

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 16th day of August, 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Elevate Academy, INC. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on March 7th, 2018, Authorizer received a petition to request the creation of a new charter school referred to as Elevate Academy Alternative Charter School; and

WHEREAS, on June 14, 2018, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in fall 2019. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of August 16, 2018, and shall

continue through **June 30, 2024**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

SECTION 3: EDUCATIONAL PROGRAM

School Mission. The mission of the School is as follows: **Elevate Academy 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.**

- A. Grades Served.** The School may serve students in **6th-12th Grade.**
- B. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Elevate Academy will serve at-risk students.**
 - **Elevate Academy will offer multiple pathways that focus on skill attainment.**
 - **Elevate Academy will operate on a year-round calendar.**
 - **Elevate Academy will focus on personal development of each student through a focused curriculum.**

- C. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- D. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. **Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. **Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. **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. A custom group of schools with similar demographic attributes shall comprise the School’s comparison group. The School’s comparison group shall include the following schools: **all Idaho alternative schools.**
- 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. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- E. **School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- F. **Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance

Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- G. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- H. 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.
- I. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 488 students.
- A. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- B. School Facilities.** 114 W. Chicago St. Caldwell, ID 83605. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- C. Attendance Area.** The School's primary attendance area is as follows: Located in Caldwell ID, within the Caldwell School District area. Elevate Academy's primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From North Side of Homedale Rd and Farmway, East side of Farmway to Hwy 44 Extension to the South side of Hwy 44 to Channel Rd. South side of Channel Road to the

Boise River. Boise River to Middleton Rd. West side of Middleton Rd. to Homedale Rd., and South side of Homedale Road to Farmway Road.

- D. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- E. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than 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 and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

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

SECTION 8: MISCELLANEOUS

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

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 August 16th, 2018.

Alan Reed

Chairman, Idaho Public Charter School Commission

Kelly J. Culver

Chairman, Elevate Academy

IN WITNESS WHEREOF, the Authorizer and Elevate Academy have executed this amendment to the Performance Certificate, effective 11/1/2020:

1. To incorporate the PCSC Performance Framework (revised on 10/8/20) as Appendix B of this Performance Certificate.
2. To include the following language as Section 4C of this Performance Certificate:

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. A custom group of schools with similar demographic attributes shall comprise the School's comparison group. The School's comparison group shall include the following schools: all Idaho alternative schools.

3. To remove the following language from section 5B of this Performance Certificate:

“with per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.”

4. To update the language in Section 4H – Site Visits, to align with PCSC policy revisions. The revised language is noted below:
 - a. 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.

Alan Reed

Alan Reed (Nov 14, 2020 22:28 MST)

Chairman, Idaho Public Charter School Commission

Kellie Feneman

Chairman, Elevate Academy Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Pre-Opening Requirements

Appendix D: Charter

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework



IDAHO PUBLIC CHARTER SCHOOL COMMISSION
PERFORMANCE FRAMEWORK



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

Phone: (208) 332-1561
pcsc@osbe.idaho.gov

Alan Reed, Chairman
Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Identified Comparison Group Options:

- All schools in the traditional district in which the school is located as reported on the Idaho Report Card.
- A custom group of individual schools from across Idaho that have similar demographic attributes to the charter school.
- All alternative schools in Idaho.

1. MATH PROFICIENCY

Proficiency Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

| Math and ELA Proficiency Rubric | |
|---------------------------------|--|
| Exceeds Standard | The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, or the school's proficiency average is in 90 th percentile of all Idaho schools. |
| Meets Standard | The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group. |
| Approaches Standard | The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group. |
| Does Not Meet Standard | The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan. |

2. ELA PROFICIENCY

Proficiency Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

| Math and ELA Proficiency Rubric | |
|---------------------------------|--|
| Exceeds Standard | The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, or the school's proficiency average is in 90 th percentile of all Idaho schools. |
| Meets Standard | The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group. |
| Approaches Standard | The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group. |
| Does Not Meet Standard | The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan. |

3. MATH GROWTH

Growth Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

| Growth Rubric ELA | |
|------------------------|--|
| Exceeds Standard | The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR the school's growth rate is in the 90 th percentile of all Idaho public schools. |
| Meets Standard | The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR the growth rate increased by at least 10% over the previous year. |
| Approaches Standard | The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group. |
| Does Not Meet Standard | The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group. |

4. ELA GROWTH

Growth Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

| Growth Rubric ELA | |
|------------------------|--|
| Exceeds Standard | The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR the school's growth rate is in the 90 th percentile of all Idaho public schools. |
| Meets Standard | The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR the growth rate increased by at least 10% over the previous year. |
| Approaches Standard | The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group. |
| Does Not Meet Standard | The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group. |

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

| Literacy Proficiency Rubric | |
|-----------------------------|--|
| Exceeds Standard | The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group; OR The fall to spring change in proficiency rate is 20% or greater. |
| Meets Standard | The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR the school's fall to spring change in proficiency rate is between 10%-19%. |
| Approaches Standard | The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group. |
| Does Not Meet Standard | The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group. |

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The PCSC will use either the 4-Year ACGR or the 5-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

| C&C Readiness Rubric | |
|------------------------|--|
| Exceeds Standard | The school's 4-Year or 5-Year ACGR is greater than one standard deviation above the identified comparison group, OR the school's ACGR is 100%. |
| Meets Standard | The school's 4-Year or 5-Year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group. |
| Approaches Standard | The school's 4-Year or 5-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group. |
| Does Not Meet Standard | The school's 4-Year or 5-Year ACGR is more than one standard deviation below the identified comparison group. |

ADDITIONAL ACADEMIC MEASURES FOR ALTERNATIVE SCHOOLS

Alternative School Measures

1. Math Content Mastery
2. ELA Content Mastery
3. Progress Toward Graduation
4. College and Career Readiness- Alternative

1. MATH CONTENT MASTERY

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

| Alt Proficiency Rubric | |
|------------------------|---|
| Exceeds Standard | The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%. |
| Meets Standard | The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year. |
| Approaches Standard | The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year. |
| Does Not Meet Standard | The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year. |

2. ELA CONTENT MASTERY

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

| Alt Proficiency Rubric | |
|------------------------|---|
| Exceeds Standard | The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%. |
| Meets Standard | The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year. |
| Approaches Standard | The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year. |
| Does Not Meet Standard | The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year. |

3. 9-12 PROGRESS TOWARD GRADUATION

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

| Alt Growth Rubric | |
|------------------------|--|
| Exceeds Standard | The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%. |
| Meets Standard | The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is equal to or up to 10% greater than the school's percentage in the previous year. |
| Approaches Standard | The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is below, but no more than 10% below the school's percentage in the previous year. |
| Does Not Meet Standard | The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is more than 10% below the school's percentage in the previous year. |

4. COLLEGE AND CAREER READINESS – ALTERNATIVE

Note: This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

| C&C Readiness Rubric | |
|------------------------|---|
| Exceeds Standard | The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 75%. |
| Meets Standard | The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to or up to 10% greater than the school's percentage in the previous year. |
| Approaches Standard | The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is below, but no more than 10% below the school's percentage in the previous year. |
| Does Not Meet Standard | The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% below the school's percentage in the previous year. |

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

| Governance Structure Rubric | |
|-----------------------------|---|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | Board Bylaws are compliant with ID law. Articles of Incorporation are current. No investigations were conducted into either ethical behavior or conflict of interest regarding any board director. The board did not experience an Open Meeting Law violation that needed to be cured this year. |
| Approaches Standard | The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days. |
| Does Not Meet Standard | The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days. |

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

| Governance Oversight Rubric | |
|-----------------------------|---|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | The board reviews academic data in a timely and thorough manner. The board reviews financial reports in a timely and thorough manner. The board maintains compliant policies. The board engages in strategic planning. The board conducts a compliant annual evaluation of their school leader and/or management organization. |
| Approaches Standard | The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days. |
| Does Not Meet Standard | The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days. |

3.

Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

| Governance Compliance Rubric | |
|------------------------------|---|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | The PCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year. |
| Approaches Standard | The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days. |
| Does Not Meet Standard | The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days. |

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school’s ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

| Student Services Rubric | |
|-------------------------|--|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | The school’s English Language Learner program is in good standing. The school’s Special Education program is in good standing. The school’s college and career readiness program is in good standing. |
| Approaches Standard | The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days. |
| Does Not Meet Standard | The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days. |

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

| Data Security and Information Transparency Rubric | |
|---|---|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | The school’s website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets). The school did not experience any issues involving data security this year. The school did not experience any compliance issue regarding public records requests this year. |
| Approaches Standard | The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days. |
| Does Not Meet Standard | The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days. |

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

| Facility and Building Services Rubric | |
|---------------------------------------|--|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | The school’s occupancy certificate is current. The school maintains current safety inspections and drills. The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program. |
| Approaches Standard | The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days. |
| Does Not Meet Standard | The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days. |

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

| Operational Compliance Rubric | |
|-------------------------------|--|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | Required reports are submitted accurately and on time. The school maintains a compliant enrollment process. No correct action plans were issued by the SDE this year. |
| Approaches Standard | The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days. |
| Does Not Meet Standard | The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days. |

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

| Current Ratio Rubric | |
|------------------------|---|
| Exceeds Standard | The school has a current ratio of more than 1.5 |
| Meets Standard | The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1 year positive trend) |
| Approaches Standard | The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1 year negative trend) |
| Does Not Meet Standard | The school has a current ratio of .9 or less. |

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

| Unrestricted Days Cash Rubric | |
|-------------------------------|---|
| Exceeds Standard | The school has more than 60 days cash on hand |
| Meets Standard | The school has 60 days cash OR between 30 and 60 days cash and one-year trend is positive. Note: Schools in their first or second year of operation must have a minimum of 30 days cash. |
| Approaches Standard | The school has between 15-30 days cash OR between 30-60 days cash, but one-year trend is negative. |
| Does Not Meet Standard | The school has fewer than 15 days cash on hand. |

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

| Default Rubric | |
|------------------------|---|
| Exceeds Standard | The school has met standard for at least 3 consecutive years. |
| Meets Standard | The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens. |
| Approaches Standard | The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations. |
| Does Not Meet Standard | School is currently in default of financial obligations. |

4. Enrollment Variance

Calculation: Enrollment Projections (as submitted to the PCSC in July) divided by Mid-Term ADA.

Data Source: Mid-Term ADA report

| Enrollment Variance Rubric | |
|----------------------------|---|
| Exceeds Standard | The school has met standard for at least 3 consecutive years. |
| Meets Standard | Enrollment variance is equal to or greater than 95%. |
| Approaches Standard | Enrollment variance was between 90% and 95%, OR the enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments. |
| Does Not Meet Standard | Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments. |

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

| Total Margin and 3-Yr Aggregated Total Margin | |
|---|--|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive. |
| Approaches Standard | Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". |
| Does Not Meet Standard | Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent. |

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and Investments

Previous Year Cash Flow: 2019 Cash and Investments minus 2018 Cash and Investments

Multi-Year Cash Flow: 2020 Cash and Investments minus 2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

| Cash Flow and Multi-Year Cash Flow | |
|------------------------------------|--|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). Note: Schools in their first or second year of operation must have positive cash flow. |
| Approaches Standard | Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year. |
| Does Not Meet Standard | Multi-Year Cumulative Cash Flow is negative and no documentation identifies this as a result of a one-time, planned purchase. |

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized: (Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

| Debt Service Coverage Ratio Rubric | |
|------------------------------------|--|
| Exceeds Standard | The school's debt service coverage ratio is 1.5 or greater OR the school operates debt-free. |
| Meets Standard | Debt Service Coverage Ratio is between 1.1 and 1.49 |
| Approaches Standard | The school's debt service coverage ratio is between .9 and 1.09 |
| Does Not Meet Standard | Debt Service Coverage Ratio is less than .9 |

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

| Debt to Asset Ratio | |
|------------------------|--|
| Exceeds Standard | The school has met standard for 3 consecutive years, OR the school operates debt-free. |
| Meets Standard | The school's Debt to Asset Ratio is less than 0.9 |
| Approaches Standard | The school's Debt to Asset Ratio is between 0.9. and 1.0 |
| Does Not Meet Standard | The school's Debt to Asset Ratio is greater than 1.0 |

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

| Financial Compliance Rubric | |
|-----------------------------|---|
| Exceeds Standard | The school has met standard for 3 or more consecutive years. |
| Meets Standard | Accounting Practices: finances are managed in compliance with GAAP. Financial Transparency: expenditures and contracts are posted on the school's site. Internal Controls: the school's internal controls are compliant. |
| Approaches Standard | The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence. |
| Does Not Meet Standard | The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR the school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days. |

Appendix C: Pre – Opening Requirements

New School Pre-Opening Requirements

The following items must be collected by the PCSC for your school's files.

| ITEM | COLLECTION BY PCSC |
|---|--------------------|
| Performance Certificate Executed | |
| Bylaws Executed | |
| Articles of Incorporation | |
| Conflict of Interest and/or Code of Ethics Statement | |
| Facility Lease or Mortgage Executed | |
| Annual Board Approved Budget | |
| 501c3 Approval Letter | |
| Org Chart | |
| Board Member and School Leader Contact Information (PCSC Dashboard) | |
| Emergency Incident Team Communication Plan | |

The school has successfully completed all of the tasks as outlined in the accompanying task lists.

| ITEM | PCSC Verification |
|---|-------------------|
| Enrollment is Sufficient for Operation | |
| Meeting 1 Tasks (see "Pre-Opening Checklist", "Meeting 1 - October" tab) | |
| Meeting 2 Tasks (see "Pre-Opening Checklist", "Meeting 2 - December" tab) | |
| Meeting 3 Tasks (see "Pre-Opening Checklist", "Meeting 3 - February" tab) | |
| Meeting 4 Tasks (see "Pre-Opening Checklist", "Meeting 4 - April" tab) | |
| Meeting 5 Tasks (see "Pre-Opening Checklist", "Meeting 5 - June" tab) | |
| Final Tasks and Facilities Visit (See "Pre-Opening Checklist", "Final Facilities Visit - August" tab) | |

Certificate is hereby given that all facts and representations on this assurance document are true and correct.

Printed Name and Title of Authorized Charter School Representative

Signature

Date

Printed Name of PCSC Representative

Signature

Date

Appendix D: Charter

Elevate Academy Alternative Charter School

Serving 6th-12th Grade Students
Opening August of 2019
**Within the Caldwell School District
Chicago and Boise Ave.
Caldwell, Idaho**

Submission Date 3/07/2018
Revision Date 5/4/2018
Monica White
1010 West Jefferson Ste. 201
Boise, ID 83702
208-407-4963
mwhite@elevate2c.org

Non-Discrimination Statement:

Elevate Academy 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 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, founded by veteran Caldwell educators Monica White and Matt Strong. Elevate Academy has created an approach to education that 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 will operate on a year-round model. Students at Elevate Academy 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'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 and open more doors for its graduates.

As a CTE focused school, the founders of Elevate Academy 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 3) students must be able to follow technical plans. Elevate Academy will embed these skills throughout the curriculum and the instructional programming.

Through community partnerships and an innovative approach to hiring CTE teachers, Elevate Academy intends to offer multiple CTE industry certifications. This ensures multiple career options for graduates. CTE areas of study that will be offered include: a) medical arts; b) construction management; c) culinary arts; d) firefighting; e) business, including marketing; f) criminal justice; g) manufacturing, including welding; h) and graphic design. These industries were chosen based on the current economic needs of the Treasure Valley and through interviews with industry leaders that will employ the next generation work force.

Elevate Academy has partnered with expert researchers to review accountability data and measurements for alternative career technical schools serving at-risk youth. The founders' research and work ensure that individuals from diverse backgrounds have the opportunity for hope and an engaging future that enables living life to its fullest. Mrs. White and Mr. Strong will equip teachers and the school with accountability measures that reflect the true nature of the work being done within the school setting. Under current educational models, especially those serving students in poverty and/or with a high concentration of at-risk students, great teachers are 'burning out', top administrators are hesitant to run schools with the potential of being labeled 'failing', and students become reluctant learners as their academic targets are based on raw achievement scores rather than on authentic measures of academic growth. Elevate Academy is positioned to become a destination school, while at the same time becoming a model for policy development and best practices for serving at-risk youth.

Joining founders Monica White and Matt Strong at Elevate Academy is an organizing group of individuals deeply rooted in finding solutions to our community's challenges with drop-outs and disengaged students. Members of the founding board include experts from the following areas; alternative education, juvenile probation, community planning, central office administration, first generation college opportunity recruitment, and local industry.

The Treasure Valley is one of Idaho's fastest growing regions. 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

Elevate Academy 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.

