and leadership; and 2) directly connecting each measure to the data used to inform the rating. Not new, just clearer.

These revisions are intended to help schools better understand the ratings earned and to make the report more useful in setting future goals.



CHARTER SCHOOL CHOICE

AN IDAHO PUBLIC CHARTER SCHOOL COMMISSION PUBLICATION

SCHOOL YEAR 2021-2022

UPDATED: *February 2021*

AUTHORED BY: PCSC STAFF

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<https://chartercommission.idaho.gov/>

AUTONOMY | ACCOUNTABILITY | ACCESS

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Idaho Public Charter School Commission

Mission Statement:

The Public Charter School Commission’s mission is to ensure PCSC-authorized public charter schools’ compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families.

“School Choice is one of the strongest ways we have to educate our children.”- Ari Fleischer

About the PCSC:

Commissioners: The PCSC is made up of 7 volunteers who serve 4-year terms. Our commissioners bring a broad scope of experience in public education, business and governance and share a desire to encourage innovation and quality school choice for Idaho families.



PCSC Staff: PCSC Staff performs the day to day work of school authorizing and oversight. We are happy to answer any questions you have.

Authorizer: The role of an authorizer is to provide oversight for charter schools, balancing the autonomy of the schools with accountability to taxpayers and students.

What is a Public Charter School?

Charter schools are public, tuition-free schools that are open to all students. They provide unique instructional models and have the autonomy to choose how best to implement that model as long as they work within the boundaries of the law and meet established performance outcomes.

“The possibilities are endless, but charter schools aim to provide a range of options so that parents can choose the public school that best fits their child.” (2020 National Alliance for Public Charter Schools)

Why Choose a Public Charter School?

“The reasons that parents choose charter schools for their children are just as unique as the student themselves. They choose charter schools because of the strong, dedicated teachers, because the school’s focus matches their child’s needs, or simply because their child was struggling in their assigned public school and needed to try something new.”



“Charter schools provide families with options in public education, allowing parents to take a more active role in their child’s education.”

(2020 National Alliance for Public Charter Schools)

Idaho Charter Schools

The PCSC is Idaho's largest authorizer, with a portfolio comprising 76% of Idaho's 71 charters. PCSC Portfolio schools are located across the state, in both rural and urban communities, and serve approximately 26,000 students. Their time in operation ranges from one to nineteen years.



In this publication you will find a list of all of Idaho Public Charter Commission's charter schools, primarily sorted by location. These pages provide information about the model and mission of PCSC portfolio schools in each region as well as their contact information. We'd encourage you to read this document in its entirety and reach out to the school/s of choice that best meet the needs of your students.

Academic models range widely from Montessori to STEM to International Baccalaureate. An index of schools sorted by model is also provided in this publication.

Charter School Accountability

All charter schools operate under a contract with charter school authorizer that holds them accountable to the high standards outlined in their "performance certificate". In Idaho, performance reports are published each year to inform the school and the public of the school's performance.

Every five years, the authorizer evaluates the school's performance and determines whether to renew the school's certificate for another five years of operation. This publication also includes links to each school's certificate and annual report.

Charter School by Model

Alternative

Idaho Virtual Academy
Idaho Connects Online Alternative
Insight Virtual School
iSucceed Academy (iSucceed Virtual)
Future Public School
Kootenai Bridge Academy
Richard McKenna Charter School

American Heritage - Core Knowledge

American Heritage Charter School
North Valley Academy
White Pine Charter School

Blended Learning

Gem Prep-Meridian
Gem Prep-Meridian (North)
Gem Prep-Meridian (South)
Gem Prep-Pocatello

Career Technical Education

Elevate Academy

Classical

Coeur d'Alene Charter Academy
Treasure Valley Classical
Vision Charter School
Xavier Academy

Expeditionary Learning

Anser Charter School
Hayden Canyon Charter School
Palouse Prairie Charter School

The Harbor School Method

Connor Academy
Legacy Charter School
Liberty Charter School
Thomas Jefferson Charter School
Taylor's Crossing Public Charter School
Victory Charter School

International Baccalaureate

Altura International Academy
Alturas Preparatory Academy
Forge International Academy
North Star Charter School
Sage International School of Boise

Montessori

Monticello Montessori Charter School
Richard McKenna Charter School

Project Based Learning

Compass Academy
Idaho Science & Technology Charter School
McCall Community Learning

Science, Technology, Engineering, Arts, and Math (STEAM)

Blackfoot Community Charter Learning Center
Idaho Science & Technology Charter School
Mosaics
Pinecrest

Science, Technology, Engineering, & Math (STEM)

Bingham Academy
Future Public School
North Idaho STEM Academy
Project Impact STEM Academy

Virtual:

Another Choice Virtual Charter School
Idaho Connects Online
Idaho Virtual Academy
Insight Virtual Academy
Inspire Connections Academy
iSucceed Academy (iSucceed Virtual)
Idaho College & Career Readiness Academy (ITCA)
Kootenai Bridge Academy
Richard McKenna Virtual High School
Richard McKenna Virtual High School (Alternative)

Waldorf

Peace Valley Charter School
Syringa Mountain School of Idaho

Other

Blackfoot Community Charter Learning
Center |

Brain Based Learning Model

Chief Joseph Elementary Academy |

Cultural/Global Theme

(Immersion)

Doral Academy of Idaho |

Arts-Integration

Falcon Ridge Public Charter School |

Direct Instruction

Heritage Academy |

School Enrichment Model (SEM)

Heritage Community Charter School |

Dual-Language Immersion

Rolling Hills Public Charter School

Personalized Learning Model

The Village Charter School |

The Limitless Learning Model

North Idaho Schools | Region 1

Beautiful Northern Idaho is home to a few, high quality charter schools. These schools have traditionally boasted steady enrollment and strong academic outcomes.

- ***Coeur d'Alene Charter Academy (Coeur d'Alene)***



- Grades 6-12 | Post-Secondary Prep
- Contact: 208-676-1677 | info@cdacharter.org
- Website: <https://www.cdacharter.org/>
- Year Opened: 1999 | Enrollment Capacity: 812 | Term Renewal: 2027
- Certificate/Reports: [CCA Performance Certificate & Reports](#)

“Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge.”

- ***Hayden Canyon Charter School (Hayden)***



- Grades K-8 | Expeditionary Learning
- Contact: (208) 477-1812
- Website: <https://haydencanyoncharter.org/>
- Year Opened: 2015 | Enrollment Capacity: 668 | Term Renewal: 2025
- Certificate/Reports: [HCC Performance Certificate & Reports](#)

“Achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and lifelong learning – utilizing hands-on discovery, real world application, collaboration and community; preparing each student for engagement in productive, thoughtful citizenship.”

- ***North Idaho STEM Charter Academy (Rathdrum)***



- Grades K-12 | STEM
- Contact: (208) 687-8002
- Website: <https://www.northidahostemcharteracademy.org/>
- Year Opened: 2012 | Enrollment Capacity: 724 | Term Renewal: 2023
- Certificate/Reports: [NISTEM Performance Certificate & Reports](#)

“The mission of the School is as follows: To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.”

