**CHARTER SCHOOL PERFORMANCE CERTIFICATE**

This Performance Certificate ("Certificate") is executed on April 8, 2021, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Elevate Academy North, LLC (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Act.")

**RECITALS**

WHEREAS, on November 18, 2020 the Authorizer received a petition to establish a new charter school; and

WHEREAS, on February 11, 2021 the Authorizer approved the new charter school petition;

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

**SECTION 1: TERMS OF AUTHORIZATION**

A. **Establishment of School.** The School is hereby authorized to implement the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
B. **Term of Agreement.** This Certificate is effective as of February 11, 2021 if properly executed. The school shall be pre-operational from the effective date of this Certificate through June 30, 2022. The school's operational term shall be from July 1, 2022 and end on June 30, 2027. Subsequent terms of operation may be issued by the authorizer in accordance with Idaho Code and PCSC policy.
C. **Pre-Opening Requirements.** The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix B and incorporated herein by this reference.

**SECTION 2: EDUCATIONAL PROGRAM**

A. **School Mission.** The mission of the School is as follows: Elevate Academy North is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction

students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

**B. Grades Served.** The School may serve students in grades 6 through 12.

**C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

a. The School shall serve at-risk students. This shall be verified by enrollment data.
b. The School shall offer multiple pathways that focus on skill attainment. This shall be verified by curriculum maps.
c. The School shall operate on a year-round calendar. This shall be verified by the school's operational calendar.
d. The School shall focus on personal development of each student through focused curriculum. This shall be verified by a random sample of individual student plans.

**D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

**E. Accreditation.** The School shall be accredited as provided by rule of the state board of education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the school from the accrediting agency shall be submitted to the Authorizer within five (5) days of receipt.

## SECTION 3: SCHOOL GOVERNANCE

**A. Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial health, and operational management of the School. The Charter Board shall also be responsible for maintaining and enforcing a compliant board and providing overall board stewardship for the School.

**B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Board shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable rules, laws, and this Certificate. The School shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five (5) business days of approval by the Charter Board.

**C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable law, rule, and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of it taking effect.

## SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. **Oversight Allowing Autonomy.** The Authorizer's Role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, board stewardship, operational management, and financial health. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.

C. **Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term: The School's comparison group shall include 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. A formal report of the School's academic, financial, and operational performance shall be published by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.

E. **School Performance.** The School shall meet standard on all measures of the Performance Framework included herein. The Authorizer shall renew any charter in which the public charter school met all of the terms of its Certificate, including all appendices, at the time of renewal.

F. **Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.

G. **Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.

H. **Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

I. **Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

**SECTION 5: SCHOOL OPERATIONS**

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 486 Enrollment shall be limited to the following:

| | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|---|
| Total Enrollment Not to Exceed: | 342 | 414 | 486 | 486 |

**C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

**D. School Facilities.** The School shall operate at the following location(s): Killdeer Avenue/Bogie Drive, Post Falls, ID. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and Administrative Rule.

**E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance areas is as follows: From Hwy 41/W. Prairie Ave. westbound to N. Chase Rd. Southbound on N Chase Rd, past W. Seltice Way, southbound on N. Spokane St. to E. Third Ave. Eastbound on E. Third Ave. to N. Greensferry Way, northbound to E. Seltice Way. Eastbound on E. Seltice Way to Hwy 95. Northbound on Hwy 95 to W. Hayden Ave. Westbound on W. Hayden Ave. to N Atlas Rd., southbound on N. Atlas Rd. to W. Prairie Ave. and westbound to Hwy 41.

**F. Staff.** Instructional staff shall be certified as provided by rule of the state board of education. All full-time staff members of the School shall be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework incorporated into this agreement as Appendix A.

B. **Financial Controls.** At all times, the School shall maintain appropriate governance, managerial procedures, and financial controls which shall include, but are not limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

## SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Relinquishment.** Should the School choose to relinquish its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate, including the Performance Framework. The School may appeal a decision to not renew directly to the state board of education.