Elevate Academy's Educational Program

Education Philosophy

Elevate Academy 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 choose 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). Canyon County currently has a graduation rate of 77% (Cope, 2017). This leaves a large population in Canyon County that does not have skills or education necessary to become contributing members of their community.

Elevate Academy 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 student structured and on a path towards success. Because of this, the founders of Elevate Academy have developed a year-round calendar that utilizes summer school finances from the 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 the Treasure Valley, and the high costs to society of school drop-outs, Elevate Academy 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 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 onetime 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 grade is indicative of a lower graduation rate: failing mathematics, failing English, attending grade 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 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, connects them to where they should be, and 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 they 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 often seen in at-risk students are 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’s 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 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.

Instructional Practices & Curriculum

Learning at Elevate Academy 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 “Learning Hook.” The 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 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 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 ‘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 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 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. Carole Dweck defines 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 caused 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 Browne 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 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 hōpa. Hōpa 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 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, create a level of trust in all students that will restore hope, and design 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 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 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. 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. ([See appendix H3](#) for a sample of the Pedagogic Framework). 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.

Workforce Readiness: The culture of Elevate Academy and the expectations in academic areas and in the classroom, will be based on the Workforce Readiness Standards. Over the past six months, founders Monica White and Matt Strong 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 a 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 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 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 (see workforce readiness standards [Appendix F3](#)). Elevate Academy 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 will be open with breakfast, 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, extended Career Technical Education time for students to master their craft. Friday's will also be used for the integration of special programs for students through local partnerships. Examples of these opportunities include: drivers training, swimming lessons at the YMCA and hunter's safety. As students move to their junior and senior year of high school, Friday's will also be invaluable for internship opportunities. This will allow students to work alongside industry professionals outside of the school.

An example of the integration of Elevate Academy's curriculum mapping with the learning hook philosophy can be seen in [Appendix F2](#). Elevate Academy will crosswalk Content Area CTE standards, Workforce readiness focus standards, and Deep Learning Competencies focus for every unit. 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 Level Students

Students in grades 6-8 will utilize the *Power 100* curriculum. This curriculum was designed by 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 Heather Williams at Boise State University (see summary [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 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. 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.

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 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 Core instruction from each block will be aligned with the industry that students are studying during their exploratory block. An example of Industry and Core alignment can be seen in [Appendix F2](#).

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.

| 6th Grade | Block 1 | Block 2 | Block 3 | Block 4 | Block 5 | Block 6 | Block 7 | Block 8 |
|-----------------------------|--|---|---|---|---|---|---|---|
| 8:15-9:15am | Homeroom Power 100 & Goal Review | | | | | | | |
| 9:15-11:25pm POD Time | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention |
| 11:25-12:15pm | Explore Manufacturing | Explore Medical Arts | Explore Construction | Explore Culinary Arts | Explore Graphic Design | Explore Criminal Justice | Explore Business | Explore Fire Science |
| 12:15-12:45 | Lunch | | | | | | | |
| 12:45-1:30 | Physical Activity | | | | | | | |
| 1:30-3:15 POD Time | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention |
| 3:15-3:45pm | Goal Check In, Set tomorrow's Learning Schedule for Core Subject Time & Power 100 Review | | | | | | | |

Middle Level Students

Students will be placed with a team of three personalized learning teachers. The teachers will roll with the students from 6-8 grade. 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*. Students will spend equal time in 6th grade learning and exploring each Career Technical Opportunity that is offered at Elevate Academy. In the 7th grade, students will narrow their focus from eight areas of Career Technical Education to four areas of career technical education. Students will be advised to choose areas in both the service industries and production industries. Service industries are defined as: firefighting, criminal justice; business and medical arts. Production industries are defined as: manufacturing/welding, graphic design, construction management and culinary arts. Once a student enters the 8th grade they will begin to focus on 3 areas in preparation to design their four-year plan as they move into high school. Students will develop a portfolio of their middle school experience and apply to be in the programs of their choice in high school.

High School Students

Elevate Academy is an alternative Career Technical Education High school that aims to meet every enrolled at-risk student where they are. Elevate Academy 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 is to increase the skilled workforce in Caldwell 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 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 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 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 there are on their education journey and works 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 graduate with a diploma and multiple industry certifications. All classes assigned at Elevate Academy 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 and is severely deficient in credits, Elevate Academy will work with each 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 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 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 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 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 of communication, collaboration, critical thinking and creativity (a sample of Curriculum integration can be found in [Appendix F2](#)). As part of zero-year development, Elevate Academy 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.

| Summit | Block 1 | Block 2 | Block 3 | Block 4 | Block 5 |
|--------------------------|--|---|---|---|---|
| 8:15-9:15am | Homeroom Power 100 & Workforce Readiness Lessons. Goal Review | | | | |
| 9:15-11:25pm POD Time | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention |
| 11:25- 12:15pm | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:15-3:15 POD Time | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention | Core Subjects, Scheduled Instruction & Scheduled Intervention |
| 3:15-3:45 | Homeroom. Review Progress. Review Power 100 Lesson and Goals, Set Tomorrow's Schedule. | | | | |

Graduation Map for Summit Students

Over the course of four years, students have the opportunity to earn up to 56 credits, although only 46 are required to graduate according to state statute. This is not unusual for any high school setting.

| Grade | Freshman | Sophomore | Junior | Senior |
|---------------|--|-----------------------|------------------------------|------------------------|
| Classes | ELA | ELA | ELA | ELA |
| | ELA | ELA | ELA | ELA |
| | Integrated Math | Integrated Math | Personal Finance | Applied Technical Math |
| | Integrated Math | Integrated Math | Personal Finance | Applied Technical Math |
| | Health (taught through Health Oc. Exploration) | U.S. History | Speech | Economics |
| | Humanities (ART) | U.S. History | Humanities Independent Study | Government |
| | Humanities | Science | Science | Government |
| | Science | Science | Science | PE |
| | Science | PE | PE | |
| | Industry Elective (4) | | | |
| | Industry Elective (4) | Industry Elective (5) | Industry Elective (5) | Industry Elective (6) |
| | PE | | | |
| Total Credits | 14 | 14 | 14 | 14 |

The **Peak** Program is designed for students that enter Elevate Academy 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 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 2020 and only earned six credits, by the fall of 2022 they need to earn 40 additional credits by June of 2024. 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, find their passion in the trades, and understands the value of education they will have the opportunity to reintegrate into the Summit program. Elevate Academy 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 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, partnering with TVCC for continuing education instructors (seeTVCC Letter of Support [Appendix F1](#)).

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 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's personalized learning platform supported by live teachers in the evening. Teachers will work on a rolling schedule based on the course needs of students. For example, block 1 Elevate may offer English 1 and 2 A during the evening. The next block Algebra 1 would be offered. Each

block staffing will be determined based on the needs of the students attending the program. Students will not take 'online' or blended instruction. They will however have availability to their learning platform 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, knowing their current academic level, and the areas they need to work on to ensure future success.

Career Technical Education

Elevate Academy intends to offer 8 Career Technical Education programs when it is operating at full capacity with the option to expand as demand indicates is necessary. Full capacity will be reached in the 2021-2022 school year when Elevate Academy has full enrollment 6-12. In year one 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 second year of operations, Elevate Academy students will have the opportunity to take the first-year courses in each technical pathway. In year three of operations, Elevate Academy will be a full functioning Career Technical school, offering the following programs of study; 1) Manufacturing, including Welding 2) Construction Management 3) Graphic Art's 4) Criminal Justice 5) Medical Art's 6) Culinary Arts 7) Business, including Marketing 8) Firefighting. Elevate Academy has intentionally developed a mix of service industry, and production industry fields 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 will have three years to fully phase in the Career Technical Education programming. Although Elevate Academy intends to offer all 8 programs initially, we will be offering exploratory and first year courses. In year two we will add an additional course, and in year 3 all CTE pathways will have become full CTE pathways with capstone classes and internship opportunities. Of the 8 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: graphic arts, criminal justice, firefighting 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 has secured board members and worked with industry experts to ensure proper startup of the programs.

Over the past several months the founders of Elevate Academy have met with industry leaders and potential partners of industry to ensure that the programs that will be offered at Elevate Academy will be world class programs. Monica White and Matt Strong have visited; 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 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. Because of the connections that have been made three industry partners are now current members of the Board of Directors for Elevate Academy. 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 programs at Elevate Academy. Our current industry advisors include; Rule Steel, Horsewood's Catering, West Valley Medical Center, Norco, Merit Construction, Canyon County Juvenile Probation, Caldwell City Police Department, Caldwell City Fire Department. Each industry will advise and have designated representatives that will serve on Elevate Academy's technical advisory committee. Please see letters of support in [Appendix H](#).