North Idaho Schools | Region 2

- ***McCall Community School (McCall)***



- Grades K-8 | Place Based
- Contact: (208) | info@mccallcommunityschool.org
- Website: <https://mccallcommunityschool.org/>
- Year Opened: 2019 | Enrollment Capacity: 225 | Term Renewal: 2025
- Certificate/Reports: [\(McCall Performance Certificate & Reports\)](#)

“The mission of the McCall Community School is to inspire curiosity, engagement, and leadership through transformative place-based education.”

- ***Palouse Prairie Charter School (Moscow)***



- Grades K-8 | Expeditionary Learning
- Contact: (208) 882-3684 | office@palouseprairieschool.org
- Website: <https://palouseprairieschool.org/>
- Year Opened: 2009 | Enrollment Capacity: 230 | Term Renewal: 2023
- Certificate/Reports: [\(PPCS Performance Certificate & Reports\)](#)

“The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.”

Treasure Valley Idaho Schools | Region 3

The Treasure Valley is home to the greatest number and variety of charter schools in the state. Families in Boise, Meridian, Kuna, Caldwell, Eagle, Nampa, and Middleton can choose from many high-quality options.

- **Anser Charter School (Garden City)**



- Grades K-8 | Expeditionary Learning
- Contact: (208) 426-9840 |
- Website: <https://www.ansercharterschool.org/>
- Year Opened: 1998 | Enrollment Capacity: 709 | Term Renewal: 2024
- Certificate/Reports: [\(Anser Performance Certificate & Reports\)](#)

“To educate the whole child in a collaborative learning community where individuals are inspired to be self-motivated and to feel a sense of connection and responsibility to the world.”

- **Cardinal Academy (Boise)**



- Grades: 9-12 | Alternative
- Contact: <https://cardinalacademycharter.org/contact/>
- Website: <https://cardinalacademycharter.org/>
- Opened: 2020 | Enrollment Capacity: 140 | Term Renewal: 2025
- Certificate/Reports: Pending Update*

“Cardinal Academy Public Charter School, Inc. will provide a rigorous academic program to pregnant and parenting teens in a supportive environment where students are prepared for parenthood, college, career, and life.”

- **Compass Public Charter School (Meridian)**



- Grades K-6, 7-12 | Compass
- Contact (208) 888-5847 |
- Website: <https://compasscharter.org/>
- Year Opened: 2005 | Enrollment Capacity: 1600 | Term Renewal: 2024
- Certificate/Reports: [\(Compass Performance Certificate & Reports\)](#)

“Compass Public Charter School’s Mission is to provide a safe and challenging learning community that prepares students for lifelong excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.”

- ***Doral Academy of Idaho (Meridian)***



- Grades K-8 | Arts Integration
- Contact: (208) 901-8281
- Website: <https://www.doralidaho.org/>
- Year Opened: 2020 | Enrollment Capacity: 489 | Term Renewal: 2025
- Certificate/Reports: [\(DAI Performance Certificate & Reports\)](#)

“Through arts integration, individual student focus, and rigorous academics, Doral Academy of Idaho will place all students on a path for success at the college and career level”.

- ***Elevate Academy (Caldwell)***



- Grades 6-12 | Career Technical
- Contact: (208) 779-4086 |
- Website: <https://www.elevate2c.org/>
- Year Opened: 2019 | Enrollment Capacity: 488 | Term Renewal: 2023
- Certificate/Reports: [\(Elevate Performance Certificate & Reports\)](#)

“Elevate Academy’s mission is for all students to take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof.”

- ***Falcon Ridge Public Charter School (Kuna)***



- Grades K-8 | Direct Instruction
- Contact: (208) 922-9228 | office@falconridgecharter.org
- Website: <https://falconridgecharter.org/>
- Year Opened: 2005 | Enrollment Capacity: 276 | Term Renewal: 2023
- Certificate/Reports: [\(FRPCS Performance Certificate & Reports\)](#)

“Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.



- ***Forge International Academy (Middleton)***

- Grades K-12 | International Baccalaureate
- Contact: (208) 244-0577 |
- Website: <http://forge.sageintl.org/>
- Year Opened: 2019 | Enrollment Capacity: 700 | Term Renewal: 2024
- Certificate/Reports: [Forge Performance Certificate & Reports](#)

“Forge International School engages students within an inclusive international learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.”

- ***Future Public School (Garden City)***



- Grades K-8 | STEM; Post-Secondary Prep
- Contact: (208) 854-3923 |
- Website: <https://www.futurepublicschool.org/>
- Year Opened: 2018 | Enrollment Capacity: 576 | Term Renewal: 2023
- Certificate/Reports: [Future Performance Certificate & Reports](#)

“Future Public School equips engineers with the knowledge, skills and character to succeed in college and the future world.”

- ***Gem Prep Meridian (Meridian)***



- Grades K-8 | Blended Learning
- Contact: (208) 917-9150
- Website: <https://gemprep.org/meridian/>
- Year Opened: 2016 | Enrollment Capacity: 732 | Term Renewal: 2023
- Certificate/Reports: [GPM Performance Certificate & Reports](#)

“To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.”

- ***Gem Prep Meridian-North (Meridian)***



- Grades K-12 | Post-Secondary Prep
- Contact: (208) 373-9950
- Website: <https://gemprep.org/meridiannorth/>
- Year Opened: 2019 | Enrollment Capacity: 676 | Term Renewal: 2026
- Certificate/Reports: [GPMN Performance Certificate & Reports](#)

“To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.”

- ***Gem Prep Meridian-South (Meridian)***



- Grades K-12 | Post-Secondary Prep
- Contact: (208) 373-9950
- Website: <https://gemprep.org/meridiannorth/>
- Year Opened: 2021 | Enrollment Capacity: 676 | Term Renewal: 2027
- Certificate/Reports: [GPS Performance Certificate & Reports](#)

“To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.”

- ***Heritage Community Charter School (Caldwell)***



- Grades K-8 | Classical; Dual Language
- Contact: (208) 453-8070 | info@hccs481.org
- Website: <http://heritagecommunitycharter.com/>
- Year Opened: 2011 | Enrollment Capacity: 540 | Term Renewal: 2023
- Certificate/Reports: [HCCS Performance Certificate & Reports](#)

“The Mission of Heritage Community Charter School is to create: an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.”

- ***Legacy Public Charter School (Nampa)***



- Grades K-12 | Harbor
- Contact: (208) 467-0947
- Website: <http://www.legacycharterschool.net/>
- Year Opened: 2011 | Enrollment Capacity: 325 | Term Renewal: 2023
- Certificate/Reports: [Legacy Performance Certificate & Reports](#)

“Legacy's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life.”

- ***Liberty Charter School (Nampa)***



- Grades K-6 | Harbor
- Contact: (208) 466-7952
- Website: <http://www.libertycharterschool.com/>
- Year Opened: 1999 | Enrollment Capacity: 440 | Term Renewal: 2024
- Certificate/Reports: [Liberty Performance Certificate & Reports](#)

“Liberty Charter School’s mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life.”

- ***MOSAICS (Caldwell)***



- Grades K-8 | STEAM
- Contact: (208) 402-8899 | info@mosaicps.org
- Website: <https://www.mosaicps.org>
- Year Opened: 2018 | Enrollment Capacity: 540 | Term Renewal: 2025
- Certificate/Reports: [Mosaics Performance Certificate & Reports](#)

“MOSAICS Public School exists to be a center of innovation. Students engage in Science, Technology, Engineering, Arts, and Math through a relevant, rigorous curriculum, preparing them to be creative and critical thinkers now and in the future. Teachers, students, and families partner together to create a safe, collaborative culture where students learn through experimentation and application. Students and staff work alongside community members through service learning to improve society.”