C. **Revocation.** The School's Charter may be revoked if the School fails to have sufficient cash on hand as required by the Charter Schools Act. In such event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The School may appeal a decision to revoke directly to the state board of education.

**SECTION 8: MISCELLANEOUS**

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective February 11, 2021.

Alan Reed
Alan Reed (Apr 9, 2021 08:04 MDT)

**Chairman, Idaho Public Charter School Commission**

**Chairman, Elevate Academy North, LLC Governing Board**

# Elevate Academy North Signature Page

Final Audit Report 2021-04-09

| | |
|---|---|
| Created: | 2021-04-08 |
| By: | Dianne Hobbs (dianne.hobbs@osbe.idaho.gov) |
| Status: | Signed |
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## "Elevate Academy North Signature Page" History

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

## Appendix A: 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. 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 90th 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 90th 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. 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.**<br>**Articles of Incorporation are current.**<br>**No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.**<br>**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.**<br>**The board reviews financial reports in a timely and thorough manner.**<br>**The board maintains compliant policies.**<br>**The board engages in strategic planning.**<br>**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.**<br>**The school's Special Education program is in good standing.**<br>**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).<br>The school did not experience any issues involving data security this year.<br>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.<br>The school maintains current safety inspections and drills.<br>The school provides daily transportation to students in compliance with Idaho Code.<br>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.**<br>**The school maintains a compliant enrollment process.**<br>**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: Mid-Term ADA divided by Enrollment Projections (as submitted to the PCSC in July).

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.**<br>**Financial Transparency: expenditures and contracts are posted on the school's site.**<br>**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 B: 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 C: Charter

# ELEVATE ACADEMY NORTH

Alternative Charter School

Serving 6th-12th Grade Students

Opening August 2022

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

## Contact Information


School Administrator

Marita Diffenbaugh

mdiffenbaugh@elevate-north.org

Rathdrum, ID

Chairman of the Board

Kellie Foreman

114 W. Chicago St.

Caldwell, ID 83605


**Non-Discrimination Statement:**

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


Resubmitted: 1/12/2021

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# Executive Summary

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

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

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

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

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

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

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

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

# Mission Statement

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

# Vision

Community focused, relevant, personalized education for all.

# Core Values

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

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

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

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

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

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

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

# Educational Philosophy

Elevate Academy North is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them,and 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.This makes it difficult for them to advocate for themselves and their future. At-risk students traditionally have reached a point in their academic careers where they chose to close the door to their own opportunities and successes. Once a student chooses this path, they are no longer on a trajectory to becoming a contributing member of their community. Once a student becomes a dropout, odds are they will become a burden to themselves and to the larger society. School dropouts cost the national economy more than $150 billion annually, and they qualify for fewer than 10% of all jobs (Barnes, 2015).

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

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

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

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

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

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

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

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

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

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

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

To restore hope to a student we must intervene early and purposefully. The first step in intervention ensures that a student feels safe and has hope for a better future. We ignite hope in a student by establishing trust and educating the young person in the cognitive processes that are involved for them to move from a victim of their circumstance to a person that has the tools and resources to take responsibility for themselves and their future. While re-establishing the cognitive function of hope we can expose students to a rigorous curriculum that meets them where they are, and connects them to where they should be. 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 pathway thoughts, they will have increased their cognitive awareness of the effects of a growth mindset, and they are able to better understand the benefits of grit.

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

At the core of all learning within a school, is the relationship between the teacher and the students. For a student to learn in the most efficient way, the teacher must establish an environment of care, trust, cooperation, and respect. These conditions are necessary to promote a classroom where error is not only tolerated, but is welcomed. For students to learn best, teachers must establish and build relationships of growth, trust, and rigor. These relationships must include a sense of students knowing that the teacher is passionate about their success and will push them to their cognitive boundaries and beyond.