Concerns associated with CTE programs include: staffing, cost and safety. Measures taken by Elevate Academies founders to alleviate any concerns in those areas are included in the following information. The founders and industry partners have started the process of recruiting talent that will ensure the students of Elevate Academy have a highly qualified instructor that understands the needs of students as well as the needs of the industries. All of the CTE course offerings at Elevate Academy are supported by Idaho's CTE programming and Elevate Academy will apply in February of 2019 for state approval for all 8 programs. Once Elevate Academy is recognized by Idaho's CTE program, state allocations will be made available and Elevate Academy will be eligible to apply for Federal Perkins grants to supplement the welding program. Instructors for Elevate Academy will be compensated from Elevate Academy'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. See the assumptions and cost breakdowns in the budget, see [Appendix A1](#). All instructors at Elevate Academy 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.

All CTE courses will be taught in a sequential manner starting in the 7th grade with an exploratory opportunities being a focus for sixth grade students. 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 grade student will have their year divided into 8 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 mathematic concepts will be based on manufacturing concepts using math that is aligned to the application of their learning in their manufacturing classes. An Example of the cross walked curriculum for manufacturing and math can be seen in [Appendix F2](#). 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.

Block 1: Below is a sample teacher schedule for the first block. Students would schedule their Industry time throughout the day and leave their POD time to do their work in the industry. This is similar to a schedule of electives; however, it will not operate on a traditional bell schedule. Students will be held accountable to be on time and in attendance when their industry shift starts, and back to their POD time when their industry shift ends.

| <u>Schedule</u> | Culinary | Manufacturing | Medical Arts | Graphic Arts | Business | Criminal Justice | Fire Science | Construct- ion |
|-----------------|----------|---------------|--------------|--------------|----------|------------------|--------------|-------------------|
|-----------------|----------|---------------|--------------|--------------|----------|------------------|--------------|-------------------|

| | | | | | | | | |
|---------------|--|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 9:15-10:15 | Intro to Culinary | Capstone Business | Medical Arts 1 | Graphic Arts 2 | Intro to Business | Capstone Criminal Justice | Fire Science 2 | Intro to Construction |
| 10:15-11:25 | Culinary 2 | Capstone Business | Medical Arts 2 | Capstone | Business 2 | Capstone Criminal | Capstone | Construction 2 |
| 11:25-12:15pm | M.S. Exploratory | Middle School Exploratory | Middle School Exploratory | Middle School Exploratory | Middle School Exploratory | Middle School Exploratory | Middle School Exploratory | Middle School Exploratory |
| 12:15-1:15 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:15-2:15 | Capstone Catering | Intro to Manufacturing | Capstone | Capstone | Capstone | Intro to Criminal Justice | Capstone | Capstone Construction |
| 2:15-3:15 | Capstone Catering | Manufacturing 2 | Capstone | Intro to Graphic Arts | Capstone | Criminal Justice 2 | Intro to Fire | Capstone Construction |
| 3:45-4:45 | Peak and Crest Student Industry Training | | | | | | | |

Expected Student Outcomes

In developing student outcomes, the Elevate Academy founders researched CTE industry standards, 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 on an academic level and to align rigorous meaningful goals with the whole student goals of Elevate Academy.

Elevate Academy’s mission 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.

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 are balanced, rigorous, and in-line with the mission of Elevate Academy.

Elevate Academy 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. Academically Elevate Academy 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 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 you. 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 like measures to compare themselves with on a national level.

Additionally, the founders of Elevate Academy believe that Elevate Academy will set students on track to become contributing members of their community. Indicators of their readiness for this goal include passage of the Workforce Readiness Assessment, and passage of their specific Industry Certification Exam's. Elevate Academy will create measures and track all students passage rates in each area.

Students in the Peak and Crest programs will be tracked specifically on completion and passage of Industry Certification and Workforce Readiness Assessment. Additionally, Elevate will monitor GED completion for students that arrive at Elevate Academy that are too credit deficient to earn a high school diploma.

Plan for Serving All Students

Elevate Academy recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Elevate Academy 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 or referred to surrounding schools due to unique needs. Elevate Academy intends to hire a special education teacher dedicated to special education needs in its first year. Elevate Academy will implement best practice, research-based special education curriculum, and instructional materials specific to each student's needs.

Elevate Academy's Board of Directors will adopt the 2016 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 will plan and budget to hire or contract with highly qualified special education teacher who meets Idaho state requirements. Elevate Academy 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 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 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'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 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 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 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 will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Elevate Academy 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 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.

Gifted and Talented

Elevate Academy 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 will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners (ELLs)

Elevate Academy 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'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 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'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 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.

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

Professional Development Plan

Elevate Academy's success depends on a highly trained staff that has expertise in several areas beyond their traditional classroom/subject area training. Each teacher will receive professional development in: competency-based education, deep learning pedagogy, Career Technical Education, Workforce Readiness Standards, development of integrated curriculum with Career Technical Education, SOLO Taxonomy for at risk student's framework, *Power 100* curriculum and best practices as outlined by John Hattie. All teachers will also be trained on using student's individualized learning platform to ensure all students reach their potential and are not held back by the limitations of time in the classroom or their current abilities.

In an effort to keep costs down, and professional development high quality, Elevate Academy will use a train the trainer model. This model will be implemented one Friday a month during a school day. Founders Mrs. White and Mr. Strong are experienced educators that understand how to lead professional development. In the initial years they will be the local experts that create leadership teams to become new trainers. Experts will be created in all areas of importance within the staff at Elevate Academy. This will empower the staff to create systems that are engaging and meaningful to Elevate Academy's system. All professional development will be designed to meet the needs of staff and students. The professional development model designed for Elevate Academy will be a collaborative effort with students and teachers. Teachers will be trained in small groups, often during live instructional time with the students becoming a part of the training. [Appendix F9](#) shows a detailed map of days that will be scheduled for professional development.

Competency education is simply flexibility in awarding credit or defined as an alternative to the Carnegie unit. Teachers will work in Professional Learning Community's with their POD teams to develop competency benchmarks for power standards in each curricula area. This work will begin before the first day of school, and will continue to be built and revised throughout the school year. As teachers become more proficient in recognizing proficient levels of competency as they relate to Career Technical Education we will continue to revisit and revise our documents to ensure that students are reaching their maximum potential.

Deep Learning Pedagogy will be taught by our teachers in tandem with defining the culture of our building and our expectations for students. Deep Learning Pedagogy includes collaboration, critical thinking & problem solving, community, creativity, citizenship and communication. Staff will be trained on integrating deep learning competencies in lessons and everyday classroom interactions. Staff will also be trained on assessing through rubrics and measuring a student's level of performance in four of the deep learning competencies. Collaboration, critical thinking, creativity and communication skills will all be assessed as part of a student's senior exit presentation.

Career Technical Educators will be an integral part of the professional development plan for Elevate Academy. As we implement our integrated approach to learning with the foundation being the technical subjects we will build professional learning community's that center around industry experts. CTE teachers coming to Elevate Academy from industry, are not traditionally

trained. Elevate 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 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.

SOLO Taxonomy embedded in the Learning Hook will be the visible learning framework for classroom pedagogy. Teachers will be trained on developing scaffolded success criteria that students can follow to track their personal educational journey. This work will be instrumental in the success of competency-based education. It will also be instrumental in setting the levels of proficiency that will be measured for students to earn academic credits.

Visible learning and the research of John Hattie will be the driving force for the remainder of our professional development. The goal of Elevate Academy is for students to take ownership of their educational journey. John Hattie outlines best practices for staff and students so that student's will take control of their education. Throughout this charter many of our systems are designed around that thinking. John Hattie's work will be implemented when teachers are ready to engage in advanced teaching practices that yield the highest success for student achievement. Before the opening of Elevate Academy, teachers will become experts in feedback looping, teacher communication and the importance of teacher credibility. All three of these items have a very strong correlation with student success in the classroom and they will be the focus for training in the first year of operations along with the previously mentioned training.

To ensure that Elevate Academy is ready for full academic operation upon opening in August of 2019, lead teachers will be hired early and receive training on the mission, vision and academic components of the program. Lead teachers at each grade level will be responsible, with help from the administration, to train teachers and continue the development of curriculum throughout the school year.