- ***North Star Charter School (Eagle)***

- Grades K-12 | International Baccalaureate
- Contact: (208) 939-9600
- Website: <https://www.northstarcharter.org/>
- Year Opened: 2004 | Enrollment Capacity: 1020 | Term Renewal: 2023
- Certificate/Reports: [\(NSCS Performance Certificate & Reports\)](#)

“North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.”



- ***Peace Valley Charter School (Boise)***

- Grades K-8 | Waldorf
- Contact: (208) 205-8818
- Website: <https://www.peacevalleycharter.org/>
- Year Opened: 2018 | Enrollment Capacity: 540 | Term Renewal: 2023
- Certificate/Reports: [\(PVCS Performance Certificate & Reports\)](#)

“To provide a developmentally appropriate, arts and nature-based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.”



- ***Project Impact STEM Academy (Kuna)***

- Grades K-12 | STEM; Project-Based Learning
- Contact: (208) 576-4811 | office@pistem.org
- Website: <http://www.pistem.org/>
- Year Opened: 2018 | Enrollment Capacity: 429 | Term Renewal: 2023
- Certificate/Reports: [\(PI STEM Performance Certificate & Reports\)](#)

“Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and with authentic projects embedded in science, technology, engineering and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.”

- ***Richard McKenna Charter School-Montessori (Mountain Home)***



- Grades K-8 | Montessori
- Contact: (208) 580-2347 | info@rmckenna.org
- Website: <https://www.rmckenna.org/>
- Year Opened: 2002 | Enrollment Capacity: 291 | Term Renewal: 2022
- Certificate/Reports: [\(RMCS Performance Certificate & Reports\)](#)

“The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing: 1) project-based learning; 2) personal responsibility; 3) outstanding citizenship.”

- ***Richard McKenna Charter School-Onsite (Mountain Home)***



- Grades 9-12 | Alternative
- Contact: (208) 580-2347 | info@rmckenna.org
- Website: <https://www.rmckenna.org/>
- Year Opened: 2002 | Enrollment Capacity: 291 | Term Renewal: 2022
- Certificate/Reports: [\(RMCS Performance Certificate & Reports\)](#)

“The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing: 1) project-based learning; 2) personal responsibility; 3) outstanding citizenship.”

- ***Rolling Hills Public Charter School (Boise)***



- Grades K-89 | Personalized Learning
- Contact: (208) 939-5400 |
- Website: <https://www.rhpcs.org/>
- Year Opened: 2005 | Enrollment Capacity: 278 | Term Renewal: 2023
- Certificate/Reports: [\(RHPCS Performance Certificate & Reports\)](#)

“Rolling Hills Public Charter School will develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.”

- ***Sage International School of Boise (Boise)***



- Grades K-12 | International Baccalaureate
- Contact: (208) 343-7243
- Website: <http://www.sageinternationalschool.org/>
- Year Opened: 2010 | Enrollment Capacity: 1200 | Term Renewal: 2024
- Certificate/Reports: [Sage Performance Certificate & Reports](#)

“Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.”

- ***The Village Charter School (Boise)***



- Grades K-8 | 7 Habits & Leadership
- Contact: (208) 336-2000 | info@thevillagecharterschool.org
- Website: <https://www.thevillagecharter.org/>
- Year Opened: 2011 | Enrollment Capacity: 550 | Term Renewal: 2023
- Certificate/Reports: [TVCS Performance Certificate & Reports](#)

“The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.”

- ***Thomas Jefferson Charter School (Caldwell)***



- K-12 | Harbor
- Contact: (208) 455-8772 | tjcs@vallivue.org
- Website: <http://www.tjcs.org/>
- Year Opened: 2004 | Enrollment Capacity: 402 | Term Renewal: 2025
- Certificate/Reports: [TJCS Performance Certificate & Reports](#)

“To develop virtuous citizen leaders. Instilling and developing virtue is accomplished by examining lives of noble and great people to ascertain the value of their virtues and then strive to emulate those virtues to serve the interests of family, community, professional vocation, and our nation.”



- ***Treasure Valley Classical Academy (Fruitland)***

- Grades K-12 | Classical
- Contact: (208) 779-4088 | info@tvacademy.org
- Website: <https://www.tvacademy.org/>
- Year Opened: 2019 | Enrollment Capacity: 702 | Term Renewal: 2024
- Certificate/Reports: [TVCA Performance Certificate & Reports](#)

“Our mission is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.”

- ***Victory Charter School (Nampa)***



- Grades K-12 | Harbor
- Contact: (208) 442-9400 | office@victorycharterschool.net
- Website: <http://victorycharterschool.net/>
- Year Opened: 2003 | Enrollment Capacity: 440 | Term Renewal: 2024
- Certificate/Reports: [Victory Performance Certificate & Reports](#)

“Victory Charter School’s mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life.”

- ***Vision Charter School (Caldwell)***



- Grades K-12 | Classical
- Contact: (208) 455-9220 |
- Website: <https://visioncsd.wpcomstaging.com/>
- Year Opened: 2007 | Enrollment Capacity: 910 | Term Renewal: 2024
- Certificate/Reports: [Vision Performance Certificate & Reports](#)

“To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School.”

Central Idaho Schools | Region 4

From rapidly growing Twin Falls to small rural communities, Central Idaho has a varied charter landscape. Families are invited to take a closer look at charters in Central Idaho. Many have seats available.

- ***Heritage Academy (Jerome)***



- Grades K-8 | School Enrichment
- Contact: (208)595-1617 | tcarver@heritageacademyid.org
- Website: <https://heritageacademyid.org/>
- Year Opened: 2011 | Enrollment Capacity: 207 | Term Renewal: 2022
- Certificate/Reports: [\(HA Performance Certificate & Reports\)](#)

“Heritage Academy is a public school that welcomes all students Kindergarten through 8th grade. The school provides programs designed to meet the needs of diverse learners including students with disabilities, English language learners, and gifted and talented students.”

- ***North Valley Academy (Gooding)***



- Grades K-12 | Core Knowledge
- Contact: (208) 934-4567 | info@nvapatriots.us
- Website: <https://www.northvalleyacademy.org/>
- Year Opened: 2008 | Enrollment Capacity: 442 | Term Renewal: 2023
- Certificate/Reports: [\(NVA Performance Certificate & Reports\)](#)

“Our mission is to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.”

- ***Pinecrest Academy of Idaho (Twin Falls)***



- Grades K-8 | STEM
- Contact: (208) 944-2129
- Website: <https://www.pinecrestidaho.org/>
- Year Opened: 2020 | Enrollment Capacity: 489 | Term Renewal: 2025
- Certificate/Reports: [\(PAI Performance Certificate & Reports\)](#)

“The Mission of Pinecrest Academy, Inc. Charter School Organization is focused on Providing Individual instruction, in a Nurturing environment, Ensuring College and Career success, using Rigor, relevance, and relationships to Empower Students to become Tomorrow’s global leaders.”