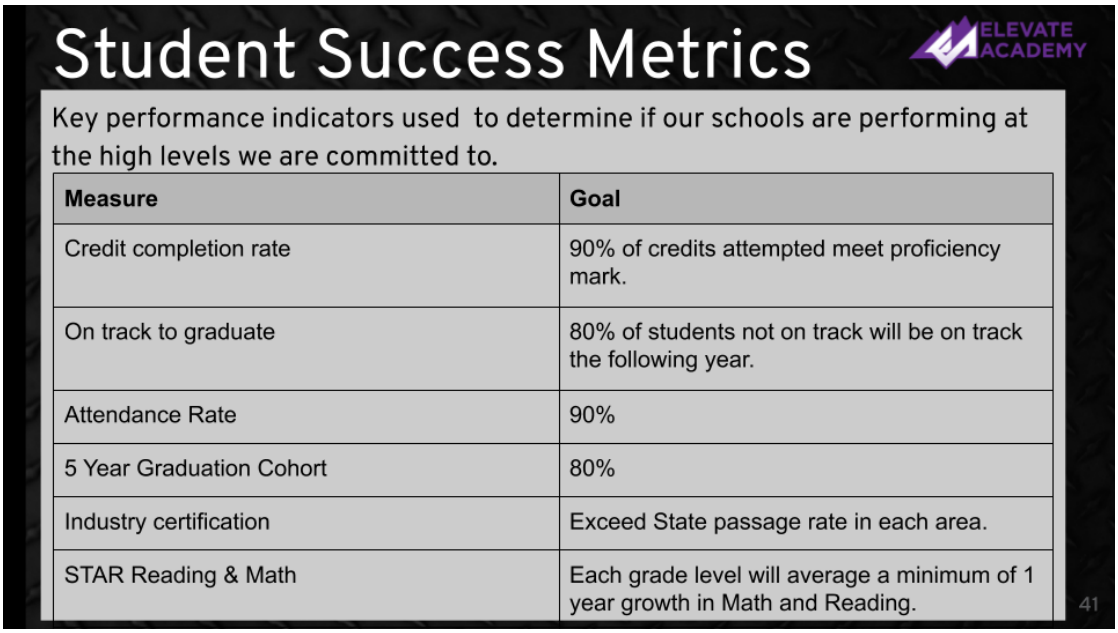
A school that is designed for students to embrace the cycle of learning, embrace being in cognitive conflict, and embrace the challenges that they are met with daily is where learning best occurs. As educators, it is our duty to foster resilience and build the collective efficacy of each individual student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

# Student Achievement Standards

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

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

Elevate Academy North intends to measure the most important elements of our program with the intent of showing that students, when given the right environment and meaningful instruction, are successful. Academically, Elevate Academy North believes that students must be assessed on a regular basis, however the assessments must be quick and used to inform their day to day instruction. Elevate Academy North will utilize Renaissance Learning Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk 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 measures to compare themselves with on a national level. In the first year of operation Elevate Academy in Caldwell outpaced at-risk schools growth data when compared to national growth averages (See Appendix F6). Additionally Elevate Academy North will measure teacher and student satisfaction, graduation rates and certification passage rates, credit completion, and moving students to being on track to graduate.




# Instructional Practices and Curriculum

## Key Design Elements

Elevate Academy Inc. Board approved Key Design Elements include:

1. Elevate Academy North will serve at-risk students.

2. Elevate Academy North will offer multiple pathways that focus on skill attainment.

3. Elevate Academy North will operate on a year-round calendar.

4. Elevate Academy North will focus on personal development of each student through focused curriculum.

## Academic Model

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

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

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

## Four Phases of Learning

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

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

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

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

## Psychology of Learning

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

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

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

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

"Snyder, Irving and Anderson define hope as a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy)

and (b) pathways (planning to meet goals." (Hanson, 2009) The word hope, is derived from hopa. Hopa is defined as "confidence in the future." (Online Etymology Dictionary, n.d.) A deeper look into the etymology of hope leads us to understand that the word originates from the notion of "trust, confidence." (Online Etymology Dictionary, n.d.)

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

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

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

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

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

Informational and technical reading and writing will be a catalyst for the curriculum at Elevate Academy North. We know and understand that when students are

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

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

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

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

invaluable for internship opportunities. This will allow students to work alongside industry professionals outside of the school.