Elevate Academy 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. The goal of this is to ensure that learning is visible and the student is taking ownership of their learning. Teachers are activators and students are learners. Our evaluation tool will reflect our mission to ensure that students are taking an active role in owning their educational journey. The tool will be based on research that is in this charter petition and best practices for at-risk youth.

Particularly important to the success of Elevate Academy, professional development will focus on culture and curriculum. The four- day traditional week with the fifth day being modified will allow staff ample time to ensure that the integrated curriculum design is meeting the mission and goals of the students. Teachers will also utilize the fifth day to analyze student data which

affords them time to adjust instruction efficiently and effectively when students are not meeting targets. Additionally, teachers will use this time to enhance the curricular platform to ensure its fidelity to the integration of the state standards, Workforce Readiness Standards, and the Deep Learning Competencies. Teachers will also utilize their learning time on the fifth day to ensure that the curriculum is aligned with Visible Learning best practices. Administration will ensure that a minimum of one Friday per month will be dedicated to professional development. This professional development will occur in small groups to ensure that ample teachers are working with students.

Financial & Facilities Plan

Fiscal Philosophy and Spending Priorities

It is our philosophy that we maximize each dollar that Elevate Academy 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 believes that students must have access to state of the art Career Technical equipment and curriculum. Elevate Academy 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 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 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 meets the needs of all students through the enrichment and intervention opportunities.

Transportation

Elevate Academy 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 will follow transportation bidding process as per Idaho Code.

Elevate Academy has been in contact with a local busing company, and based on initial estimates, Elevate Academy can expect to pay in the approximate range of \$260 per bus per day for the first four hours of service (2 hours AM, 2 hours PM) based on 35 total miles per day. The estimated cost of additional miles is \$1.25 per mile. based on actual driver time sign-on and sign-off. Elevate expects to run approximately 4 bus lines the first year and add additional busses as needed with expansion.

To be eligible for transportation services, students must reside within Elevate Academy'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 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 will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under 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 through contracted services.

Food Service

Elevate Academy 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.

Budget Description

Operating Budget

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801, and the rules set forth by the Idaho State Board of Education. Projected budgets have been provided with Elevate Academy's charter petition, but a final budget will be presented at a public hearing in June of 2019 prior to the opening of Elevate Academy that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on Elevate Academy's website. The budget will be prepared, approved, and filed using the format approved by the Idaho Financial Accounting Reporting Management Systems (IFARMS).

Income Sources

Elevate Academy will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) private donors; and (5) Career Technical and Carl Perkins funding.

State Support: Elevate Academy will operate on a year-round schedule and utilize additional state supported summer school income as an additional source of revenue. Although

summer school is often offered as a separate program, Elevate Academy will operate on a year-round schedule where all students are required to attend summer school, and our graduation will occur at the end of June. Support units will be generated during the traditional school year with a system that is designed to maximize the 900-hour ADA measure for alternative school funding formula. Elevate Academy will maximize this by using a four-day school week with time for make-up hours on Friday's. This same schedule will run through the month of June. Students will be in School for 11 months of the school year with a traditional Thanksgiving, Christmas and spring break.

Elevate Academy has been involved in talks with Terry Ryan and Bluum who have expressed intent to provide start-up support, with increased support and grant opportunities as a successful model is observed. See letter from Bluum as part of [Appendix F1](#) as well as a granting letter from the J.A. and Kathryn Albertson Family Foundation. Elevate Academy has continuing communication with Building Hope who, has shown high interest in building a school building that will meet the needs of Elevate Academy and its unique programs in Caldwell, Idaho.

Representatives from Building Hope have been in Caldwell, ID for the purpose of visiting the potential Elevate Academy sites. The City of Caldwell intends to purchase land for Elevate Academy. The City of Caldwell will deed the land to Building Hope with the sole purpose of building Elevate Academy. Once the land is secured, Building Hope will build a school building, which would be sub-leased back to Elevate Academy to cover debt service. The city of Caldwell is in support of this opportunity (see letter of support in [Appendix F1](#)). Elevate Academy has identified other potential sources for additional funding and will engage grant-writing services to prepare proposals pending approval of the school by the authorizing chartering entity.

Career Technical Education

Elevate Academy will acquire equipment and supplies for each career technical education program in the construction and building plan as well as through partnerships with local industry. To date, founders, Monica White and Matt Strong have been working to secure agreements with industry partners to help in the startup phase for each of the industries. Additional sources of funding for operations include state allocations for Career Technical Education and Carl Perkins federal funding. State allocations for each program can be found in Elevate Academy's operating budget. Monica White and Matt Strong have been working with Jewels Carpenter, director of Career Technical Education with the Nampa School District as a resource to fully understand funding sources, startup costs, and financial maintenance of CTE programs. Funding to equip Career Technical Education rooms is included in the building financing plan.

Fundraising

In addition to the state per pupil allocation and grants, Elevate Academy will rely upon the efforts of the Board of Directors and the Administrators, to develop regular fundraising efforts to generate supplemental capital and supplies. Currently Elevate Academy has developed partnerships with industry leaders in the Treasure Valley. These partners will assist in the start-up equipment and supplies for Career Technical Programs at Elevate Academy. Letters of commitment from industry partners be found in [Appendix F1](#) community connections. Elevate Academy is committed to operating a sustainable program based on per pupil funding

that does not need to rely on outside donations to operate a fiscally responsible program after the initial capital outlay. Fundraising efforts will focus primarily on grant writing and partnerships that provide additional opportunities for students.

Financial Management

The Board of Directors will be responsible for the financial management of Elevate Academy. 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
- 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 in monitoring financial performance and ensuring financial viability and success.

Elevate Academy 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.

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'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 is aware that a successful facility is crucial to school success and meeting the goals of Elevate Academy for every student. Securing a high-quality Industry specific facility that meets the needs of CTE programming is a priority for Elevate Academy.

At its full capacity, Elevate Academy will require approximately 50,000 square feet of space. Based on Elevate Academy's CTE programs Elevate will require industry specific space for the following programs: welding & manufacturing, construction management, culinary arts, medical arts, criminal justice, firefighting, and business. 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 will require 17 traditional classrooms that are set up in the pod structure for integrated learning opportunities at every grade level. Elevate Academy 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.

- 17 Classrooms, each approximately 900 square feet
- Manufacturing including Welding approximately 5,700 square feet
- Construction Management, approximately 5700 square feet
- Culinary Art's/ Kitchen approximately 2,400 square feet
- Medical Art's 2,000 square feet
- Criminal Justice/Firefighting, approximately 1000 square feet
- Graphic Arts production suite approximately 1800 square feet
- Business, including Marketing approximately 900 square feet
- Administrative Space 1,200 square feet
- Cafeteria/commons area 2500 square feet
- Kitchen, 1600 square feet
- Barber Shop, 100 square feet
- Shower area boys and girls 200 square feet
- Workout room 1000 square feet
- Laundry room, 100 square feet
- 20 percent additional overall square feet for restrooms and circulation

Elevate Academy will be at full capacity after three years of operation. Due to the specific nature of CTE requirements an all CTE facilities will be built prior to opening in the Fall of 2019. 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 will start with the minimum equipment needed to operate exploratory options. Elevate Academy had 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.

Board Capacity and Governance Structure

Governance Structure

Elevate Academy will be a legally and operationally independent entity established by the non-profit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the school under the Idaho Non-profit Corporation Act. Elevate Academy commits to compliance with all federal and state laws and rules and acknowledges the responsibility for identifying essential laws and regulations and complying with them. Elevate Academy will comply with Idaho's Open Meeting and Public Record laws.