- ***Syringa Mountain School (Hailey)***



- Grades K-6 | Waldorf
- Contact: (208) 806-2880 | info@syringamountainschool.org
- Website: <https://syringamountainschool.org/>
- Year Opened: 2014 | Enrollment Capacity: 520 | Term Renewal: 2022
- Certificate/Reports: [\(SMS Performance Certificates & Reports\)](#)

“Cultivating the Head, Heart, and Hand | We provide a rigorous, arts-integrated educational program guided by the Core Principles of Public Waldorf Education to meet and exceed the Idaho Common Core State Standards.”

- ***Xavier Charter School (Twin Falls)***



- Grades K-12 | Classical
- Contact: (208) 734-3947 | Xavier@xaviercharter.org
- Website: <https://xaviercharter.org/>
- Year Opened: 2007 | Enrollment Capacity: 810 | Term Renewal: 2024
- Certificate/Reports: [\(XCS Performance Certificate & Reports\)](#)

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

Eastern Idaho Schools | Region 5

Eastern Idaho families are passionate about their charter schools. Many of the charters in the area have long waitlists and have expanded their enrollment capacities in recent years. From patriotism to personalized learning to native language immersion, there's a program for every child.

- **Chief Tahgee Elementary Academy (Chubbuck)**



- Grades K-6 | Native Language & Culture
- Contact: (208) 237-2710
- Website: <http://www.cteacademy.org/>
- Year Opened: 2013 | Enrollment Capacity: 210 | Term Renewal: 2022
- Certificate/Reports: [\(CTEA Performance Certificates & Reports\)](#)

“The mission of CTEA is to provide every student the Power of Two. The Power of Two is the ability to speak, read, write, and think in both English and another language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: Enhanced cognitive skills; Greater success in cross-cultural communication; More career opportunities; Enhanced problem-solving skills; Preparation for the global economy; Increased academic achievement.”

- **The Academy (Connor Academy) (Chubbuck)**



- Grades K-8 | Direct Instruction
- Contact: (208) 232-1447
- Website: <https://www.academycharter.net/>
- Year Opened: 2006 | Enrollment Capacity: 558 | Term Renewal: 2024
- Certificate/Reports: [\(Connor Performance Certificate & Reports\)](#)

“The vision of the Academy is to provide teachers, parents, and students with innovative teaching tools and methods so that together they create a school that will develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes necessary to succeed in post-secondary education, find satisfying employment and succeed in life.”

- ***Gem Prep Pocatello (Pocatello)***



- Grades K-8 | Blended Learning
- Contact: (208) 238-1388
- Website: <https://gemprep.org/pocatello/>
- Year Opened: 2016 | Enrollment Capacity: 732 | Term Renewal: 2024
- Certificate/Reports: [\(GPP Performance Certificate & Reports\)](#)

“To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.”

Eastern Idaho Schools | Region 6

Eastern Idaho families are passionate about their charter schools. Many of the charters in the area have long waitlists and have expanded their enrollment capacities in recent years. From patriotism to personalized learning to native language immersion, there's a program for every child.

- ***Alturas International Academy (Idaho Falls)***



- Grades: K-8 | International Baccalaureate
- Contact: (208) 522-5145
- Website: <https://www.alturasacademy.org>
- Year Opened: 2016 | Enrollment Capacity: 594 | Term Renewal: 2024
- Certificate/Reports: [\(AIA Performance Certificate & Reports\)](#)

“Alturas International Academy promotes academic distinction while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.”

- ***Alturas Preparatory Academy (Idaho Falls)***



- Grades 6-12 | International Baccalaureate
- Contact: (208) 522-5145
- Website: <https://www.alturasacademy.org/apa/>
- Year Opened: 2021 | Enrollment Capacity: 672 | Term Renewal: 2026
- Certificate/Reports: [\(APA Performance Certificate & Reports\)](#)

“Alturas International Academy promotes academic distinction while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.”



- ***American Heritage Charter School (Idaho Falls)***

- Grades K-12 | Core-Knowledge
- Contact: (208)-529-3344
- Website: clerk@ahcspatriots.us
- Year Opened: 2013 | Enrollment Capacity: 442 | Term Renewal: 2022
- Certificate/Reports: [AHCS Performance Certificate & Reports](#)

“At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”

- ***Idaho STEM Academy (Bingham Academy) (Blackfoot)***



- Grades 9-12 | STEM
- Contact: 208: 557-4003 | office@bingham.academy
- Website: <http://www.bingham.academy/>
- Year Opened: 2014 | Enrollment Capacity: 400 | Term Renewal: 2022
- Certificate/Reports: [Bingham Performance Certificate & Reports](#)

“The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.”

- ***Blackfoot Charter Community Learning Center (Blackfoot)***



- Grades K-8 | Brain-Based; STEAM
- Contact: (208)-782-0744
- Website: <https://www.bcclc.com/>
- Year Opened: 2000 | Enrollment Capacity: 810 | Term Renewal: 2024
- Certificate/Reports: [BCCLC Performance Certificate & Reports](#)

“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 utilizes small groups, interactive technology, and brain-based learning. These are supported by a high level of teacher collaboration and professional development.”

- ***Idaho Science & Technology Charter School (Blackfoot)***



- Grades K-8 | Project Based Learning; STEAM
- Contact: 208-785-7827
- Website: <https://www.idahoscience.com/>
- Year Opened: 2009 | Enrollment Capacity: 460 | Term Renewal: 2023
- Certificate/Reports: [\(ISTCS Performance Certificate & Reports\)](#)

“To engage students in independent learning through authentic, complex projects in a positive collaborative setting.”

- ***Monticello Montessori Charter School (Ammon)***



- Grades K-8 | Montessori
- Contact: (208) 419-0742
- Website: <http://www.monticellomontessori.com/>
- Year Opened: 2010 | Enrollment Capacity: 345 | Term Renewal: 2023
- Certificate/Reports: [\(Monticello Performance Certificate & Reports\)](#)

“The mission of the School is as follows: Through a Montessori-inspired approach to learning, students will maximize their inner potentials and experience purpose and meaning in life, take responsibility for their own education, cultivate personal dignity and develop independence and purpose in life.”

- ***Taylor's Crossing Public Charter School (Idaho Falls)***



- Grades K-12 | Direct Instruction; Harbor Education
- Contact: (208) 552-0397
- Website: <https://www.tceagles.com/>
- Year Opened: 2006 | Enrollment Capacity: 440 | Term Renewal: 2024
- Certificate/Reports: [\(TCPCS Performance Certificate & Reports\)](#)

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



- ***White Pine Charter School (Ammon)***

- Grades K-8 | Core-Knowledge
- Contact: (208) 522-4322 | office@wpcscougars.org
- Website: <https://whitepinecharterschool.org/>
- Year Opened: 2000 | Enrollment Capacity: 1049 | Term Renewal: 2024
- Certificate/Reports: [WPCS Performance Certificate & Report](#)

“Success for Every Student. To maximize our student’s success, our mission is to provide a dynamic, safe, and challenging learning environment, holding students to the highest academic standards and behavioral expectations.”

Idaho Statewide Virtual Schools

Idaho families have embraced the variety of virtual school options in the state. From career technical to drop out recovery to programs specialized in serving students with learning differences, Idaho's virtual charter schools are another option for families.