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

**Middle School Students**

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

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

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

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

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

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

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

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

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

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

**High School Students**

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

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

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

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

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

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

All learning experiences will be focused on meeting the Deep Learning Competencies (Fullan, Quinn, and McEachen, 2018) of communication, collaboration, critical thinking and creativity. In partnership with the Elevate Academy Inc., Elevate

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

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

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

Students will prepare to pass the workforce readiness test. This preparation will occur throughout their work in their chosen technical career. Students will have the option to attend school during the school day and/or in collaboration with high school

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

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

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

Reading and Math instruction will be provided for students using Elevate Academy North's Learning Management System supported by in-person instruction, as needed. In-Person Instruction will be available throughout the day and full blocks of time on Fridays. Students will have availability to Elevate Academy North's Learning Management System outside of the school day to progress through their content at a more rapid pace. This allows students the opportunity to get back on a path toward full

graduation. Students will be placed in classes equivalent to the level of instruction based on how they test when they start the program. Students will work with a teacher to set goals in relationship to their learning. These goals are designed to set them on a trajectory towards acquiring the reading and math skills needed to be successful in the workplace. These classes will take place in the evenings, on a personalized learning platform, with instructors available throughout the week. Academic training will be based on the needs of the industry for mathematics and will ensure students have reading skills that are needed to be successful in their field of study. Students will leave Elevate Academy North, knowing their current academic level and the areas they need to work on to ensure future success.

**Career Technical Education**

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

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

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

Over the past several months, the administrator of Elevate Academy North has met with industry leaders and potential partners of industry to ensure that the programs that will be offered at Elevate Academy North will be world class programs. Some CTE

high school programs that have shared lessons learned include: Elevate Academy in Caldwell, KTEC in Rathdrum Idaho, COSSA in Wilder, Idaho, the Darrell Dennis Center in Boise, Idaho, Renaissance High School in Meridian, Idaho and Cardinal Manufacturing at Eleva-Strum School District in Strum, Wisconsin.

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

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

All CTE courses will be taught in a sequential manner starting in the sixth-grade with exploratory opportunities being a focus for sixth-grade students (See Appendix F8). Exploratory classes will be aligned to Idaho Content Standards where students will be exposed to the content not only in a CTE class, but through Elevate Academy North's Integrated Purpose Driven Curriculum that is used throughout a student's core subject areas, as well. For example, a sixth-grade student could have their year divided into eight blocks for Math. The blocks will be aligned with their CTE exploratory time. In

block one the students will be focusing on Manufacturing. During their math instruction, all of their mathematical concepts will be based on manufacturing concepts using math that is aligned to the application of their learning in their manufacturing classes. This same process will be repeated throughout a student's middle school career within each CTE program. As students move closer to high school, they will begin the selection process to specialize their CTE learning path.

# Plan for Serving All Students

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

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

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

Elevate Academy North will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

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

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.

2. Elevate Academy North's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, and in registration materials.

3. Elevate Academy North will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Elevate Academy North will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

**Child Find**

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

**Discipline**

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

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

**Resources and Materials**

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

**Gifted and Talented**

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

**English Language Learners**

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

language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

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

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

The following is the ELL program eligibility criteria:

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

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

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

**Section 504**

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

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

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

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

**Food Service & Transportation**

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

# Professional Development Plan

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

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

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

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

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

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

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

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

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

# Financial and Facilities Plan

## Fiscal Philosophy and Spending Priorities

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

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

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

**Transportation**

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

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

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

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

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

**Food Service**

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

# Financial Management

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

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

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

## Budget Description

### Purchasing

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

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

**Payroll**

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

# Facility Needs

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

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

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

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

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

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

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

# Board Capacity and Governance Structure

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

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

**Board of Directors: Governance Structure and Responsibilities**

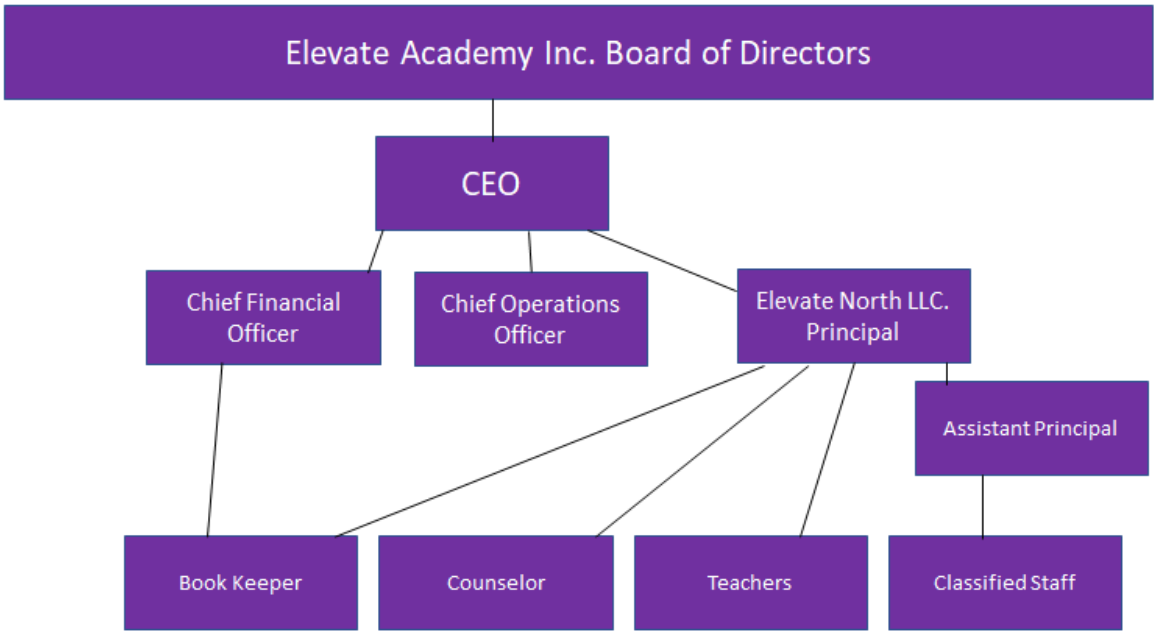
The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision, and educational program goals. The Board will be responsible for hiring the Chief Executive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

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

**Relationship between the Board of Directors and School Administration**

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

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




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

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

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

Responsibilities include, but are not limited to:

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

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

Responsibilities include but are not limited to:

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

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

Responsibilities include but are not limited to:

- Facilities management
- Transportation

- Nutrition
- Building security & student safety
- Project management
- Culture development

The Building Principal works under the direction of the CEO.

Responsibilities include but are not limited to:

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

## Board Member Qualifications

The appointed Elevate Academy Inc. Board of Directors will be legally accountable for the operation of Elevate Academy North. The school is committed to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The Elevate Academy Inc. Board not only seeks potential board members who support Elevate Academy North students, but also who have the specific skill set needed on the board.

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

## Board Transition Plan

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

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

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

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

## Board Recruitment and Training

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

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

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

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

# Student Demand and Primary Attendance Target

## Enrollment & Growth Projections

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

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

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

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

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

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

## Community Need and Market Interest

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| | | | | | |
|---|---|---|---|---|---|
| % Students with Poverty indicator which correlates to meeting at-risk criteria (Christle et al., 2007 | **9%** | **9%** | **9.6%** | **9.7%** | **9.3%** |

Source - (https://www.sde.idaho.gov/finance/files/attendance-enrollment/enrollment/Enrollment-by-Building.xlsx)