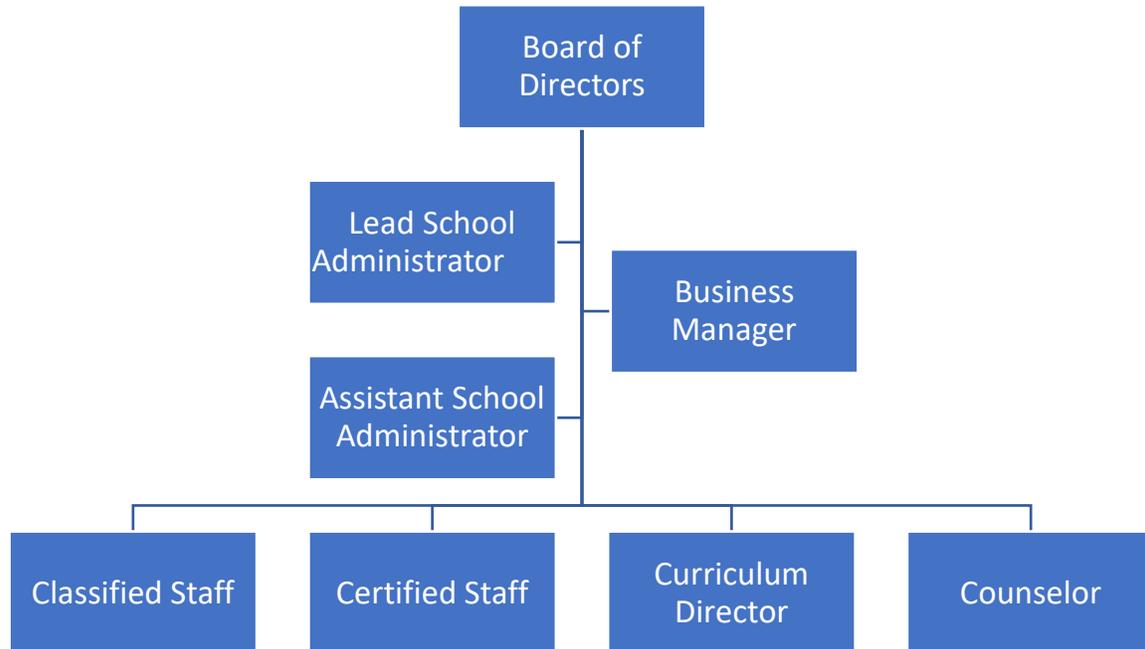
The Board of Directors will serve as the public agents who govern Elevate Academy. There will be no less than 5 and no more than 9 members on the Board of Directors. The board of directors will remain the same as the organizing group. Upon successful establishment of the school and after two years of operation, transition to a long-term governing board will be accomplished through the procedures set forth in the Bylaws.

Annual selection and election for board members of the Board of Directors will be held according to the Bylaws of Elevate Academy. Bylaws can be reviewed in [Appendix B](#).

Elevate Academy Board of Directors has the ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the lead school administrator. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the Elevate Academy Board. Additionally, the Board of directors is responsible for:

- Policy development and review
- Educational goals, short-term and long term
- Financial well-being of the school
- Long term operational oversight (not day to day)
- Legal affairs of Elevate Academy
- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Evaluation of lead school administrator

The Lead School Administrator will report directly to the board, specifically the board chair. The Lead School Administrator will be responsible for day to day operations of the school and all reporting to the state department of Education and the Board of Directors. The Lead School Administrator will be responsible for human resources, school finances, special education, legal and ethical compliance, testing and professional development. The Lead School Administrator is also responsible for the working with the Assistant School Administrator to establish duties that may include: supervision of certified and non-certified staff, food service, grounds and maintenance, Career Technical Education, curriculum development and any other areas of day to day operations. **In it's initial year of operations Elevate Academy will contract with the Idaho Charter School Network for back office support (See Draft Contract Appendix F11). It is the goal of Elevate Academy to work towards operating fully in house by the second year of operations.**



Elevate Academy Board will explore ISBA membership, create, and adhere to ethical standards.

Founding Board & Qualifications

Elevate Academy is comprised of a diverse board that meets the various needs of Elevate Academy. As a school that focuses on at-risk youth it is important that we have representation that understands the challenges of the students we will serve, the industries that we are preparing students' for, and educators that have proven successful in the development of programming for at-risk youth. The Elevate Academy board is comprised of long time educators, industry experts, youth advocates as well as representation from the criminal justice system. This combination of members provides an introspective think tank that values progress and opportunity for all students.

Randy Schrader, Treasurer: Mr. Schrader is a former school administrator and superintendent. Randy is committed to the financial stability of Elevate academy and has a strong background in school finance.

Kelly Culver, President: Mr. Culver is an active member in the Caldwell Community. Mr. Culver is an advocate for youth, and for finding solutions for all students to be successful. Mr. Culver has served as a student mentor, an instructional aid in the school system, he is a member of Compassion Caldwell and other community organizations that aim to serve the youth of Caldwell.

Sophia Ramirez, Secretary: Ms. Ramirez works for the TRIO program at Boise State University. Ms. Ramirez is a Caldwell native and she understands the diverse needs that all students need to be successful. Ms. Ramirez brings expertise in programming, and cultural understanding of students.

Amaia Vicandi-Bowe: Ms. Vicandi-Bowe works for Canyon County Juvenile Probation. She has been a partner in finding solutions for at risk youth for several years. Ms. Vicandi-Bow understands the impact cooperation and collaboration through agencies has on students if we are all working together for youth. She brings the opportunity to collaborate and advocate for students to a new level. She has an understanding of programming, and community resources that can be leveraged to promote a high-quality program.

Kellie Foreman, Vice President: Ms. Foreman works for West Valley Medical Center as a Clinical Educator. Ms. Foreman has worked in the medical field and she brings a wealth of knowledge to our health occupations programming as well as current trends and needs in the medical field. Ms. Foreman is an RN, she received her Master's Degree in Executive Nursing in 2015.

Brad Ward: Mr. Ward is the owner of Merit General Contractors. Mr. Ward has expertise in the building industry, he is a thought leader as a business owner and he is connected to the greater industrial community. His expertise and connections will help to facilitate state of the art programming for the students that will meet industry needs and standards.

Kyle Byerly: Mr. Byerly works at Rule Steel as an Engineering Manager, overseeing the Tank and Container division, as well as the Diamond Z wood grinder line. Mr. Byerly has worked with and around steel most of his life, whether in the shop welding or in the office designing and drafting new projects. Mr. Byerly is constantly striving to push the industry in both drafting and welding fabrication through improved processes and new technology.

Monica White: Ms. White is an originator of Elevate Academy. Ms. White has 18 years of Education experience which includes administration experience in the middle school, high school, central office and most recently secondary alternative schools. Ms. White brings a wealth of knowledge in educating at-risk youth, restorative practices, curriculum development and professional development. Ms. White earned her Education Specialist degree in Education Leadership through the University of Idaho. Ms. White has also worked as a professional development consultant with Idaho Leads, and as a mentor for new teachers with Western Governors University.

Matt Strong: Mr. Strong is an originator of Elevate Academy. Mr. Strong brings 20 years of experience to the development of Elevate Academy. Mr. Strong's expertise lies in developing and sustain positive school culture. Restorative discipline practices for at risk youth, professional development and teacher evaluation. Mr. Strong is also an expert in coaching new teachers in classroom management, and getting the most out of students. Mr. Strong is a strong community advocate. Through his work with the community he has developed many relationships that have helped excel the vision and planning of Elevate Academy to better meet the needs of the students and the community.

Transition Plan

Elevate Academy will be governed by its founding board through June 30, 2020. The Board of Directors will then have an option to continue service or resign. The Board of Directors has

set up a scaffolded transition plan that will blend experienced board members with new board members. The Elevate Academy board has been through three trainings that outline the difference between a founding board and governing board. This training has included the pitfalls, potential burnout, and overreach of the board that often occurs when transitioning. If a board member resigns, their resignation will become official during the June Board of Directors meeting. June 2020, Directors 1-4 will have the option to resign or renew their appointment as an Elevate Academy Board of Director for an additional 2-year term. June, 2021 Director 5-7 will have the option to resign or renew their appointment as an Elevate Academy Board of Director for an additional 2-year term. In accordance with Elevate Academy By-Laws, once Elevate Academy is established and operating at full capacity, 6-12th grade, all founding board members will have the opportunity to be replaced by new members. If a founding board member chooses to resign prior to Elevate Academy operating at full capacity, the new board member must meet or exceed the strengths of their predecessor. This will be accomplished through the procedures set forth in the Restated Bylaws. It is important that the Board of Directors is balanced between industry, business, and child advocates.

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. Founding board members 1,2,3 and 4 will have the option to give their letter of intent to remain on the Board of Directors or resign from the board of directors by May 1, 2020. Founding board members 5,6 and 7 will have the option to give their letter of intent to remain on the Board of Directors or resign from the Board of Directors by May 1, 2021. The Board of Directors will vote to accept the resignation or the intent to remain on the board in the June meeting of each year. When a board member resigns, the board will seek replacement members. New members of the Board of Directors will be interviewed during the June board meeting, announced and appointed at the July board meeting. Each term beyond the founding board members terms will be a two-year term. The focus of Elevate Academy is Board continuity, the bylaws allow for change in the makeup of the Board of Directors through appointments and reappointments every two years so as to encourage stability and also allow for fresh perspective and bring new talents to Elevate Academy. Terms of the board will take place at the culmination of each fiscal year as to ensure proper timing for training of new board members and to allow board members time to become acquainted with Elevate Academy for one year before they set the budget for the following fiscal year.