- ***Another Choice Virtual Charter School***



- Grades K-12 | Virtual
- Contact: (208) 475-4255
- Website: <https://www.anotherchoicecharter.org/>
- Year Opened: 2010 | Enrollment Capacity: 514 | Term Renewal: 2022
- Certificate/Reports: [\(ACVCS Performance Certificate & Reports\)](#)

“Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on

- i. Academic achievement
- ii. Development of social competence,
- iii. Post-secondary preparedness
- iv. And the development and advancement of student’s technological skills.”

- ***Idaho College & Career Readiness Academy (Idaho Technical Career Academy)***



- Grades K-12 | Career-Technical
- Contact: (208) 917-2420
- Website: <https://itca.k12.com/>
- Year Opened: 2014 | Enrollment Capacity: *unlimited | Term Renewal: 2022
- Certificate/Reports: [\(ITCA Performance Certificates & Reports\)](#)

“Our mission is to give students a head start on their career goals and college aspirations. At our innovative online school, students can graduate high school with technical and specialty trade credentials, workplace experiences, skills that will lead to real-world success, and a jump start on college.”

- ***Idaho Connects Online***



- Grades K-6-12 | Alternative
- Contact: (208) 475-3093
- Website: <https://www.iconschool.org/>
- Year Opened: 2009 | Enrollment Capacity: unlimited | Term Renewal: 2022
- Certificate/Reports: [\(ICON Performance Certificate & Reports\)](#)

“The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.”

Idaho Virtual Academy (Insight Virtual Academy)



- Grades K-12 | Alternative
- Contact: (866) 339-9065
- Website: <https://idva.k12.com>
- Year Opened: 2002 | Enrollment Capacity: *unlimited; TBD by school board annually | Term Renewal: 2023
- Certificate/Reports: [\(IDVA Performance Certificates & Reports\)](#)

“Building a community of engaged learners.”

- ***Inspire Connections Academy (Empower Academy)***



- Grades K-12 | Alternative
- Contact: (208) 322-4002 | info@inspire.connectionsacademy.org
- Website: <https://www.connectionsacademy.com>
- Year Opened: 2005 | Enrollment Capacity: *unlimited | Term Renewal: 2023
- Certificate/Reports: [\(Inspire Performance Certificate & Reports\)](#)

“We will help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch “school without walls” that brings out the best in every student.”



- ***iSucceed Virtual High School***

- Grades 9-12 | Alternative
- Contact: (208) 375-3116 | info@isucceedvhs.net
- Website: <https://www.isucceedvhs.net/>
- Year Opened: 2008 | Enrollment Capacity: *unlimited | Term Renewal: 2022
- Certificate/Reports: ([iSucceed Performance Certificate & Reports](#))

“To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.”

Kootenai Bridge Academy



- Grades 11-12 | Virtual
- Contact: (208) 930-4515
- Website: <https://www.kootenaibridgeacademy.org/>
- Year Opened: 2009 | Enrollment Capacity: 320 | Term Renewal: 2022
- Certificate/Reports: ([KBA Performance Certificate & Reports](#))

“To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility.”

- ***Richard McKenna Virtual Charter High School***



- Grades 9-12 |
- Contact: (208) 580-2347 | info@rmckenna.org
- Website: <https://www.rmckenna.org/>
- Year Opened: 2002 | Enrollment Capacity: *unlimited; TBD six weeks prior to the end of a school year | Term Renewal: 2022
- Certificate/Reports:

“The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing: 1) project-based learning; 2) personal responsibility; 3) outstanding citizenship.”

- ***Richard McKenna Virtual Charter High School - Alternative***



- Grades 9-12 |
- Contact: (208) 580-2347 | info@rmckenna.org
- Website: <https://www.rmckenna.org/>
- Year Opened: 2002 | Enrollment Capacity: *unlimited; TBD six weeks prior to the end of a school year | Term Renewal: 2022
- Certificate/Reports: [\(RMCS Performance Certificate & Reports\)](#)

“The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing: 1) project-based learning; 2) personal responsibility; 3) outstanding citizenship.”

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

GUIDANCE: CHARTER RENEWAL PROCESS AND APPLICATION INSTRUCTIONS



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

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

Alan Reed, Chairman
Jenn Thompson, Director

UPDATED 1/30/2021

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Introduction

Idaho Code (I.C.) §33-5209B requires that all public charter schools in the state be periodically reviewed by their authorizer for the purpose of determining whether or not the charter should continue operations. Public charter schools are considered for renewal every five years.

The PCSC makes renewal decisions in accordance with Idaho law, basing its decision on each school's independent fiscal audits and the measures set forth in the performance framework. The PCSC also considers the school's demographic profile and other circumstances that might affect the school's ability to adhere to the specific terms and conditions.

We thank you for your thoughtful engagement in this rigorous but important process, and invite an atmosphere of honest communication and commitment to quality as we all work toward the goal of upholding Idaho's charter school movement and the students it serves.

Purpose

I.C. §33-5209B(3) requires charter authorizers to provide schools with charter renewal application guidance. This document serves as a guide to frequently asked questions related to the renewal process, and provides instructions for completing the renewal application.

Renewal Timeline - All Schools

Spring 2021 Orientation	PCSC staff will schedule a meeting with the primary administrator and a representative of the board to introduce the renewal process, provide written guidance, and discuss any concerns regarding school outcomes.
Spring/Fall 2021 Observations	<p>PCSC policy requires the following observations once during each operational term:</p> <ul style="list-style-type: none"> • A board meeting observation; • A lottery observation; and • A site visit for the purpose of observing the school's Key Design Elements as implemented (only necessary if the school is not accredited or the school is accredited, but is not currently in good standing). <p>Sample observation forms and descriptions are included in this document.</p>
By Nov. 15, 2021 Performance Report Including Renewal Recommendation	<ul style="list-style-type: none"> • PCSC staff will issue a performance report to all renewal-year schools by this date. The report will provide notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal if not timely rectified. • Additionally, the PCSC staff's recommendation for renewal, conditional renewal, or non-renewal will be issued with the annual report. Schools will need to acknowledge this recommendation by signing a document titled Acknowledgement of Recommendation. This document must be returned to the PCSC within thirty (30) days of receipt. • Schools may also respond to the performance report and submit any corrections or clarifications within thirty (30) days of receipt.

The timeline for the remainder of the process is determined by the type of recommendation received.

Timeline if Recommended for Renewal without Conditions

By Nov. 15, 2021 Performance Report Including Renewal Recommendation	<p>Schools in this category will be issued an Acknowledgement of Recommendation form with their performance report by November 15th, 2021. This form must be completed and returned to the PCSC within thirty (30) days of receipt.</p> <ul style="list-style-type: none"> • If the school has met all the terms of its performance certificate and met standard on all the measures of the performance framework, the school is guaranteed to be renewed. Schools in this category do not need to submit an application. • If the school has not met all the terms of its performance certificate, but the recommendation is still a renewal without conditions, the school is still required to submit application.
By Dec. 15, 2021 Renewal Application	<ul style="list-style-type: none"> • Renewal applications are due to the PCSC by close of business on December 15th, 2021. Instructions for the report are included in this document.
Thirty Days Prior to Renewal Meeting	<ul style="list-style-type: none"> • The final portfolio of meeting materials will be provided to Commissioners and to the school thirty (30) days prior to the meeting at which renewal decisions will be made. The contents of this portfolio are described in this document.
By March 15, 2022	<ul style="list-style-type: none"> • The PCSC will hold a meeting to make final renewal determinations by March 15th, 2022. • Schools recommended for renewal without conditions may choose to make a presentation to the Commission at this time, but are not required to do so.