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

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

## Strategies for Enrolling Underserved Families

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

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

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

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

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

## Marketing and Outreach Plan

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

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

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

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

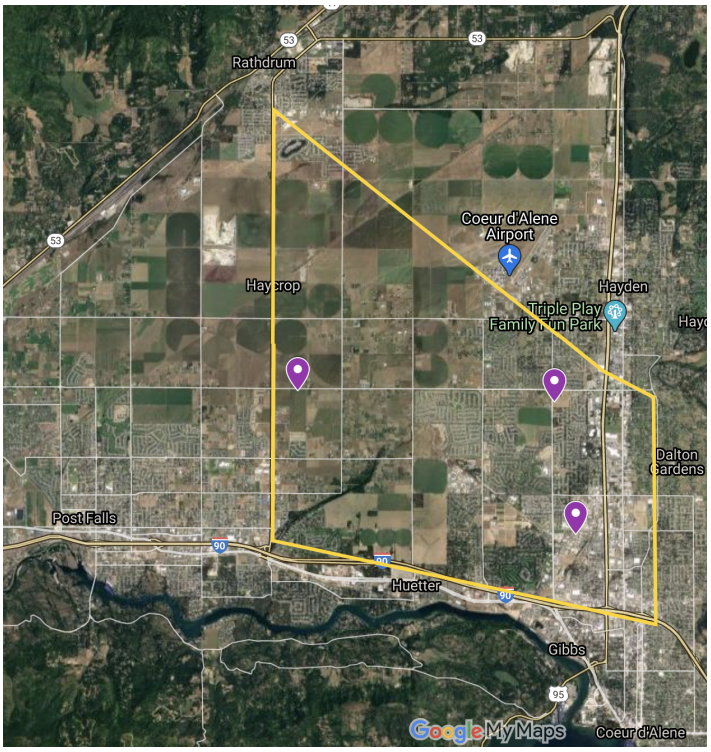
## Primary Attendance Area

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

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

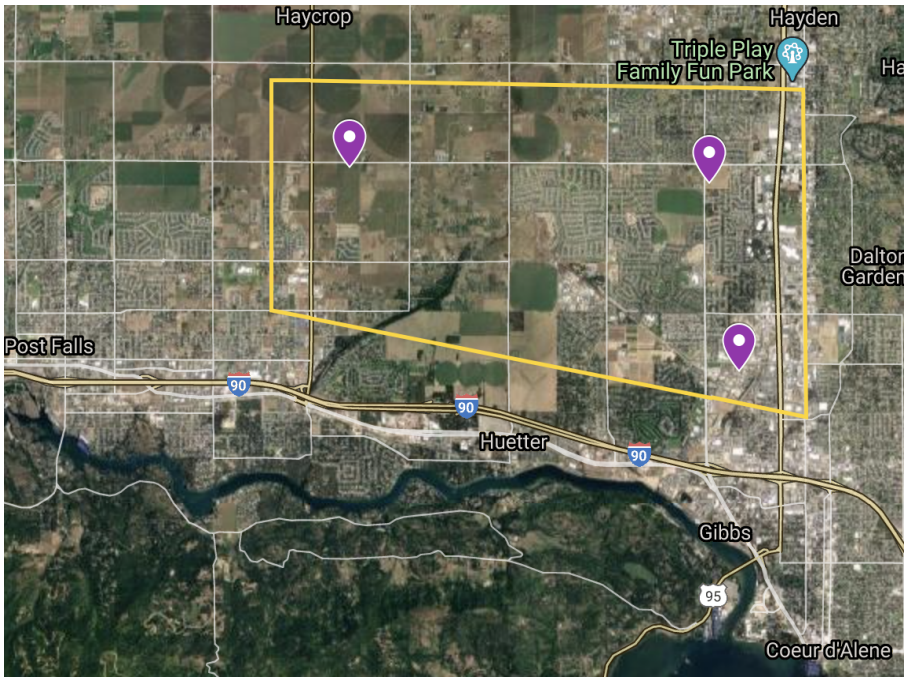
Elevate Academy North Primary Attendance Area Option #1:

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




Elevate Academy North Primary Attendance Area Option 2:

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



# School Leadership and Management

## Leadership Team

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

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

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

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

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

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

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## Appendix D: Conditions of Authorization / Renewal

No conditions of authorization or renewal are applicable.