The diverse skill sets that are represented on the Elevate Academy board are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy represents. Elevate Academy 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 is being generated.

Recruitment & Training

Elevate Academy board members were recruited in the best interest of the students and local community. Each member is serving, or has served, to educate at-risk youth in Canyon County. Each member has served or is serving on previous boards in the Canyon County area to foster the growth of at-risk students. Elevate Academy has also secured industry leaders to ensure success with our Professional Technical programs. The diverse skill sets that are represented on the Elevate Academy board are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy represents. Elevate Academy 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 expressed interest in becoming part of the Elevate Academy Board of Directors is being generated.

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. Upon approval of the Academy's charter, the board will evaluate its needs relative to training available through ISBA and will enroll and select training program in which it will participate. A similar assessment and enrollment will take place annually to ensure the growth of the board.

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

- 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 & Primary Attendance Area Target

Enrollment & Growth Projections

Anticipated class size is anticipated to be approximately 22 students per learning space, with the instructional staff-to-student ratio down to 17:1. Anticipated enrollment for year one will be 330 students, which is slightly higher than the approximately 259 average opening enrollment number of nearby Treasure Valley charter schools. The target enrollment for each grade level is varies by grade. This variation is due to starting with a smaller population of 6th grade students in the middle school based on the knowledge that students leaving the fifth grade may not clearly be identified as risk. However, there are students that fail the sixth grade and the pattern of being at risk has begun for them. This will be part of the focus population for the enrollment of fifth grade. There are also students that have struggled in elementary both

academically, and with discipline. These students will be the additional target population for enrollment in the 6th grade classes. Traditionally by the 7th grade, at risk students are more clearly identified.

Amendment:

On February 13, 2020, the PCSC approved an amendment request made by Elevate Academy. At that time, the PCSC approved minor adjustments to the enrollment chart per grade and per year as reflected in the chart below. The authorizer also granted that Elevate Academy may hold 18 seats open, for the purpose of accommodating continuous enrollment in the school for students who are un-enrolled temporarily due to a juvenile detention or Idaho Youth Challenge Academy situation.

| | Year 1 2019-20 | Year 2 2020-21 | Year 3 + 2021-22 + |
|------------------|-------------------|-------------------|-----------------------|
| 6 th | 22 | 44 | 44 |
| 7 th | 66 | 66 | 66 |
| 8 th | 66 | 66 | 66 |
| 9 th | 88 | 88 | 78 |
| 10 th | 88 | 88 | 78 |
| 11 th | x | 88 | 78 |
| 12 th | x | | 78 |
| Total | 330 | 418 | 487 |

Primary Attendance Area

The school is planned to be located in Caldwell ID, within the Caldwell School District area. Elevate Academy’s primary area of attendance will include the shaded portion of the attendance map found in [Appendix F6](#). From North Side of Homedale Rd and Farmway, East side of

Farmway to Hwy 44 Extension to the South side of Hwy 44 to Channel Rd. South side of Channel Road to the Boise River. Boise River to Middleton Rd. West side of Middleton Rd. To Homedale Rd., and South side of Homedale Road to Farmway Road. In a recent report “Treasure in the Valley,”¹ this area is an area with a large population of low-income, diverse students and families which would align with Elevate Academy’s mission and vision to provide more opportunity for at risk youth.

The school may also draw students from the remainder of the Caldwell School District or from the Vallivue, Middleton, Nampa and Notus school districts with attendance priority given to students in the primary attendance zone. The Vallivue School District recently passed bond elections to build more schools to relieve overcrowding.² The Treasure Valley is growing rapidly and many families are seeking a new approach to education within our primary attendance area.

Community Need and Market Interest

In a 2016 report released by Idaho Ed News there is a large disparity between traditional public schools and charter schools in Idaho showing charter schools do not service underserved populations. Highlights from the reporting include: Ethnic minority students are underrepresented in 94 percent of charter schools. In 66 percent of charter schools, the percentage of students who qualify for free and reduced lunch is at least three percentage points lower than surrounding districts. Downtown Caldwell, and surrounding areas have a high concentration of Hispanic population.

The greater Caldwell 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 Caldwell vicinity are in central Caldwell and along the I-84 corridor towards Nampa. These opportunities are associated with the following:

- Concentrations of existing school-aged population.
- Expected growth in school-age population between Nampa and Caldwell southwest of I-84, and east of Caldwell towards Middleton.
- A concentration of permitted housing units to the south and east of central Caldwell.
- Concentrations of people living in poverty in central Caldwell and along the I-84 corridor.

¹ <http://www.bluum.org/treasure-in-the-valley/>

² <http://kboi2.com/news/local/boise-school-board-votes-to-hold-1725-million-bond-election>

- Concentrations of Hispanic populations in central Caldwell and along Cleveland Blvd.
- Lack of opportunities of alternative education for all students that qualify as At-Risk.

Currently the Caldwell school district has an alternative education program that is more traditional in nature. It has a population of just under 300 students with very limited access to CTE programming. CTE program focus and the *Power 100* courses will be the primary draw for at risk students to attend Elevate Academy. Grass roots efforts will be made by founders, board members and community members to recruit students that will benefit from Elevate Academy. Efforts will include but are not limited to canvassing neighborhoods, advertising at local events, social media campaigns and community meetings. In addition to these efforts, Founders Mrs. White and Mr. Strong have a combined 24 years of educating Caldwell students, including 10 years of working with at-risk youth.

Strategies for Enrolling Underserved Families

Elevate Academy'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 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 or 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 will have a 1 on 1 intake meeting with school leaders. This meeting will focus on the individual needs of each student and determining if they qualify as at-risk as determined by the Idaho State at-risk qualifiers.

The founders of Elevate Academy, Monica White and Matt Strong have deep roots in Caldwell. They have established relationships with families of current and former alternative school students, local school districts, juvenile probation, local religious organizations that aim to help disenfranchised youth, counseling agencies, the Idaho Youth Challenge Academy and community leaders. Monica and Matt will utilize these relationships to establish ongoing pipelines for Elevate Academy. Monica and Matt will use their current relationships to canvas local neighborhoods of traditionally underserved youth. Careful thought was taken when developing the boundaries of Elevate Academy to ensure that the most vulnerable neighborhoods will have access to attend Elevate Academy.