Timeline if Recommended for Conditional Renewal

<p>By Nov15, 2021 Performance Report Including Renewal Recommendation</p> <p>Negotiation of Conditions</p>	<p>Schools will be issued an Acknowledgement of Recommendation form with their performance report by November 15th, 2021. This form must be signed and returned to the PCSC within thirty (30) days of receipt.</p> <ul style="list-style-type: none"> • If the school accepts the recommendation(s) as presented, the school shall indicate so on the Acknowledgement of Recommendation form and move on to the next step. • If the school is willing to accept a conditional renewal, but does not agree with the specific conditions as presented, the school may request a meeting and enter into negotiations with PCSC staff. <ul style="list-style-type: none"> ○ If a consensus is reached within thirty (30) days of issuance of the original recommendations, the Acknowledgement of Recommendation form will be updated and the school shall complete the form by accepting the updated conditions. ○ If the school and PCSC staff cannot come to a consensus within thirty (30) days of issuance of the original recommendations, the school may indicate so on the original Acknowledgement and Recommendation form and may request a formal administrative hearing. • If the school is not willing to accept a conditional renewal, regardless of the conditions, and chooses not to negotiate with PCSC staff, the school shall indicate so on the Acknowledgement of Recommendation form and may request a formal administrative hearing.
<p>By Dec 15, 2021 Renewal Application</p>	<ul style="list-style-type: none"> • Schools receiving a conditional renewal recommendation must submit a renewal application to the PCSC no later than close of business on December 15th, 2021. Instructions for the report are included in this document. • Schools may also choose to submit a response to the annual performance report, including the submission of any corrections or clarifications, within thirty (30) days of receiving the performance report.
<p>By Jan15, 2022 Notification of Hearing</p>	<ul style="list-style-type: none"> • Schools that have requested a formal administrative hearing will receive notification of the time and date of the scheduled hearing, along with any additional instructions or procedures. • Schools will be able to submit exhibits, give testimony, and present witnesses to speak on their behalf according to the hearing protocol. The deadline and format for materials will be outlined in the Notification of Hearing. • Schools that have not requested a formal administrative hearing will skip this step.
<p>Thirty Days Prior to Renewal Meeting</p>	<ul style="list-style-type: none"> • The final portfolio of meeting materials will be provided to Commissioners and to the school thirty (30) days prior to the hearing. The contents of this portfolio are described in this document.
<p>By March 15, 2022 Decisions Final</p>	<ul style="list-style-type: none"> • The PCSC will make all renewal determinations by March 15th, 2022.

Timeline if Recommended for Non-Renewal

By Nov 15, 2021 Performance Report Including Renewal Recommendation	<ul style="list-style-type: none"> Schools will be issued an Acknowledgement of Recommendation form with their performance report by November 15th, 2021. All schools must complete, sign, and return the Acknowledgement of Recommendation form to the PCSC within thirty (30) days of receipt.
By Dec 15, 2021 Renewal Application	<ul style="list-style-type: none"> If the school accepts the non-renewal recommendation, the school may submit to the PCSC, by December 15th, 2021, a resolution executed by its Board of Directors stating the Board's intent to relinquish its charter. In such a case, closure protocol will begin by December 20th, 2021 and the school will cease operations by June 30th, 2022. No further steps in the renewal process are required. If the school does not accept the non-renewal recommendation, a formal administrative hearing will be scheduled and a renewal application must be submitted to the PCSC no later than close of business on December 15th, 2021. Instructions for the report are included in this document. Schools may also choose to submit a response to the annual performance, including the submission of any corrections or clarifications, within thirty (30) days of receiving the performance report.
By Jan 15, 2022 Notification of Hearing	<ul style="list-style-type: none"> Schools that have requested a formal administrative hearing will receive notification of the time and date of the scheduled hearing, along with any additional instructions or procedures. All hearings shall take place before March 15th, 2022. Schools will be able to submit exhibits, give testimony, and present witnesses to speak on their behalf according to the hearing protocol. The deadline and format for materials will be outlined in the Notification of Hearing.
Thirty Days Prior to Renewal Meeting	<ul style="list-style-type: none"> The final portfolio of meeting materials will be provided to Commissioners and to the school thirty (30) days prior to the hearing. The contents of this portfolio are described in this document.
By March 15, 2022 Decisions Final	<ul style="list-style-type: none"> The PCSC will make all renewal determinations by March 15th, 2022.
Appeal	<ul style="list-style-type: none"> If the PCSC's decision is to non-renew the school's charter, the school may appeal that decision directly to the State Board of Education within thirty (30) days of receiving the PCSC's non-renewal determination.

Completing the Application

Any school recommended for conditional renewal or non-renewal must submit a renewal application to the PCSC no later than December 15th, 2021. The application consists of only a few items, and the length of the response is left to the discretion of the school.

Renewal application sections:

1. Cover Sheet (Required)
 - a. The school's legal name and physical address.
 - b. The school's LEA and building numbers.
 - c. The name, phone number, and email address for your primary school leader and board chair.
 - d. The school's mission statement.
 - e. The school's current enrollment numbers by grade level.
2. Narrative (Required) – In this section, please answer the following question: What improvements are planned for the school's next performance certificate term?

Please provide documentation for any planned improvements to your school. If there are outstanding concerns noted in the performance report, this is an appropriate place to explain your action plan and timeline for resolving those concerns. It is particularly important to focus on the measurable results you expect to achieve by specified points in time.

3. Outline of Additional Evidence (Optional).

Please provide an outline of any additional evidence you are submitting for consideration. Each item should be identified as Exhibit 1, Exhibit 2, and so forth. Please include a brief description of the content and purpose of each exhibit.

4. Additional Evidence (Optional).

Please include additional evidence you want the PCSC to consider when determining your renewal application in the order in which they are identified in the outline. Additional evidence may include academic data from a valid and reliable assessment your school uses (such as MAPS), year to date financial information, records of training, or more holistic improvement plans with specific benchmarks, etc.

All data must be redacted and ready for public presentation.

Once completed, submit the application to the PCSC via the secure server ShareFile. Please contact the PCSC staff if you have any questions or need assistance with accessing ShareFile.

Renewal Portfolio

The PCSC will be provided with a Renewal Portfolio for each school thirty (30) days prior to the scheduled meeting. The following documents will be included in the portfolio:

Required Documents

- Renewal year performance report, summarizing the school's performance record to date, based upon the terms of the performance certificate and the measures defined in the performance framework.
- Summaries of PCSC staff observations and site visits and any response the school submitted to these observation summaries.
- The school's most recent fiscal audit report.
- Renewal application submitted by the school (data must be appropriately redacted/masked).
- Response to the renewal year annual performance report if such was submitted by the school.
- Current Performance Certificate.
- Proposed Performance Certificate.
- Performance reports for each year of the school's current performance certificate term, including any response to the report submitted by the school.

If Applicable

- Conditional Certificate Status Report – this will be included if renewal conditions were applicable to the current performance certificate.
- Courtesy Letters – will be included if letters were issued during the current certificate term. Resolved issues will be noted as such.

Additional materials will be included in the portfolio at the discretion of the PCSC Director. The portfolio will be made available to Commissioners and to the school thirty (30) days prior to the scheduled hearing.

What are the criteria for the PCSC's renewal decision?

Renewal decisions are based on the following:

- Terms of the school's performance certificate.
- The school's academic, operational, and financial outcomes as measures by the performance framework.
- The school's most recent fiscal audit.

Additionally, the PCSC will also take into account the school's demographic profile and other circumstances that might affect the school's ability to adhere to the terms and conditions of the performance framework, as per PCSC policy.

Understanding Observations

[PCSC policy](#) outlines when and how site visits by the authorizer will be conducted. Please note that PCSC policy revision, adopted in August of 2020, removed the large-scale renewal site visit and replaced it with smaller, purpose-driven observations.

Most schools will experience 2-3 visits each performance certificate term. As per PCSC policy, additional visits may be made if the PCSC is investigating a concern or monitoring the school's progress on a documented issue. Of course, we are always happy to attend celebrations or visit informally at your invitation.

Board Observation Visits – Once during each performance certificate term, a PCSC staff member will observe a school board meeting. There is no reason to make any special arrangements, as we do not need to participate beyond greeting your board. You will be notified at least thirty (30) days in advance of the observation. The staff member will provide your school leader and board chair with a brief summary of our observations after the meeting. You may submit a written response to the summary. Both the summary and your response will be included in your Renewal Portfolio. An observation summary template is included in this document.

Lottery Observation Visits – Once during each performance certificate term, A PCSC staff member will observe your school's lottery as a member of the public. There is no reason to make special arrangements. You will be notified at least thirty (30) days in advance. The staff member will provide your school leader and board chair with a brief summary of our observations after the meeting. You may submit a written response to the summary. Both the summary and your response will be included in your Renewal Portfolio. An observation summary template is included in this document.

Key Design Elements – If your school is *not* accredited by Cognia, or if your school is accredited, but not currently in good standing, a site visit will be arranged to help the PCSC gain a better understanding of how your key design elements are being implemented. This site visit will include 2-3 members of the PCSC staff and will be scheduled for approximately two (2) hours. The site visit will minimally include a tour and a discussion with school leadership and a representative of your board. If such a visit is necessary, you will be notified in the spring and the visit will be scheduled in the fall. As each school's key design elements are different, a PCSC Program Manager will work with you to plan a visit that will best help us see your key design elements in action. The staff member will provide your school leader and board chair with a brief summary of our observations after the meeting. You may submit a written response to the summary. Both the summary and your response will be included in your Renewal Portfolio. An observation summary template is included in this document.

Sample Observation Forms

PCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of PCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the PCSC's board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho's Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the PCSC's [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the PCSC staff. You may provide a response to this report within thirty (30) days of receipt. Both the report and your response will be included in your school's renewal portfolio.

Observation Date:

Observer: Program Manager

School Board Director's Name	Office (if applicable)	Present/Remote/Absent
School Leadership	Title	Present/Remote/Absent

Observation Category	Status	Date
Open Meeting Law	Concern or No Concern	
Public Participation	Concern or No Concern	
Operational Efficacy	Concern or No Concern	
Academic Achievement	Concern or No Concern	
Financial Health	Concern or No Concern	

Additional Notes (As Applicable)

PCSC Lottery Observation Summary

An observation of each school's lottery process is required by [Section VI of PCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the PCSC lottery observation of your school. The purpose of this observation is to ensure compliance with Idaho's equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the PCSC's [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the PCSC staff. You may provide a response to this report within thirty (30) days of receipt. Both the report and your response will be included in your school's renewal portfolio.

Observation Date:

Observation Location:

Observer: Program Manager

School Personnel Present	Office (if applicable)
Neutral Third Party Conducting Draw	Title

Observation Category	Status	Date
Enrollment Deadline Notification	Concern or No Concern	
Enrollment Form	Concern or No Concern	
Lottery Process	Concern or No Concern	

Additional Notes (As Applicable)

PCSC Key Design Elements Observation Summary

An observation of key design elements is required by [Section VI of PCSC policies](#), and will place once each performance certificate term. If your school is accredited, accreditation reports will fulfill this requirement and no observation is necessary.

Below you will find a summary of the PCSC's Key Design Element observation of your school. Key design elements included in your Performance Certificate must be implemented and maintained throughout your operational term. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the PCSC staff. You may provide a response to this report within thirty (30) days of receipt. Both the report and your response will be included in your school's renewal portfolio.

Observation Date:

PCSC Staff Present:

School Representatives:

Key Design Elements (as listed in the school's performance certificate):

Describe the evidence observed that key design elements are implemented and maintained:

Additional Notes (As Applicable)

SUBJECT

Legislative Session Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

During the 2021 legislative session, the Idaho Legislature may consider proposed administrative rules and bills that directly impact public charter schools.

DISCUSSION

Proposed or anticipated charter school legislation.

SPEAKER

PCSC Director, Jenn Thompson

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

Legislative Update 2/4/21

Commission Reappointments -

House Bills

[HB22 – Public Charter Schools, Funding](#) - Passed in House, tabled in Senate Ed.

This bill proposes to remove language from I.C. § 33-5208(1) which currently states that “no public charter school shall receive an increase in support units that exceeds the support units it received in the prior year by more than thirty (30)”. The bill further proposes to make the removal of this language retroactive to July 1, 2020. Under the current law, a significant amount of funding stands to be withheld from the February 15th SDE payment to two charter schools. These schools experienced an unprecedented increase in enrollment due to the pandemic and the resulting increased demand for virtual programs.

[HB53- Electronic Notices, Government Entities](#) – Printed, State Affairs.

This bill requires that governmental entities (including charter schools) must post notice of public meetings on their website under a tab clearly marked “public notice”.

[HB62 – Empower Parents in Education Act](#) – Referred to Ways and Means

This bill proposes to add a new section of code that would create an education savings account, essentially a voucher, system. Funds would be deposited into accounts for each student and parent would either direct the payment of those funds to a traditional public or public charter school or could request reimbursement for qualifying costs, such as homeschool curriculum purchases or private school tuition.

[HB67 – Schools Authority to Close](#) – Referred for printing.

This bill proposes to remove the requirement that schools close for the purposes of public safety upon the order of the state board of health or local health district, and proposes that the authority to make such a decision be placed in the hands of the school’s governing board based on their own judgement.

[HB69 – Education, Continuous Improvement Council](#) – Printed, House Ed.

This bill generally seeks to reduce the reporting burden of schools. Particularly, it proposes that charter schools can substitute their performance certificate for their continuous improvement plans, thereby narrowing the number of goals a given school board must work toward. It also establishes a legislative committee for the purpose of reviewing school improvement plans and reduces the number of standards a teacher will be evaluated on each year.

Senate Bills

[SB1006 – Literacy Achievement Act](#) - Passed in Senate, Referred to House Ed.

This bill proposes to create a new chapter of code to be known as the Idaho Literacy Achievement and Accountability Act. The bill proposes a structure for individual school literacy intervention plans and provides guidance regarding what data will be collected and how it will be reported at the state level. This bill also requires all charter school board directors and district school board trustees engage in a training in improvement of literacy outcomes.

[SB1007 – Education, Salary Schedules and Endorsements](#) – Passed in Senate, Referred to House Ed.

This bill proposes to amend existing law to provide that local salary schedules for public school staff salaries shall include certain minimum amounts and to clarify eligibility requirements for professional endorsements.