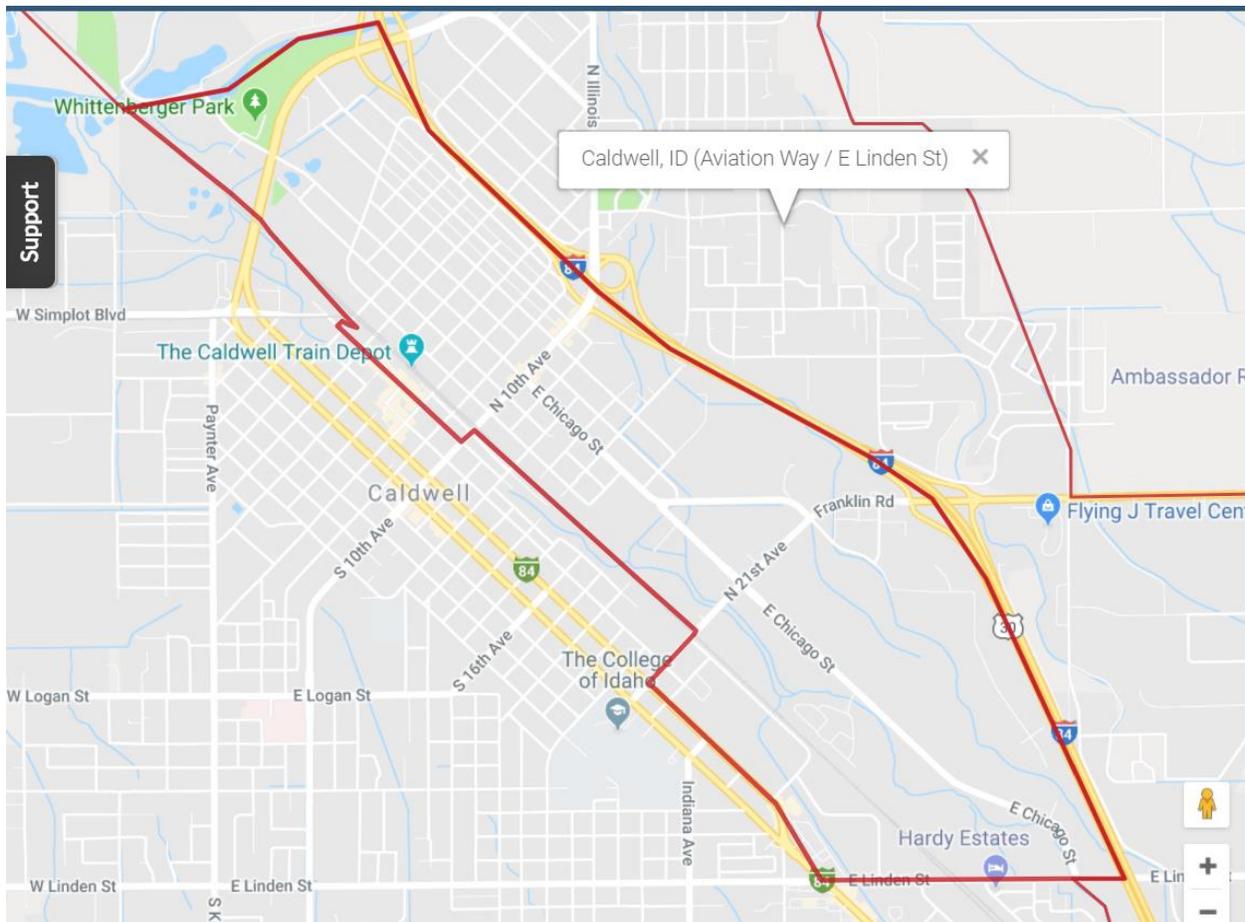
Marketing Plan

Beginning in July of 2018 Elevate Academy Board of Directors will begin recruitment for the 2019 school year. The first area that will be targeted during recruitment efforts is the E.Chicago and Franklin neighborhood (see map below). Elevate Academy will be located in this area. When seeking land, Elevate Academy’s founders felt it was critical to build the school as close to the students as intended to serve. Elevate Academy will be located on Chicago St. This area of our community is key to locating students that we intend to serve. Demographic data reported through neighborhood scout indicates that 62% of students living in this area are living below the federal poverty threshold. Additionally, only 1.4% of adults living in this are hold an advanced degree. These are two primary indicators students dropping out of or becoming disenfranchised in school. This data is important because it show’s the need for additional options and opportunities for re-engaging students in school.

Specifically, Monica White and Matt Strong are working with former students and families that still have school aged children in this area. Starting in the fall a door to door campaign in these neighborhoods will take place. Parents will receive information about Elevate Academy, enrollment and lottery timelines, access to Elevate Academy mailers and update and links to Elevates social media coverage. Elevate Academy intends to have a

presence at local community events. Events will include: Caldwell Night Rodeo and Buckaroo Breakfast, Canyon County Fair, Cinco De Mayo Celebration, Mothers Day in the park and the Caldwell Christmas tree lighting. Additional events will be scheduled as appropriate. Informational meetings and question and answer sessions will also be held at Treasure Valley Community College, Caldwell YMCA and a to be determined area on the North East side of Caldwell.

The Elevate Academy Board of Directors is currently forming a Recruitment Committee. The committee consists of Kelly Culver, who works with youth throughout the community and works at an at risk school in Caldwell, Amaia Vicandi works for Canyon County Juvenile Probation which serves students that are traditionally not engaged in school and Sophia Ramirez who is a long time Caldwell resident with deep family and community roots in the Caldwell community. This committee will work through additional strategies to reach more students throughout the greater Caldwell area.



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Appendix E: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

**CLOSURE
PROTOCOL**

August 2013



Background

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

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

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

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

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

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

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Introduction

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

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

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

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

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

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

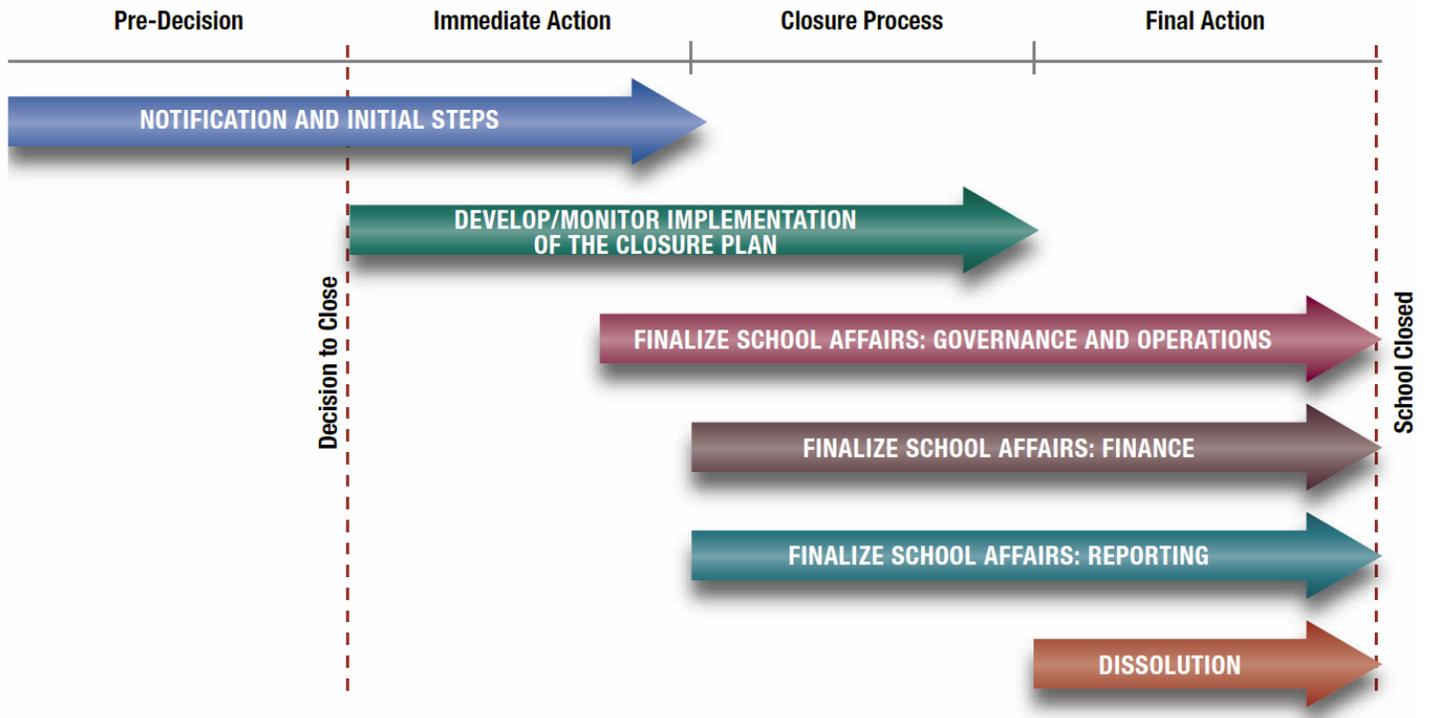
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

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

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

Develop/Monitor Implementation of the Closure Plan

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

Finalize School Affairs: Governance and Operations

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| <p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p> | School | | | |
| <p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. | School | | | |
| <p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p> | School | | | |
| <p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p> | School | | | |
| <p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. | School | | | |
| <p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. | School | | | |

Finalize School Affairs: Governance and Operations (continued)

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

Finalize School Affairs: Finance

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|--|-------------------|-------------------------|----------|--------|
| Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports. | School | | | |
| Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure. | School | | | |
| Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. | School, PCSC, SDE | | | |
| List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. | School | | | |
| Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments. | School | | | |
| Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program. | School | | | |
| Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. | School | | | |
| Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. | School | | | |
| Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets. | School, SDE, Fed | | | |
| Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. | School | | | |
| Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE. | School, PCSC, SDE | | | |
| Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required. | School, SDE | | | |

Finalize School Affairs: Reporting

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

Dissolution

| DESCRIPTION OF REQUIRED ACTIONS | ENTITIES INVOLVED | INDIVIDUALS RESPONSIBLE | DEADLINE | STATUS |
|---|-------------------|-------------------------|----------|--------|
| <p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) | School | | | |
| <p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. | School | | | |
| <p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p> | School | | | |
| <p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. | School | | | |
| <p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p> | School | | | |

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

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