[SB1039 – Workforce Readiness Diploma](#) – Do pass, Senate Ed; Third reading in Senate.

This bill proposes to create a workforce readiness diploma. Charters and districts may choose to offer a specifically designated diploma to students who have passed a technical skills assessment, the workplace readiness assessment, and demonstrated competency of career technical education (CTE) program standards as defined by the CTE department. This option could be useful for schools like Elevate and ITCA.

[SB1043 – School Board Hearings, Executive Session](#) – Do Pass, Senate Ed; Second reading Senate.

This bill proposes to allow a school board to vote during executive session if the vote is in consideration of a student suspension or expulsion. Currently, the law allows a suspension or expulsion hearing to take place in executive session, but the vote must be made in open session. This bill proposes further protection of student privacy by allowing the vote to also take place in executive session.

[SB1045 – Education, Advanced Opportunities, Non-Public School](#) – Printed, Senate Ed.

This bill proposes to expand the use of advanced opportunities dollars to include private school students. It would allow each student to access up to \$750.00 for use in paying for college entrance exams, college credit-bearing courses, etc. Public school students currently have access to approximately \$ 4,000 for such purposes.

[SB1046 – Innovative Classrooms](#) – Printed, Senate Ed.

This bill proposes to add a new section of code that would allow teachers and parents to request that alternative curriculum be delivered in a classroom. The curriculum would be proposed by the teachers or parents and participating students would be exempt from accountability measures.

[SB1042 – Elementary Students, Flexible Schedules](#) – Referred for printing.

This bill proposes a new section of code that would allow flexible scheduling for elementary students. Specifically, this bill would allow an elementary student who meets a definition of “academically advanced” to be allowed full or partial day absences for the purpose of family activities, extracurricular activities, or home-based education. School districts and public charter school would not be required to provide flexible scheduling, but all schools would need to develop a board policy regarding flexible scheduling.

SUBJECT

PCSC Finance Committee Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5213(2)

BACKGROUND

The PCSC maintains a standing finance committee for the purpose of providing general oversight of the PCSC's budget.

DISCUSSION

The PCSC's finance committee met in January to review second quarter financial reports.

SPEAKER

Commissioner VanOrden, Finance Committee Chair and PCSC Director, Jenn Thompson will provide an update.

IMPACT

Information Item Only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

N/A

**Charter School Commission
OFFICE OF THE STATE BOARD OF EDUCATION
FY21 Budget**

	Budget	YTD	% YTD
Cash Balance	\$496,708.00	\$367,823.00	
Draw Down	\$361,200.00	\$128,885.00	36%

	Personnel	Operations	Total
Revenue			
1 FY21 General Fund	\$124,000.00	\$47,600.00	\$171,600.00
2 FY20 Authorizer Fees	\$265,000.00	\$96,200.00	\$361,200.00
3 Total Appropriation	\$389,000.00	\$143,800.00	\$532,800.00
4 FY20 5% Holdback	\$0.00	\$8,580.00	\$8,580.00
5 Total Adjusted Appropriation	\$389,000.00	\$135,220.00	\$524,220.00

Expenditures					
Description	Personnel	Operations	Year to Date Actual	Remaining	% YTD
7 Payroll	\$361,552.00		176844	\$184,708.00	48.91%
8 Communication Services		\$300.00	33	\$267.00	11.00%
9 Professional Development		\$9,325.00	4522	\$4,803.00	48.49%
10 Professional Services		\$40,000.00	0	\$40,000.00	0.00%
11 Admin Services		\$6,850.40	3,957	\$2,893.66	57.76%
12 Travel		\$34,500.00	1,818	\$32,682.00	5.27%
13 Supplies		\$4,200.00	3280	\$920.00	78.10%
14 Rentals and Leases		\$16,250.00	7,466	\$8,784.00	45.94%
15 Non-State Employee Expense		\$11,000.00	9,800	\$1,200.00	89.09%
16 Total Expenditures	\$361,552.00	122,425.40			
17 Total Appropriation	\$389,000.00	135,220.00	Total Net		
18 Net Income	\$27,448.00	12,794.60	40,242.60		

Detail	Charter School Commission					
19						
20	Category	Operational Budget	Personnel Budget	YTD	Remaining	% Expended
21	Payroll					
22	Salary and Benefits		\$361,552.00	\$176,844.00	\$184,708.00	48.91%
23						
24	Communication Services					
25	Conference Calls	\$300.00		\$33.00	\$267.00	11.00%
29						
30	Professional Development					
31	NACSA Annual Conference	\$1,300.00		\$250.00	\$1,050.00	19.23%
32	ISBS Annual Convention	\$1,500.00		\$1,550.00	-\$50.00	103.33%
33	IASBO Conference	\$175.00			\$175.00	0.00%
34	GSM Conference	\$650.00			\$650.00	0.00%
35	NAPCS Annual Conference	\$1,950.00			\$1,950.00	0.00%
36	NACSA Membership	\$2,500.00		\$2,500.00	\$0.00	100.00%
37	Idaho Ed Rules & Law Books/CDs	\$240.00		\$222.00	\$18.00	92.50%
38	Legislative Directories	\$10.00			\$10.00	0.00%
39	Misc. Training Courses/Supplies	\$1,000.00			\$1,000.00	0.00%
40						
41						
42	Professional Services					
43	Appeals Contingency	\$15,000.00			\$15,000.00	0.00%
44	Oversight Contingency	\$15,000.00			\$15,000.00	0.00%
45	Contractors for Renewals	\$5,000.00			\$5,000.00	0.00%
46	Contractors for New Petitions	\$5,000.00			\$5,000.00	0.00%
47						
48	Admin Services					
49	Ricoh - copy costs per page	\$1,500.00		\$233.00	\$1,267.00	15.53%
50	Asana Project Mgmt Software	\$375.00			\$375.00	0.00%
51	Typeform Survey Tool	\$420.00			\$420.00	0.00%
52	OnBoard	\$3,500.00		\$3,668.00	-\$168.00	104.80%
53	Zoom Pro+Webinar	\$600.00		\$55.74	\$600.00	9.29%
54	Adobe Sign	\$300.00			\$300.00	0.00%
55	Canva	\$155.40			\$155.40	0.00%
	Constant Contact	\$540.00			\$540.00	0.00%
56	Travel					
57	In-State	\$25,000.00		\$1,818.00	\$23,182.00	7.27%
58	Out-of-State	\$9,500.00			\$9,500.00	0.00%
59						
60	Supplies					
61	Supplies for Interventions	\$200.00			\$200.00	0.00%
62	Miscellaneous	\$1,000.00		\$376.00	\$624.00	37.60%
63	Hardware Reserve	\$3,000.00		\$2,904.00	\$96.00	96.80%
64						
65	Rentals and Leases					
66	Facilities Service: Office Rent	\$14,257.00		\$7,128.00	\$7,129.00	50.00%
67	Facilities Services: Meeting Rooms	\$600.00			\$600.00	0.00%
68	Ricoh - Copier Lease	\$1,393.00		\$338.00	\$1,055.00	24.26%
69						
70	Non-State Employee					
71	Office of Administrative Rules	\$1,200.00			\$1,200.00	0.00%
72	SWCAP Attorney General	\$9,800.00		\$9,800.00	\$0.00	100.00%
73		\$122,965.40	\$361,552.00		\$276,853.40	0.00%